



MAP ACADEMY

## 2019-2020 Annual Report

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## Introduction to the School

| <b>Map Academy Charter School</b>   |  |   |                               |
|---|--|---|-------------------------------|
| Type of Charter<br>(Commonwealth or<br>Horace Mann)   | Commonwealth   | Location of School<br>(Municipality)                  | Plymouth                      |
| Regional or Non-Regional  | Regional   | Chartered Districts<br>in Region<br>(if applicable)   | Plymouth<br>Wareham<br>Carver |
| Year Opened   | 2018   | Year(s) the Charter<br>was Renewed<br>(if applicable) | n/a                           |
| Maximum Enrollment  | 250  | Enrollment as of<br>June 2020                         | 166                           |
| Chartered Grade Span  | Completed 8th grade<br>through age 24  | Current Grade Span                                    | 9-12                          |
| Number of Instructional<br>Days per School Year   | 180 days<br><br>Note due to COVID 19<br>for 2019-2020:<br>117 In Person Days<br><br>63 Remote Learning<br>Days           | Students on Waitlist<br>as of<br>March 15, 2020       | 34                            |
| School Hours  | 8:30am - 3:30pm<br>Optional evening<br>session Tuesdays &<br>Thursdays 4-7 pm &<br>optional Saturday<br>session 9am-noon | Age of School as of<br>2019-2020 School<br>Year       | 2 Years                       |
| <b>Mission Statement</b><br><br>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. |  |   |                               |

## Faithfulness to Charter

### Mission and Key Design Elements

Map Academy was founded on the belief that every student can succeed, and that for some students, the path toward success does not fit traditional high school models. As we reflect on our second year, we are extraordinarily pleased with the extent to which our operational school today reflects the vision as it was proposed in 2016. In fact, renovations on our building are in full swing which will double our square footage so that we can continue to expand according to the growth plan in our approved charter.

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

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

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

Map Academy puts students at the center of their own learning, and ensures that they always know where they stand academically. This transparency ensures that students can always see their current progress toward graduation. The Map Academy online learning management system, known as the Tracker, gives students and teachers a real-time picture of student progress toward mastering competencies as well as the credits they have earned and those they still need. The Tracker allows students to control the pace of their own progress, and allows teachers to provide the direct instruction and tailored academic support students need along the way. With students driving their own learning, Map Academy provides a roadmap to a high school diploma and beyond.

Map Academy provides relentless **social-emotional support** to students through the employment of three full-time social workers, a school nurse, and two outreach staff. We also prioritize referral services to external programs and supports tailored to student needs, including but not limited to social and family services, substance abuse treatment, housing, and other supports to ensure each student's basic needs are met and in order to support a healthy learning environment. These supports, available to all Map Academy students, complement the one-on-one individualized instructional support students receive from teachers in Map's competency-based, blended learning studios.

Map Academy works with an expanding web of community partners to connect students with resources and opportunities, including High Point Treatment Center, South Bay Community Services, Crisis Prevention Institute, Family Planning, 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 Systems of Care, Algonquin Heights Patch, Youth Villages, the Nan Project and The Recovery Center of Plymouth.

Lastly, Map Academy provides **career development education** by embedding career exploration and postsecondary planning into each student's success plan. Students explore career and postsecondary options to increase their motivation and prepare them to make informed decisions about their futures. Map Academy students receive practical career development education and opportunities within our 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, and we offer ongoing support to our alumni, including monthly graduate support group meetings.

### Amendments to the Charter

| Date       | Amendment Request  | Pending or Approved? |
|------------|--|----------------------|
| 07/09/2020 | Map Academy Charter Schools proposed Accountability Plan | Approved             |

### Access and Equity: Discipline Data

To review 2019-2020 Student Discipline data for Map Academy please utilize the following link:

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

| Student Group              | Students | Students Disciplined | % In-School Suspension | % Out-of-School Suspension | % Expulsion | % Alternate Setting | % Emergency Removal | % Students with a School-Based Arrest |
|----------------------------|----------|----------------------|------------------------|----------------------------|-------------|---------------------|---------------------|---------------------------------------|
| All Students               | 157      | 12                   | 0.0                    | 7.6                        | 0.0         | 0.0                 | 0.0                 | 0.0                                   |
| English Learner            | 0        |                      |                        |                            |             |                     |                     |                                       |
| Economically disadvantaged | 92       | 7                    | 0.0                    | 7.6                        | 0.0         | 0.0                 | 0.0                 | 0.0                                   |
| Students w/disabilities    | 68       | 7                    | 0.0                    | 10.3                       | 0.0         | 0.0                 | 0.0                 | 0.0                                   |
| High needs                 | 114      | 9                    | 0.0                    | 7.9                        | 0.0         | 0.0                 | 0.0                 | 0.0                                   |
| Female                     | 57       | 5                    |                        |                            |             |                     |                     |                                       |
| Male                       | 100      | 7                    | 0.0                    | 7.0                        | 0.0         | 0.0                 | 0.0                 | 0.0                                   |
| Amer. Ind. or Alaska Nat.  | 1        |                      |                        |                            |             |                     |                     |                                       |
| Asian                      | 0        |                      |                        |                            |             |                     |                     |                                       |
| Afr. Amer./Black           | 10       | 2                    |                        |                            |             |                     |                     |                                       |
| Hispanic/Latino            | 27       | 4                    |                        |                            |             |                     |                     |                                       |
| Multi-race, Non-Hisp./Lat. | 9        | 0                    |                        |                            |             |                     |                     |                                       |
| Nat. Haw. or Pacif. Isl.   | 2        |                      |                        |                            |             |                     |                     |                                       |
| White                      | 108      | 5                    |                        |                            |             |                     |                     |                                       |

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. Thus, rather than rely on traditional student behavior and discipline policies and practices, which often drive already vulnerable students further away, Map Academy utilizes trauma informed and restorative practices and collaborative problem solving. As evidenced by our limited discipline data, rather than trying to force compliance through punishment, our goal is to create an environment in which we hold students accountable and also help them grow and learn from their mistakes. These processes are ongoing and foundational, and provide the basis of the culture at Map Academy.

The following norms and practices, are indicative of the underlying trauma-informed and restorative approach we utilize at Map Academy:

- 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</b> did the school disseminate its best practices? (Partners and Locations)  | <b>Result of dissemination</b> (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)   |
|-----------------------------|--|---|---|---|
| Innovative Model            | Participate in a cohort composed of new high school models intentionally designed to support students who are off-track to graduation. | Leadership  | Barr Foundation Engage New England cohort 1, partners include Boston Day and Evening Academy, Phoenix Academy, Chelsea Opportunity Academy and other schools from around New England. | As part of our Barr Foundation Engage New England Cohort Grant, Map Academy participated in a variety of convenings and collaboration with our cohort partners.   |
| Innovative Model            | Hosted other educators for school tours and conversation/Q & A with students, staff, and leadership.                                   | Students, Staff, and Leadership   | Springpoint Schools, New York and MA  | As part of our Barr Foundation Engage New England Cohort Grant, Map Academy has hosted several Springpoint visits which all resulted in agendas, artifacts, and reports.  |
| Innovative Model            | Hosted other educators for school tours and conversation/Q & A with students, staff, and leadership.                                   | Students, Staff, and Leadership   | Mass IDEAS, MA  | Mass IDEAS is an initiative launched by Next Generation Learning Challenges aimed to support bold educators in creating new models. Mass IDEAS leadership team members have visited and spent time with students, staff, and leadership. In addition, the founders of Map Academy have participated in multiple Mass IDEAS convenings and served as coaches to other teams interested in opening new schools. |
| Innovative Model            | Hosted other educators for school tours and conversation/Q & A with students, staff, and leadership.                                   | Students, Staff, and Leadership   | BDEA, Phoenix Academy Charter Schools, and Barnstable Public Schools.   | Hosted teams from Barnstable, BDEA and Phoenix Charter Academy to share aspects of the Map Academy model.   |
| Innovative Model            | Launched <a href="#">Education Disruption Podcast</a>  | Leadership  | Open source   | Launched 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            | Presented to other educators and conversation/Q & A.   | Leadership  | Massachusetts PTA Health Summit   | Presented the Map Academy model to the PTA Health Summit Conference.  |

|                                |  |                                |   |   |
|--------------------------------|--|--------------------------------|---|---|
| Innovative Model               | Presented to the State House Education Subcommittee                                | Leadership                     | MA Subcommittee for Education   | Testified on a weighted lottery bill.   |
| Innovative Model               | Presented at MA DESE Dissemination Fair  | Leadership                     | Variety of Massachusetts schools  | Conference presentation on how the Map Academy model supports personalized learning for high need students.   |
| Innovative Model               | Presented at the National Alternative Accountability Forum                         | Leadership                     | Educational Institutes and other key stakeholders in the field of innovative accountability metrics | Conference presentation on how the Map Academy model supports personalized learning for high need students and how to incorporate innovative accountability metrics to show growth. |
| Innovative Model               | Barr Foundation Catalyze New Models High School Leaders Cohort                     | Leadership                     | Variety of Educational Institutions   | Collaboration of high school leaders to share best practices in education across New England.   |
| Innovative Model               | NGLC Learning Excursion  | Leadership and Student Support | Variety of Educational Institutions   | Collaborated with other school leaders to share best practices and visit nationally recognized schools in Washington DC   |
| Trauma Sensitive Learning      | Presented at Access to Behavioral and Mental Health Services Grantees Launch Event | Leadership and Student Support | Variety of Educational Institutions   | Conference presentation on how the Map Academy model supports personalized learning for high need students.   |
| Wrap Around Supports           | Bridge over Troubled Waters  | Leadership and Student Support | Bridge over Troubled Waters Boston  | Visited to learn about support systems for off track and homeless youth.  |
| Wrap Around Supports           | Residential Program Visits   | Leadership and Student Support | Joes Place, St. Louis, Boys Hope Girls Hope DC, and Momentum Academy DC.                            | Visited and met with the leadership of innovative programs providing housing for homeless and housing insecure youth.   |
| Culturally Responsive Practice | Barr Foundation Catalyze New Models Designing at the Margins Leaders Cohort        | Leadership                     | Variety of Educational Institutions   | Engaged in collaborative, facilitated dialogue with other school leaders to strengthen culturally responsive practices in alternative high school settings.                         |



## Academic Program Success

### Student Performance

To review 2019-2020 DESE School and District Report Card for Map Academy please utilize the following link:

<http://reportcards.doe.mass.edu/2019/DistrictReportcard/35170000>

| 2019 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

Map Academy intentionally recruits and enrolls disconnected and high risk youth who are off track for success due to a multitude of factors, including being formerly incarcerated and or court involved; being habitually truant; showing patterns of academic failure due to unaddressed learning disabilities; working full time in order to provide an income to help support themselves or their family; being homeless or housing insecure; struggling with anxiety, depression, and/or other mental health concerns unrelated to academics; having extensive histories of abuse and trauma; enduring family trauma leading to parentification; becoming pregnant or a parent when not emotionally or financially stable; caring for an addict and or being the child of an addict; dealing with the impact of poverty; recovering and/or struggling with substance misuse; and having histories of being bullied in school or on social media. Many youth will never understand or be exposed to these challenges, but the vast majority of the students Map Academy serves face some combination of them on a daily basis. Due to the complex pattern of barriers they face, traditional school models are overwhelmingly unsuccessful for Map Academy's target population. Map Academy meets the unique needs of these students by offering a flexible, asynchronous, competency-based, blended learning environment specifically designed to cultivate success in marginalized youth.

As a small new alternative school designed to serve a complex student population, we are acutely aware that traditional measures of success will never fully capture progress in a school like ours. For example, many of our students come to us 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, we are committed to developing and tracking alternative measures of success in order to authentically capture student progress and continue to hone our model to ensure we are meeting student needs. Map Academy's recently approved Accountability Plan was developed specifically to track and measure these types of alternative measures. This plan was recently approved, and we are now moving forward with implementation of systems which will capture the data outlined in the plan,

including individual student Success Plans, enhanced student profiles created at intake, and additional academic and social-emotional assessments. At Map Academy, we believe that every student can succeed and we are committed to developing the nuanced and sophisticated data collection and analysis necessary to ensure that we engage in data-driven continuous improvement. We are currently exploring the feasibility of developing a customized data dashboard to track a wide range of success measures and hope to build a platform that pulls together qualitative and quantitative data from disparate systems.

The following link provides a more in-depth look at our personalized learning model:

<https://drive.google.com/file/d/19mIKKX5kXQUUpPevhBncgiV3cY23GPoIP/view?usp=sharing>

## **Program Delivery**

Map Academy's overarching mission is to personalize the school experience to cultivate success in every student.

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' schedules are responsive to their current learning needs and programming is based on the ability to demonstrate competency in a given subject area. Nonetheless, there are some features that do typically characterize students' days at Map Academy.

A typical school day at Map Academy is 8:30 am until 3:30 pm, but this schedule does not work for all of the students all of the time. Built into the Map Academy model is flexibility with time and place, utilizing a school-issued laptop and an online blended learning Tracker to interact with instructors, students can access class material and track progress from anywhere and at any time. In this way, most of the learning at Map Academy is asynchronous, meaning that it is not linked to a fixed place and time. All students are expected to achieve specific standards and complete specific work, but these can be achieved at varying paces based on student interests, needs and abilities.

In order to provide an additional option for our students who are juggling significant outside responsibilities in addition to school and those who are interested in accelerating their progress toward graduation, we also offer an evening option on Tuesdays & Thursdays from 4-7 pm and a Saturday option from 9 am-12:00 pm.

Blended asynchronous learning is the instructional foundation of Map Academy's personalized approach to high school. At Map Academy, students work in learning studios with teachers providing instruction, but students move through the core academic curriculum at their own pace. Students enter the studio, access the curriculum (often online) and begin working wherever they left off last. In this model, the teacher acts as an active facilitator, coach, and advisor, designing strategies and interventions suited to each student's individual needs, such as direct instruction, one-on-one support or a mini-lesson to a subset of students. Students in the same studio engage with the material in different ways and at different paces. This approach allows for more differentiation and individualization than is often possible in a traditional classroom.

Instead of being assigned to one teacher, students instead are members of interdisciplinary Learning Studios where teams of teachers are available to work with students in a range of

flexible spaces throughout the building. Giving students the option to choose where to work and which teacher to work with adds another layer of flexibility and self-efficacy for students as they move through the curriculum in ways that work for them.

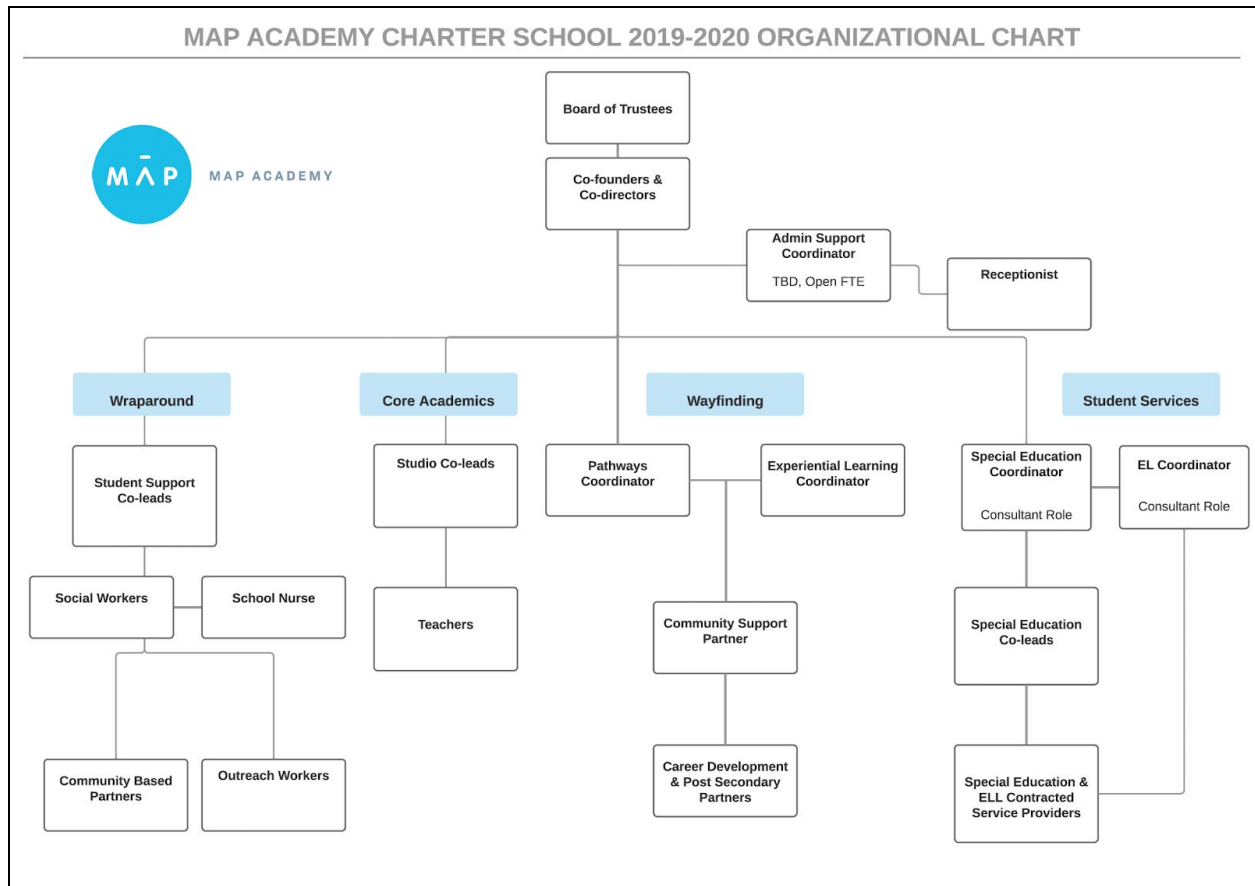
Additionally, in order to provide a range of learning opportunities, including shared experiences, we offer Seminar, Wellness, Career Development and Experiential Learning courses. These courses are driven by student interest and meet during designated blocks, allowing students to participate in a variety of academic and enrichment courses of their choice. Seminar and Wellness offerings change quarterly and Experiential Learning offerings change monthly. Students who are ready also have access to Dual Enrollment opportunities. Students work with the Pathways Coordinator and Experiential Learning Coordinator to design experiences that explore their personal passions and interests and hone Career Readiness skills, and as they approach graduation, they apply those interests and skills to final Capstone projects and Post-Secondary Plans.

Note: For an explanation of the Remote Learning model Map Academy provided from March 16, 2020 through the end of the school year due to the COVID-19 school closure please utilize the following link:

<https://themapacademy.org/virtual-student-center/>

## Organizational Viability

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



## Teacher Evaluation

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

## Budget and Finance

### A. Unaudited FY20 statement of revenues, expenses, and changes in net assets (income statement)

*See Attachment A*

### B. Statement of net assets for FY20 (balance sheet)

*See Attachment A*

### C. Approved School Budget for FY21

*See Attachment B*

| <b>FY21 Enrollment Table</b>                                    | <b>Number</b> |
|---|---------------|
| Number of students pre-enrolled as of March 16, 2020 submission | 190           |
| Number of students upon which FY21 budget tuition line is based | 190           |
| Number of expected students for FY21 first day of school        | 190           |

#### D. Capital Plan for FY21

Map Academy does not have a Capital Plan for FY21. As a new school ending its second year of operations, Map Academy does not currently have any planned capital projects in progress or currently expected to be initiated in the next 10 years. FY21 will be year three of a five year lease on 11 Resnik Road, Plymouth, MA. This existing lease does include occupancy of expanded space renovated by the landlord between FY20 and FY21, moving from approximately 11,400 sq ft. to 22,800 sq ft to accommodate the school's enrollment growth plan as outlined in its charter.

## APPENDIX A

### Accountability Plan Evidence 2019-2020

#### Faithfulness to Charter

|  | 2019-2020<br>Performance<br>(Met/Not Met/Making<br>Progress) | Evidence (include detailed<br>evidence with supporting data<br>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>1</sup> ) as specified in their ILP   | Making progress  | Making effective progress towards accountability measure. Accountability Plan approved July 2020. Accountability goal reporting will commence at the end of 2020-2021 school year.   |
| <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 <sup>2</sup> ) specified in their ILP.        | Making progress  | Making effective progress towards accountability measure. Accountability Plan approved July 2020. Accountability goal reporting will commence at the end of 2020-2021 school year.   |
| <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. | Making progress  | Due to the COVID-19 school closure we did not administer this particular survey. In lieu of this survey, we administered surveys relating to time sensitive topics such as student safety, family needs, food security, internet connectivity, device access, and other pertinent topics |

<sup>1</sup> Course completion goals range from 2 to 10 courses based on Engagement Phase. Criteria outlined in Engagement Phase Rubric, Table 2.

<sup>2</sup> Engagement goals range from 30% to 90% based on Engagement Phase. Criteria outlined in Engagement Phase Rubric, Table 2.

|  |                 |   |
|--|-----------------|---|
|  |                 | related to the COVID-19 school closure and plans for reopening.   |
| <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. | Making progress | Due to the COVID-19 school closure we did not administer this particular survey. In lieu of this survey we administered surveys relating to time sensitive topics such as student concerns, staff concerns, staff internet connectivity, staff device access or other things they needed from the school to effectively carry out remote learning, and other pertinent topics related to the COVID-19 school closure and plans for reopening. |
| <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.  | Making progress | Due to the COVID-19 school closure we did not administer this particular survey. In lieu of this survey we administered surveys relating to time sensitive topics such as student safety, family needs, food security, internet connectivity, device access, and other pertinent topics related to the COVID-19 school closure and plans for reopening.   |
| <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.            | Making progress | Making effective progress towards accountability measure. Accountability Plan approved July 2020. Accountability goal reporting will commence at the end of 2020-2021 school year.  |
| <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.  | Making progress | Due to the COVID-19 school closure we did not administer this particular survey. In lieu of this survey we administered surveys relating to time sensitive topics such as student concerns, staff concerns, staff internet connectivity, staff device access or other things they may need from the school to effectively carry out remote learning, and other pertinent topics related to  |

|   |                 |  |
|---|-----------------|--|
|   |                 | the COVID-19 school closure and plans for reopening.   |
| <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. | Making progress | Making effective progress towards accountability measure. Accountability Plan approved July 2020. Accountability goal reporting will commence at the end of 2020-2021 school year. |
| <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.   | Making progress | Making effective progress towards accountability measure. Accountability Plan approved July 2020. Accountability goal reporting will commence at the end of 2020-2021 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.  | Making progress | Making effective progress towards accountability measure. Accountability Plan approved July 2020. Accountability goal reporting will commence at the end of 2020-2021 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 this submission all of our graduates are 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 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   | Making progress | Making effective progress towards accountability measure. Accountability Plan approved July 2020. Accountability goal reporting will commence at the end of 2020-2021 school year. |



|   |  |  |
|---|--|--|
| goal, as measured by Map Academy Pathways Coordinator logs. |  |  |
|---|--|--|

#### Dissemination

|  | 2019-2020<br>Performance<br>(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 all 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                                       | Creation and production 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, prior to COVID-19 we hosted and presented at several showcase events. It should also be noted that several more events we were slated to present at were cancelled due to COVID-19. |

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

|   | 2019-2020<br>Performance<br>(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 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 | Making progress                           | Making effective progress towards accountability measure. Accountability Plan approved July 2020. Accountability goal reporting will commence at the end of 2020-2021 school year. |

|   |                 |  |
|---|-----------------|--|
| distribution of alternative schools across the country <sup>3</sup>   |                 |  |
| <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.   | Making progress | Making effective progress towards accountability measure. Accountability Plan approved July 2020. Accountability goal reporting will commence at the end of 2020-2021 school year. |
| <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.  | Making progress | Making effective progress towards accountability measure. Accountability Plan approved July 2020. Accountability goal reporting will commence at the end of 2020-2021 school 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. | Making progress | Making effective progress towards accountability measure. Accountability Plan approved July 2020. Accountability goal reporting will commence at the end of 2020-2021 school year. |

<sup>3</sup> Momentum Strategy & Research (2016), *Alternative Accountability User's Guide: School rank percentile distributions*. Denver, CO.

## APPENDIX B

### Recruitment Plan 2019-2020

**School Name:** Map Academy Charter School

#### 2019-2020 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2019-2020 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:** We did send mailings to prospective students in our catchment area through a third party mail house and emails to everyone on a mailing list generated via a webform. We worked hard to design branding and messaging that makes Map Academy's mission very clear and have received positive feedback from these mailings. It is core to our mission to make sure that students who have left other high schools without graduating know about the opportunity Map Academy provides; however, some local districts in our charter region have opted not to include dropouts in the data sent to the third party mail house, meaning that many eligible students are not included in these mailings. This is a challenge we have not yet managed to overcome. We will continue to push for the inclusion of all eligible students in these mailings but seem to be at an impasse currently.

**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 but not limited to: High Point Treatment Center, South Bay Community Services, Crisis Prevention Institute, Family Planning, Department of Transitional Assistance, Mass Rehab Commission, Department of Children and Families, Department of Transitional Assistance, Parent Information Network, BAMSI, Department of Mental Health, Plymouth Youth Development Collaborative, Plymouth Systems of Care, Algonquin Heights Patch, Youth Villages, the Nan Project and The Recovery Center of Plymouth.

**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 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, 2020 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 2020 SIMS report. We are pleased that our English Learners population now also exceeds the Comparison Index and are committed to doing our best to ensure that remains the case. There are a limited number of English Learners in our catchment area, and we continue to actively recruit EL students who are disengaged from or have dropped out of school without graduating and thus would benefit from the opportunity Map Academy provides. 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.

2019-2020 Data:

Special Education: 50.3%

Economically Disadvantaged: 50.9

English Learners: .6%

High Needs: 75.2%

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

**General Recruitment Activities for 2020-2021:**

**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 Updates:** Bi-monthly we will send email updates to anyone enrolled in our update system via our website, themapacademy.org

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

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

**Publicity:** Continue to utilize the Map Academy website and social media presence, along with any other available media outlets, to promote awareness of Map Academy. 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 a 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. The website will also house a link through which interested students and families can sign up for a Virtual or in person Open House.

**Recruitment Plan – 2020-2021 Strategies**

**List strategies for recruitment activities for each demographic group.**

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

|  |   |
|--|---|
| <p>Chart Data</p> <p>School percentage: 50.3%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 13.4%</p> <p>At the time of this annual report submission, GNT/Chart data is not yet available. However, the school is <b>above</b></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> </ol> |
|--|---|

|   |  |
|---|--|
| the CI percentage.  | 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.  |
| <b>Limited English-proficient students/English learners.</b>  |  |
| <p>Chart Data</p> <p>School percentage: 0.6%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 0.2%</p> <p>At the time of annual report submission the GNT/Chart data is not yet available. However, the school is <b>above</b> 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>  |
| <b>Students eligible for free or reduced lunch (LowIncome/EconomicallyDisadvantaged)</b>  |  |
| <p>Chart Data</p> <p>School percentage: 50.9%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 16.3%</p> <p>At the time of annual report submission the GNT/Chart data is not yet available. However, the school is <b>above</b> 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 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> |
| Students who are sub-proficient   | <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>   |
| Students at risk of dropping out school/Students who have dropped out of school   | <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</li> </ol>   |

|   |  |
|---|--|
|   | <p>backfill vacancies in order to provide opportunities to as many students as possible.</p> <ol style="list-style-type: none"> <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>   |
| Other subgroups of students who should be targeted to eliminate the achievement gap | <ol style="list-style-type: none"> <li>1. Pregnant/Parenting youth: Work with local organizations such as Plymouth Family Network, Plymouth WIC, and Healthy Families to ensure that pregnant/parenting teens know about Map Academy.</li> <li>2. Students who need to work to financially support themselves and/or their families: Work to engage working students who are disengaged from or have left high school early through all of the above mentioned general recruitment strategies, especially flexible scheduling to balance the competing demands of work and school.</li> <li>3. Referrals from current students and families: Often students who didn't find success in school have family and friends in the same situation. Our students, 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> |

**Retention Plan**  
2020-2021

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

**2019-2020 Implementation Summary:**

**Successes:**

In our first two 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 90.8% 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 supports. 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.

| <b>Overall Student Retention Goal</b>                  |  |
|--|--|
| <b>Annual goal for student retention (percentage):</b> | 80% - Stated in Charter<br>90.8% - 2019-2020 |



## Retention Plan Strategies

| Retention Plan – 2020-2021 Strategies<br>List strategies for retention activities for <u>each</u> demographic group.   |  |
|--|--|
| Special education students/students with disabilities  |  |
| <p><u>(a) CHART data</u></p> <p>School percentage: 5.5%<br/>Third Quartile: 14.8%</p> <p>The school's attrition rate is <b>below</b> third quartile percentages.</p> | <p><u>(b) Continued 2019-2020 Strategies</u></p> <ol style="list-style-type: none"> <li>1. <b>Instructional Leadership Team:</b> The instructional leadership team will meet bi-weekly to analyze data, refine curriculum based upon student performance, and plan professional development accordingly which is instrumental to ensure that the needs of all students are met.</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<br>Limited English-proficient students  |  |
| <p><u>(a) CHART data</u></p> <p>School percentage: 0%<br/>Third Quartile: 2.2%</p> <p>The school's attrition rate is <b>below</b> third quartile percentages.</p>    | <p><u>(b) Continued 2019-2020 Strategies</u></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. We have hired an additional teacher who will be certified in EL instruction by January of 2021.</li> </ol>  |

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

| <u>(a) CHART data</u>  | <b>(b) Continued 2019-2020 Strategies</b>  |
|--|--|
| <p>School percentage: 16.7%<br/>Third Quartile: 15.3%</p> <p>The school's attrition rate is <b>above</b> third quartile percentages.</p> | <ol style="list-style-type: none"> <li><b>1. 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>2. Weekly Student Concerns PD:</b> This weekly informational session lead by the Co-Directors and/or Co-leads of Student Support is specifically designed for the whole staff to stay abreast on student concerns and will ultimately ensure staff members know exactly what barriers students are facing outside of school and are able to tailor instruction and support accordingly.</li> <li><b>3. 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>4. 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 utilize Trauma Sensitive Practices and a Restorative Justice Model to develop community and manage behavior by repairing harm and restoring relationships. Our goal is to get better at this proven strategy particularly with our most disengaged and at risk youth. Our goal is to provide additional professional development opportunities for our staff on positive youth development beginning immediately.</li> <li><b>5. Evening, Saturday 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, weekend and summer hours to help increase access and provide additional flexibility to students juggling other responsibilities.</li> </ol> |

(c) 2020-2021 Additional Strategy(ies), if needed  
Above third quartile: **additional and/or enhanced strategies needed.** Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

6. **Anchor Adults:** Anchors consist of no more than 15 students with the overarching goal of helping students form strong and lasting relationships with each other and an adult advocate. Students will be placed into an Anchor group upon intake. Anchors will serve as the point person for their students and families on most matters, including academics and social-emotional issues. Anchors, in general, will be a safe place for students to build social-emotional competencies, as well as identify strengths and areas for personal improvement, build positive relationships, and discuss postsecondary opportunities. The consistent effectiveness of this primary person model is heavily dependent on staff capacity, and our goal is to fully develop anchor groupings into a more effective retention strategy **within 2 years** through ongoing and enhanced hiring and staff development efforts.
7. **Personalized Attendance Outreach:** Map Academy staff will take a personal approach to attendance outreach when students are absent. We will reach out via text message, phone calls and home visits. The consistent effectiveness of this personalized outreach model is heavily dependent on staff capacity, and our goal is to increase the effectiveness of this retention strategy **within 1 year** through ongoing and enhanced hiring and staff development efforts. We have hired a 3rd full time social worker for the 2020-2021 school year to increase capacity for this type of support. We have also recalibrated student groupings to ensure that each student has a dedicated Academic Case Manager, to help track engagement and attendance as well as academic progress.
8. **Additional Transportation Options:** One of the biggest barriers our economically disadvantaged students face is the inequities surrounding access to reliable transportation and the community lack of public transportation options. We utilize a school funded Uber account to facilitate rides for our older students and our goal is to provide more robust services of transportation **within two years** by adding additional school-sponsored GATRA routes to other communities, utilizing school-owned vans for back up transportation and continuing to offer Drivers Ed and support with the permit and license process.

|   |   |
|---|---|
|   | <p><b>9. 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. <b>Within one year</b>, we will strengthen the support we provide to our working students so that they can remain employed and also earn their diplomas.</p> <p><b>10. Expanded Evening, Weekend and Summer options:</b> In order to provide additional flexibility to all of our students, and particularly our economically disadvantaged students, most of whom need to work in addition to coming to school, we plan to expand these options <b>within one year</b>.</p>  |
| <u>Students who are sub-proficient</u>            | <p><b>(d) Continued 2019-2020 Strategies</b></p> <ol style="list-style-type: none"> <li><b>1. Create an innovative data dashboard and student success planning system</b> - Create 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><b>2. 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> |
| <u>Students at risk of dropping out of school</u> | <p><b>(e) Continued 2019-2020 Strategies</b></p> <ol style="list-style-type: none"> <li><b>3. 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> </ol>   |

|   |   |
|---|---|
|   | <p>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. We hired a 3rd full time social worker for the 2020-2021 school year to build our capacity to address this need.</p>  |
| <p><u>Students who have dropped out of school</u><br/> <u>*only schools serving students who are 16 and older</u></p> | <p><b>(f) Continued 2019-2020 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 symptoms. Early data collected so far indicates that Map Academy students have an average ACES score of over 5 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. We hired a 3rd full time social worker for the 2020-2021 school year to build our capacity to address this need.</li> <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</li> </ol> |

|  |   |
|--|---|
|  | <p>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.</p> <p>3. We will maintain communication with students who have 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> |
|--|---|

## APPENDIX C

### School and Student Data Tables

| STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION |               |                          |
|--|---------------|--------------------------|
| Race/Ethnicity                               | # of students | % of entire student body |
| African-American                             | 10            | 6.2%                     |
| Asian  | 1             | .6%                      |
| Hispanic                                     | 31            | 19.3%                    |
| Native American                              | 0             | 0                        |
| White  | 108           | 67.1%                    |
| Native Hawaiian, Pacific Islander            | 1             | .6%                      |
| Multi-race, non-Hispanic                     | 10            | 6.2%                     |
| Special education                            | 81            | 50.3%                    |
| Limited English proficient                   | 1             | 0.6%                     |
| Economically Disadvantaged                   | 82            | 50.9%                    |

| ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR |   |            |   |
|---|---|------------|---|
| Name, Title   | Brief Job Description                             | Start date | End date<br>(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 2019-2020 SCHOOL YEAR |  |   |  |  |
|--|--|---|--|--|
|  | Number as of the last day of the 2019-2020 school year | Departures during the 2019-2020 school year | Departures at the end of the school year | Reason(s) for Departure*   |
| Teachers   | 9  | 4   | 3  | One teacher chose to end employment during the school year to deal with personal/family health situations. Three teachers were laid off and not renewed due to COVID-19 budget uncertainty. Three teachers were non-renewed at the end of the school year. |
| Other Staff  | 9  | 1   | 0  | One employee was laid off and not renewed due to COVID-19 budget uncertainty.  |

| BOARD AND COMMITTEE INFORMATION  |          |
|--|----------|
| Number of commissioner approved board members <b>as of August 1, 2020</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 2019-2020 school year (If not applicable, enter NA.) | NA       |

| BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR |                       |                          |                        |  |
|---|-----------------------|--------------------------|------------------------|--|
| Name  | Position on the Board | Committee affiliation(s) | Number of terms served | Length of each term (start and end date) |
| Edward Jacoubs                              | Chair                 | NA                       | In 1st                 | 02/27/17-06/30/23                        |
| Paul Kitchen                                | Treasurer             | NA                       | In 1st                 | 02/27/17-06/30/23                        |
| Linda McCann                                | Clerk                 | NA                       | In 1st                 | 02/27/17-resigned                        |
| Mary Burke                                  | Member                | NA                       | In 1st                 | 02/27/17-06/30/23                        |
| David Peck                                  | Member                | NA                       | In 1st                 | 02/27/17-06/30/23                        |
| Rachel Babcock                              | Member                | NA                       | In 1st                 | 02/27/17-06/30/23                        |
| Josh Charpentier                            | Member                | NA                       | In 1st                 | 02/27/17-06/30/23                        |



## APPENDIX D

### Additional Required Information

#### Key Leadership Positions

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

**Facilities**

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

**Enrollment**

| Action                       | 2019-2020 School Year Date(s) |
|------------------------------|-------------------------------|
| Student Application Deadline | Tuesday, February 16, 2021    |
| Lottery                      | Tuesday, February 23, 2021    |

**Anticipated Board Meeting Schedule for 2020-2021**

Monday, August 10, 2020  
Monday, October 19, 2020  
Monday, December 14, 2020  
Monday, February 8, 2021  
Monday, April 12, 2021  
Monday, June 14, 2021

# Attachment A - Finance Reports

Map Academy Charter School

For the period ended June 30, 2020



**MAP ACADEMY**

Prepared by  
**AAFCPAs**

Prepared on  
**July 30, 2020**

# Table of Contents

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Profit and Loss

Balance Sheet

# Profit and Loss

July 2019 - June 2020

|  | Total               |
|--|---------------------|
| <b>INCOME</b>  |                     |
| 4000 Tuition   | 2,999,464.00        |
| 4100 Grants - State  | 192,553.00          |
| 4150 Grants - Federal                                      | 520,339.91          |
| 4180 Grants - Private                                      | 3,089.76            |
| 4200 Nutrition Funding - Federal & State                   | 42,549.61           |
| 4450 Contributions - Other                                 | 7,900.00            |
| 4900 Other Income  | 2,211.96            |
| 8400 Temp Restricted Released to Ops                       | 358,744.75          |
| <b>Total Income</b>  | <b>4,126,852.99</b> |
| <b>GROSS PROFIT</b>  |                     |
| <b>4,126,852.99</b>  |                     |
| <b>EXPENSES</b>  |                     |
| 5000 Personnel Costs                                       |                     |
| 5010 Salaries  |                     |
| 5011 Salaries - Administrative (Professional)              | 289,140.73          |
| 5032 Salaries - Teachers                                   | 503,975.61          |
| 5033 Salaries - SPED Instructional                         | 239,959.89          |
| 5042 Salaries - Other (Professional)                       | 84,280.82           |
| 5062 Salaries - Support/Clerical                           | 49,718.20           |
| 5073 Salaries - Other Student Services                     | 301,221.81          |
| <b>Total 5010 Salaries</b>                                 | <b>1,468,297.06</b> |
| 5206 Taxes   | 39,490.50           |
| 5225 Fringe Benefits                                       | 69,114.06           |
| 5240 Staff Stipends in addition to base salary             | 49,043.47           |
| 5250 Stipends - Part Time                                  | 200.00              |
| <b>Total 5000 Personnel Costs</b>                          | <b>1,626,145.09</b> |
| 5100 Recruitment & Staff Development                       |                     |
| 5401 Professional Development, Administration              | 4,769.04            |
| 5401-1 Governance Development                              | 15,000.00           |
| <b>Total 5401 Professional Development, Administration</b> | <b>19,769.04</b>    |
| 5402 Professional Development, Instructional               | 43,099.11           |
| 5411 Staff/ Student Recruitment                            | 69,180.95           |
| 5841 Advertising   | 3,603.56            |
| <b>Total 5100 Recruitment &amp; Staff Development</b>      | <b>135,652.66</b>   |
| 5200 Direct Student Costs                                  |                     |
| 5210 Dual Enrollment Costs                                 | 2,534.00            |
| 5312 Contracted Services, Instructional                    | 1,350.00            |
| 5322 General Education                                     | 22,903.75           |
| 5331-1 ELE Support   | 6,366.73            |
| 5332 Special Education                                     | 58,414.51           |
| <b>Total 5312 Contracted Services, Instructional</b>       | <b>89,034.99</b>    |
| 5333 Student Support                                       | 3,431.86            |
| 5413 Health Services                                       | 6,750.67            |

|   | <b>Total</b>        |
|---|---------------------|
| 5432 Instructional Supplies & Materials           | 38,317.12           |
| 5433 Other Student Services Community and Culture | 35,928.46           |
| 5452 Instructional Technology in Classrooms       | 14,968.86           |
| 5605 Rental Gymnasium                             | 7,665.00            |
| 5614 Rental/Lease of Equipment                    | 4,995.99            |
| 5773 Student Transportation (to and from school)  | 40,436.89           |
| 5791 Travel Expenses for Staff/Board              | 22,440.08           |
| 5816 Civic Activities                             | 525.00              |
| 5823 Food Services                                | 81,108.27           |
| 5952 Testing & Assessment                         | 3,424.85            |
| <b>Total 5200 Direct Student Costs</b>            | <b>351,562.04</b>   |
| 5300 Occupancy Expenses                           |                     |
| 5434 Minor Furniture & Fixtures                   | 11,534.05           |
| 5444 Building Misc. Supplies                      | 25,897.82           |
| 5514 Maintenance of Buildings & Grounds           | 16,306.10           |
| 5524 Telecom and Internet                         | 13,055.48           |
| 5554 Utilities                                    | 15,468.81           |
| 5555 Disposal of Equipment                        | 25,000.00           |
| 5604 Rental/Lease of Buildings & Grounds          | 306,199.96          |
| 5885 Insurance (non-employee)                     | 29,103.29           |
| <b>Total 5300 Occupancy Expenses</b>              | <b>442,565.51</b>   |
| 5400 Other Operating Costs                        |                     |
| 5301 Professional Fees                            |                     |
| 5311 Communications                               | 18,839.21           |
| 5320 Outsourced Accounting                        | 65,271.95           |
| 5321 Audit Fees                                   | 22,100.00           |
| 5331 Facility Professional Services               | 24,116.54           |
| 5341 Human Resources                              | 25,974.27           |
| 5351 Legal Fees                                   | 7,147.60            |
| <b>Total 5301 Professional Fees</b>               | <b>163,449.57</b>   |
| 5421 Dues, Licenses, Fees, and Subscriptions      | 8,325.06            |
| 5431 Office Supplies and Materials                | 9,283.43            |
| 5451 Other Information Management & Technology    | 34,120.75           |
| 5461 Data Management/Website Support              | 14,137.50           |
| 5471 Postage                                      | 854.95              |
| 5515 Custodial Services Facility                  | 40,722.82           |
| 5991 Other Misc. Costs                            | 414.57              |
| <b>Total 5400 Other Operating Costs</b>           | <b>271,308.65</b>   |
| 5919 COVID-19 Related Expenses                    | 45,377.37           |
| <b>Total Expenses</b>                             | <b>2,872,611.32</b> |
| <b>NET OPERATING INCOME</b>                       | <b>1,254,241.67</b> |
| <b>OTHER INCOME</b>                               |                     |
| 8300 Temp Restricted Releases                     | -358,744.75         |
| <b>Total Other Income</b>                         | <b>-358,744.75</b>  |
| <b>OTHER EXPENSES</b>                             |                     |

|                             | Total            |
|-----------------------------|------------------|
| 5701 Depreciation Expense   | 78,469.88        |
| <b>Total Other Expenses</b> | <b>78,469.88</b> |
| NET OTHER INCOME            | -437,214.63      |
| NET INCOME                  | \$817,027.04     |

# Balance Sheet

As of June 30, 2020

|  | Total                 |
|--|-----------------------|
| <b>ASSETS</b>                          |                       |
| <b>Current Assets</b>                  |                       |
| <b>Bank Accounts</b>                   |                       |
| 1000 Operating (9461)                  | 1,214,233.70          |
| 1010 Payroll (9453)                    | 141,799.52            |
| <b>Total Bank Accounts</b>             | <b>1,356,033.22</b>   |
| <b>Other Current Assets</b>            |                       |
| 1120 Grants Receivable - Federal       | 58,156.79             |
| 1130 Grants Receivable - Private       | 2,089.76              |
| 1160 Prepaid Expense                   | 8,177.98              |
| <b>Total Other Current Assets</b>      | <b>68,424.53</b>      |
| <b>Total Current Assets</b>            | <b>1,424,457.75</b>   |
| <b>Fixed Assets</b>                    |                       |
| 1530 Leasehold Improvements            | 24,762.00             |
| 1540 Furniture                         | 446,815.05            |
| 1550 Equipment                         | 65,415.92             |
| 1560 Computers                         | 99,286.34             |
| 1580 Website Development               | 12,200.00             |
| 1600 Accumulated Depreciation          | -126,226.03           |
| <b>Total Fixed Assets</b>              | <b>522,253.28</b>     |
| <b>TOTAL ASSETS</b>                    | <b>\$1,946,711.03</b> |
| <b>LIABILITIES AND EQUITY</b>          |                       |
| <b>Liabilities</b>                     |                       |
| <b>Current Liabilities</b>             |                       |
| <b>Accounts Payable</b>                |                       |
| 2000 Accounts Payable (A/P)            | 40,982.13             |
| <b>Total Accounts Payable</b>          | <b>40,982.13</b>      |
| <b>Credit Cards</b>                    |                       |
| 2010 Citizens Credit Card              | 1,205.47              |
| <b>Total Credit Cards</b>              | <b>1,205.47</b>       |
| <b>Other Current Liabilities</b>       |                       |
| 2110 Accrued Payroll                   | 194,407.99            |
| 2115 MTRS Retirement Payable           | 8,787.08              |
| <b>Total Other Current Liabilities</b> | <b>203,195.07</b>     |
| <b>Total Current Liabilities</b>       | <b>245,382.67</b>     |
| <b>Total Liabilities</b>               | <b>245,382.67</b>     |
| <b>Equity</b>                          |                       |
| 3000 Retained Earnings                 | 884,301.32            |
| Net Income                             | 817,027.04            |
| <b>Total Equity</b>                    | <b>1,701,328.36</b>   |
| <b>TOTAL LIABILITIES AND EQUITY</b>    | <b>\$1,946,711.03</b> |



# Attachment B

## Map Academy Charter School

BUDGET OVERVIEW: FY21 BUDGET July 2020 - June 2021

Board Approved: June 8, 2020

|   | TOTAL                 |
|---|-----------------------|
| Income  |                       |
| 4000 Tuition  | 3,362,050.00          |
| 4150 Grants - Federal                                 | 101,000.00            |
| 4180 Grants - Private                                 | 150,000.00            |
| 4200 Nutrition Funding - Federal & State              | 52,500.00             |
| <b>Total Income</b>                                   | <b>\$3,665,550.00</b> |
| GROSS PROFIT  | <b>\$3,665,550.00</b> |
| Expenses  |                       |
| 5000 Personnel Costs                                  |                       |
| 5010 Salaries   | 2,267,692.00          |
| 5225 Fringe Benefits                                  | 393,838.00            |
| 5240 Staff Stipends in addition to base salary        | 30,000.00             |
| <b>Total 5000 Personnel Costs</b>                     | <b>2,691,530.00</b>   |
| 5100 Recruitment & Staff Development                  |                       |
| 5302 Curriculum Development                           | 10,404.00             |
| 5401 Professional Development, Administration         | 5,500.00              |
| 5402 Professional Development, Instructional          | 10,404.00             |
| 5411 Staff/ Student Recruitment                       | 5,000.00              |
| 5841 Advertising                                      | 15,000.00             |
| <b>Total 5100 Recruitment &amp; Staff Development</b> | <b>46,308.00</b>      |
| 5200 Direct Student Costs                             |                       |
| 5312 Contracted Services, Instructional               |                       |
| 5322 General Education                                | 50,000.00             |
| 5332 Special Education                                | 75,050.00             |
| <b>Total 5312 Contracted Services, Instructional</b>  | <b>125,050.00</b>     |
| 5413 Health Services                                  | 6,000.00              |
| 5432 Instructional Supplies & Materials               | 19,380.00             |
| 5433 Other Student Services Community and Culture     | 25,000.00             |
| 5452 Instructional Technology in Classrooms           | 30,000.00             |
| 5605 Rental Gymnasium                                 | 12,000.00             |
| 5614 Rental/Lease of Equipment                        | 8,500.00              |
| 5773 Student Transportation (to and from school)      | 50,000.00             |
| 5791 Travel Expenses for Staff/Board                  | 20,000.00             |
| 5806 Dissemination Activities                         | 5,000.00              |
| 5816 Civic Activities                                 | 2,500.00              |
| 5823 Food Services                                    | 107,730.00            |
| 5952 Testing & Assessment                             | 7,000.00              |
| <b>Total 5200 Direct Student Costs</b>                | <b>418,160.00</b>     |
| 5300 Occupancy Expenses                               |                       |
| 5434 Minor Furniture & Fixtures                       | 2,500.00              |
| 5444 Building Misc. Supplies                          | 5,000.00              |
| 5514 Maintenance of Buildings & Grounds               | 5,000.00              |
| 5524 Telecom and Internet                             | 17,000.00             |

|  | TOTAL                 |
|--|-----------------------|
| 5554 Utilities                                 | 28,000.00             |
| 5604 Rental/Lease of Buildings & Grounds       | 555,628.00            |
| 5885 Insurance (non-employee)                  | 30,000.00             |
| <b>Total 5300 Occupancy Expenses</b>           | <b>643,128.00</b>     |
| 5400 Other Operating Costs                     |                       |
| 5301 Professional Fees                         |                       |
| 5311 Communications                            | 15,000.00             |
| 5320 Outsourced Accounting                     | 75,000.00             |
| 5331 Facility Professional Services            | 10,000.00             |
| 5341 Human Resources                           | 25,000.00             |
| 5351 Legal Fees                                | 8,500.00              |
| <b>Total 5301 Professional Fees</b>            | <b>133,500.00</b>     |
| 5421 Dues, Licenses, Fees, and Subscriptions   | 7,000.00              |
| 5431 Office Supplies and Materials             | 25,000.00             |
| 5451 Other Information Management & Technology | 25,886.00             |
| 5461 Data Management/Website Support           | 20,000.00             |
| 5471 Postage                                   | 2,000.00              |
| 5515 Custodial Services Facility               | 45,000.00             |
| 5991 Other Misc. Costs                         | 88,051.00             |
| <b>Total 5400 Other Operating Costs</b>        | <b>346,437.00</b>     |
| <b>Total Expenses</b>                          | <b>\$4,145,563.00</b> |
| NET OPERATING INCOME                           | <b>\$ -480,013.00</b> |
| Other Expenses                                 |                       |
| 5701 Depreciation Expense                      | 90,913.00             |
| <b>Total Other Expenses</b>                    | <b>\$90,913.00</b>    |
| NET OTHER INCOME                               | <b>\$ -90,913.00</b>  |
| NET INCOME                                     | <b>\$ -570,926.00</b> |

It should be noted that the budget approved by the Map Academy Board on June 8, 2020 was one of several budget models the Board considered. As a result of the uncertainty caused by COVID-19 and the lack of an approved Massachusetts State Budget for FY21, the Board opted to adopt a budget scenario in which FY21 per pupil tuition was based on a 5% decrease in the FY20 per pupil tuition rate. Since approval of this budget, Map Academy has secured approximately \$250K in grant funding and continues to incorporate additional information as it becomes available, including notification regarding other grant awards for which the school has applied. Once there is clarity about the FY21 state budget and also about potential additional federal funding, the Board will finalize and approve a revised FY21 budget.