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Annual Report



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Atlantis Charter School

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Introduction to School

<i>Atlantis Charter School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Fall River
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	Not Applicable
Year Opened	1995	Year(s) the Charter was Renewed (if applicable)	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	1378	Enrollment as of (07/30/2021)	1303
Chartered Grade Span	K-12	Current Grade Span	K-12
Number of Instructional Days per School Year (as stated in the charter)	185	Students on Waitlist as of (07/30/2021)	500
Final Number of Instructional Days during the 2020-2021 School Year	175		
School Hours	7:30 am-3:30 pm Monday-Friday	Age of School as of 2020-2021 School Year	26 years
<p>Mission Statement</p> <p>The mission of the Atlantis Charter School is to provide an education second to none, yielding academic excellence and life-long learning skills.</p> <p>Atlantis Charter School, an independent public school, provides an educational choice to the families of Greater Fall River by offering our students a solid academic foundation on which to build a successful future. We expect an equal partnership among parents, community, faculty, staff and students to create a safe, caring, innovative and progressive learning environment. Atlantis incorporates the best research-based practices in education to meet the needs of our student population. It is our intent to become a model of educational excellence.</p>			

School performance and program implementation

Faithfulness to the Charter

Mission and Key Design Elements

Atlantis Charter School was founded in 1995 to provide meaningful education reform to the children and families of Greater Fall River. A dedicated coalition of educators, community activists, and business and civic leaders envisioned a school that would be student-focused, would provide “wrap-around” services to families, would build lasting ties to the community, and, ultimately, would produce life-long learners—many of whom would stay in the Greater Fall River area and contribute to social betterment and economic development.

The central themes of Atlantis’s founding charter remain the most powerful guiding elements of its current operation. The school has undergone six successful charter renewals. Within this time, Atlantis continues to operate under a vision and mission that promotes and nurtures equity and efficacy for an “all students first” agenda that is focused on 21st century skills and that meets the needs of diverse learners. Our student-centered culture is nurtured within a framework of meaningful school and educator accountability. We engage students to be successful lifelong learners, and we measure our progress along the way.

As now a K-12 district, Atlantis is in a unique position to see a student through their educational career, from Kindergarten through Senior graduation. This allows us to build upon the cornerstones first envisioned by our founders. Atlantis has graduated our fourth graduating class and is proud to report that 100% of our graduates were accepted into two and four-year colleges and universities. As part of our high school expansion, Atlantis embarked on the NEASC high school accreditation process during the 2016-2017 school year. Atlantis received official high school NEASC accreditation in June 2018. We continue to be proud to share that Atlantis Charter School remains one of only three charter high schools in the state of Massachusetts to be NEASC accredited.

Through the NEASC process, Atlantis reviewed and refined the school’s core values, which help define the standards we hold ourselves accountable to. These values have been adopted by our entire school, K-12. Atlantis Charter School is UNITED. Through these values and beliefs, students develop both a sense of humanity and civil responsibility.

Unwavering	We will persevere against all adversity
Noble	We have honor and respect for all
Integrity	We adhere to ACS values at all times
Trustworthy	We are responsible and accountable for our actions
Excellence	We always strive to do our best
Daring	We dare ourselves to be great and powerful beyond measure

One of Atlantis Charter School’s unique features is our career academy model. In 2017, Atlantis launched five (5) ground-breaking career academies designed to prepare an educated 21st century workforce and drive economic development. The high school academy program, which was strategically designed in collaboration with industry and higher-education partners, serves as the school’s organizational and operational career development platform. Students can choose to study a desired career path, engage in hands-on instruction, and gain exposure to real-life work environments. The academies currently include:

- Business and Entrepreneurship
- STEM (Science, Technology, Engineering, Math)

- Arts, Culture and Design
- Teacher Development and Social Services
- Medical

Our academies continue to grow and expand, and again, we are pleased to report that 4 of our academies (Business, STEM, Arts & Culture, and Medical) have received Innovative Pathways designation from DESE.

Atlantis's connection to its community is strong. Atlantis embraces the responsibility we have as a public school system to be a driving force of civic engagement, and economic development in our community. Unlike the dynamics between many charter schools and their sending district, Atlantis has built a very positive and reciprocal relationship with the Fall River Public Schools, as indicated by, among other things, joint professional development, dissemination initiatives, joint task force participation, and joint grant applications. The school has also developed strong connections to local businesses that provide both volunteerism and donation support (including Northeast Capital Management, BankFive, Cordeiro Insurance, BayCoast Bank, First Bristol Corporation, SRTA Bus Company, and Tremblay's Bus Company), and non-profit organizations that provide various partnerships to better serve children and families in Greater Fall River (including the Boys and Girls Club of Fall River, Junior Achievement, Teach For America, United Way of Greater Fall River, Citizens for Citizens Food Bank, and MassHire).

In keeping with the school's commitment to being a full-fledged partner with the community we serve, and in an effort to provide the greatest impact possible, Atlantis "backfills" available seats in every grade level up through 11th grade. Although receiving students who enter Atlantis in the later grades—particularly at the high school level—at times presents with more academic and behavioral challenges, we believe we meet our mission and vision by serving the greatest number of students and families possible. The school has chosen not to backfill seats in the 12th grade as a result of an analysis that suggested the short timeframe between enrollment and scheduled graduation would place an unreasonable burden on new 12th graders to complete all requirements.

Atlantis's Family and Community Resource Center (FCRC)—first introduced in the school's 1995 charter application—remains a cornerstone of our school. The goal of the FCRC is to engage families as partners in their child's education through: family and community engagement activities throughout the course of the school year, providing wrap around wellness services, providing translation and interpreting services, and facilitating monthly parent meetings.

Governance at Atlantis Charter School remains rooted in a healthy delineation between governance and management, a focus on results using real-time data, a commitment to adapt to the needs of the students and school community, and a pledge to support continual improvement. The systems and practices that the Board of Trustees has institutionalized reflect these commitments. The school and board have developed standard reporting mechanisms for finance (monthly balance sheet and income statement review), academics, facilities, and development, among other duties.

Atlantis has maintained its commitment to balance the reasonable and meaningful use of assessment (and the resulting data) with engaging, student-focused instruction that incorporates the arts, community service, experiential and portfolio-based learning, and internships and externships, among other approaches.

Lastly, the school's commitment to support "equal partnership among parents, community, faculty, staff and students to create a safe, caring, innovative and progressive learning environment" is reflected in the academic achievement of students, the positive feedback from parents, and, among other indicators, the low attrition rate, the high stability rate and the high sustained attendance rate among all Atlantis students

(94.1% for 2020, versus 92.5% in Fall River Public Schools; 93.6% for 2019, versus 92.4% in Fall River Public Schools; 93.9% for 2018, versus 92.1% in Fall River Public Schools; 94.0% for 2017, versus 91.5% in Fall River Public Schools; 95.2% for 2016, versus 91.8% in Fall River Public Schools).

Date	Amendment Requested	Approved?
	Not Applicable	

Access and Equity: Discipline Data

2019-20 Student Discipline					
http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04910000					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1330	114	7.5	1.7	0
English Learner	180	21	11.1	1.7	0
Economically Disadvantaged	656	70	9.5	2.3	0
Students with Disabilities	203	34	14.3	5.4	0
High Needs	824	92	9.7	2.5	0
Female	698	32	4.2	0.7	0
Male	632	82	11.2	2.8	0
American Indian or Alaska Native	2	0	0	0	0
Asian	25	2	0	0	0
African American/Black	72	2	0	0	0
Hispanic/Latino	182	23	10.4	2.2	0
Multi-race, Non-Hispanic/Latino	54	1	0	0	0
Native Hawaiian or Pacific Islander	1	0	0	0	0
White	994	86	7.6	1.8	0

When Atlantis compares itself to our sending district, Atlantis has a higher rate of In-School Suspensions for all students (7.5% versus 1.1%) but a lower rate of Out-of-School Suspensions for all students (1.7% versus 5.4%). In 2019-2020, Atlantis did not have any emergency removals. Although Atlantis has higher suspension rates among subgroups, we continue to work diligently to address student behavior through proactive intervention strategies and restorative practices. Atlantis utilized a Positive Behavioral Interventions and Supports (PBIS) framework which focuses on teaching children positive behaviors, creating learning moments for student growth, and holding students accountable for their actions and behavior. In addition, Atlantis has conducted professional development related to PBIS strategies, as well as, conducted trainings around state regulations regarding student discipline, which has included the school attorney's presence. This past year, several school leaders attended external diversity, equity, and inclusion trainings to assist the school in ensuring that discipline practices were anti-racist. School

leaders also engaged staff in DEI professional development regarding the importance of having inclusive classroom practices and implementing culturally responsive pedagogy. Although Atlantis had begun trainings around restorative practices in previous years, in the upcoming 2021-22 school year, Atlantis has identified the implementation of the restorative practices model as a major initiative of our school. This initiative has a multi-year implementation structure and Atlantis is engaged with the Center for Restorative Justice at Suffolk University, along with other outside organizations and schools, in developing a multi-year strategic implementation plan.

Dissemination Efforts

Using the table below, provide evidence of how the school has *shared innovative models for replication and best practices to other public schools in the district where the charter school is located* during the 2019-2020 school year. Dissemination efforts may also include sharing innovative models and best practices to other schools, districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate. Please do not leave any cells blank.

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Procedures/Structures for virtual IEP meetings	Phone meetings, documents shared	Jessica Lee, Special Education Director	Diman Regional Vocational HS	Diman implemented changes to their virtual meeting practice to better support students & families
RtI practices in virtual setting	Phone meetings, documents shared	Gabriela Birmingham, K-12 DL	New Heights Charter School	New Heights implemented changes to RtI practices to better support struggling students
Social-Emotional supports in virtual setting	Phone meetings, Zoom meetings, documents shared	Gabriela Birmingham, K-12 DL	Fall River Public Schools	Exchange of SEL curriculum between FRPS and ACS resulting in better SE supports for students
Meal Service	City Wide Task Force Grab N Go Meal program	Gabriela Birmingham, K-12 DL	Fall River Public Schools, Diman, Argosy, Connolly	ACS provided free Grab N go meal program that was open to any student in the city of FR
Finance	Phone calls	Linda Celona, Business Manager	Foxborough Regional Charter School	Best practices shared around federal grants to better support student needs being met
Athletic fields	Sharing of ACS football/soccer fields	Chad Gormly, Athletics Director	Diman Regional and Bishop Connolly	ACS allowed area schools to use athletic fields so that games could continue to be played, supporting athletics for all area students
Early College/SEL	Virtual Meetings through Chamber of Commerce Education Committee	Robert Beatty, Executive Director	Area schools serving on Chamber of Commerce Education Committee	Exchange of school practices and procedures in the areas of SEL and early college
School Policies	Virtual meetings- Chairperson of Gateway City Charter Alliance	Robert Beatty, Executive Director	Charter Schools that are a part of the Gateway City Charter Alliance	Exchange of school practices around instructional learning and SE supports in the virtual setting

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Instructional practices and community resources	Virtual Meetings	Robert Beatty, Executive Director	Charter schools in the Mass Charter Public School Association	Collaboration of best instructional practices during pandemic along with coordination/sharing of community resources

Academic Program Success

Student Performance

Please see the school's Department School Report Card located at <http://reportcards.doe.mass.edu/2020/04910550>

Atlantis believes that the core indicators of the State's Accountability System are representative of student performance at the school. However, in addition, the school uses STAR as its benchmark assessment system. The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations for the 2019-2020 school year due to the cancellation of state assessments and school closures related to COVID-19. The accountability information below represents results from 2019.

2019 Official Accountability Report – Atlantis Charter School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Moderate progress toward targets
Progress toward improvement targets	30%
Accountability percentile	32

Program Delivery

Curriculum: While this year presented with unprecedented challenges for schools across the country due to the Covid-19 pandemic, Atlantis is extremely proud of the high quality remote and in-person instructional programming it provided to our students, K-12.

Throughout the 2020-21 school year, Atlantis continued to implement a quarterly scope and sequence document adapted from the Understanding by Design Framework. The scope and sequence incorporates unit plans, including essential questions, end of unit performance task and performance criteria, grade/content standards with aligned assessment items broken down into knowledge and skills, sequence of topics and objectives and objectives. Teachers update their Scope and Sequence on a quarterly basis and instructional school leaders provide feedback for continuous improvement. Teachers are further required to complete weekly action plans. Weekly lesson plans contain daily learning objectives aligned to standards and the teacher's instructional plan to move through the lesson cycle, which includes direct instruction, guided practice, independent practice, how support staff are being utilized to help students, and formative assessment.

All teachers receive professional development in completing and revising aligned and meaningful Scope & Sequence and weekly action documents at the start of the school year. Teachers have access to continual support and feedback from grade and content team leads, Lower Site Math and Literacy coordinators, Upper Site Dean of Teaching & Learning, and Site Leaders throughout the course of the school year. In the 2020-21 school year, there was professional development sessions focused on aligning instructional practices and increasing student engagement, particularly in a remote learning setting. A specific focus area of professional development sessions was developing more effective formative assessments that allow teachers to efficiently and accurately assess student mastery during and after each lesson and to appropriately target gaps in understanding. In addition this year, grade level and

content teams worked closely to collaborate on examining samples of student work in order for teachers to align on what they were looking for in terms of students meeting expectations or being below or above.

Access to Academic Program: The onset of the pandemic fast tracked Atlantis' Chromebook initiative. Prior to the start of the 2020 school year, Atlantis invested CARES funds, along with operating school budget funds, to provide every student, K-12, with a new school issued device. Students in grades K and 1 received tablets, while students in grades 2-12 received Chromebooks. In addition, all staff, including teachers, paraprofessionals, and support staff received new school issued laptops. Atlantis also went a step further and supported families experiencing hardship getting internet access by providing them with hot spots and special internet provider programs at no cost to families. These measures allowed the students to have equitable access to technology, and in turn, the curriculum, regardless of learning modality.

In addition, in the summer of 2020, Atlantis added a full-time technology integration specialist to its staff. The addition of this position to the IT department proved to be invaluable this past school year. This position was instrumental in:

- Helping to identify and provide professional development for teachers in various software and online instructional programs
- Assisting teachers with the actual integration of technology in the classrooms
- Having daily help/training sessions with students and families to address technology related concerns
- Collaborating with the school leadership team to ensure systems for technology were in place to support learning and growth.

The school regularly surveyed students, families, and staff this year in order to effectively identify areas of growth along with what was working well. The leadership team analyzed survey data and used this data to help inform decisions on changes or adaptations that needed to be made to best support and facilitate student learning. Atlantis is extremely proud of the fact that attendance data supports that we consistently had attendance, in both the Lower and Upper Sites combined, at or above 90% throughout the course of remote learning. For those students that did struggle with chronic absenteeism, the RtI team would meet weekly to assess attendance and put needed supports and interventions in place. This also included social emotional counseling sessions, student group sessions, supportive home visits, and wellness checks by School Adjustment Counselors, district Attendance Officer and SRO.

Instruction: In order to support best practices and instruction, Atlantis imbeds daily grade level common planning time in grades K-8 and content team time at the high school that meets at least weekly. This year a significant focus was placed on ensuring instruction was reaching all learners and that student engagement remained at a high level. At the K-6 level, an onboarding meeting with each student was conducted in order to prepare them for remote learning. In addition, supply bags were created and distributed for each student, each quarter to provide all students with the materials necessary to be successful in their classes. At the K-6 level, while students did receive instruction in all content areas, Literacy and Math content was prioritized. All students received daily live Literacy and Math classes which consisted of direct instruction and independent work with support from the instructional staff. Students in K-6 received weekly skill checks which provided real time data on students needing additional supports on specific skills. Reteaching sessions would take place weekly during intervention periods followed by reassessment opportunities to ensure students made progress. A gradual release of responsibility model was incorporated into daily lessons. Upon returning to in-person learning, students in grades K-3 were provided two academic periods per day in Math and Literacy. Students in grades 4-6 were engaged in skill building periods in the areas of Math and Literacy in individual and small group instruction. Atlantis made significant investments in purchasing student/online instructional resources to

support student needs during the 2020-21 year including Eureka Math workbook sets, Foundations workbooks, Lexia Core 5 program, Symphony Math program and PearDeck.

At the Upper School, students engaged remotely live for all of their academic core content classes and weekly intervention support blocks were provided to all students. In addition, instructional teachers had remote office hours where a student or family member could communicate directly with the teacher, outside of instructional class time for support. Two specific online programs that directly assisted with addressing student need, skill building, and student engagement were Go Guardian and Peardeck. Go Guardian allowed for the filtering and monitoring of online student digital activity. An important component of this tool is the ability to monitor student work in live team and provide immediate feedback to students. This was an extremely effective communication tool between teachers and students. In addition, Peardeck is an online tool that also supported increased student engagement with teachers, and other students in the classroom, in addition to helping teachers get real time formative assessment data on student understanding. In addition, the Upper School utilized the digital platform Actively Learn to further promote student engagement, use of critical thinking skills, and deeper understanding and learning. Teachers have access to a comprehensive bank of texts to support their content specific standards. This tool also allows teachers to upload their own text for instructional purposes and increased student skill building. Edgenuity, a standards based online resource, offers a full curriculum with a comprehensive high school course selection. Edgenuity was used to support students taking additional course electives independently due to scheduling needs or courses not currently offered in current programming. Edgenuity was also used to support our credit recovery program and helping students stay on track for graduation. At the Upper School, weekly RtI grade level meetings assisted in identifying students that were struggling academically, social-emotionally, or both. Intervention plans would be put into place utilizing all available school resources.

It should be noted that while Atlantis made significant financial investments, K-12, in digital instructional resources during the 2020-21 school year, highly skilled teachers, paraprofessionals, and support staff remained at the center of providing student support. Atlantis never lost sight of teachers being the primary vehicle of instruction and student contact. Family survey data taken at the height of remote learning shared that 94% of families felt that teachers were doing an “excellent” job of communicating with parents and delivering quality instruction under challenging circumstances.

Atlantis also continued to hold Parent/Teacher conferences throughout the school year. Historically, parent/teacher conferences occurred in person after the first and third quarters. This past school year, all parent/teacher conferences shifted to a virtual model. Virtual meetings were held after the first and third quarters and were a huge success. Virtual parent/teacher conferences actually resulted in greater family participation at the Upper School level. The school will continue to hold virtual parent/teacher conferences as a way to support increased family engagement.

Support for Diverse Learners: Atlantis has many staffing resources to assist diverse learners including special education teachers and paraprofessionals, ELL teachers, Title I teachers and paraprofessionals, six full-time school adjustment counselors, a full-time school psychologist, full-time speech and occupational therapist, contracted physical therapy services and three full-time school nurses. In addition, Atlantis contracts with The Sargent Center to provide professional development for teachers and staff with students diagnosed with Autism. The Sargent Center also assists staff with developing intervention plans to help students be successful in the classroom.

During the 2020-21 students continued to receive all support services, including special education and ELL. During the remote setting, special education and ELL teachers provided individual and small group instruction on Google Meets based off of student plans and student needs. Special Education/ELL teachers were also an integral part of daily inclusion lessons, K-12, and would use the break out room

feature to additionally support students in the remote inclusion setting. Special Education and ELL teachers also held separate office hours to additionally support students and have any needed parent communication. Special education and ELL teachers collaborated heavily with content teachers to ensure that instruction, assignments, and assessments met the needs of all learners in the classroom. IEP meetings were conducted virtually with families and chaired by the Special Education Director. IEP and other related documents were signed through DigiSign, an electronic signing tool meeting all state and federal guidelines and confidentiality standards.

Program Assessment: Atlantis utilizes STAR as our district wide assessment system. STAR is a standards-based computer adaptive assessment which students take three times per year which measures reading comprehension and math skills, monitors student achievement and growth, and tracks understanding of focus skills aligned to MA learning standards. Data from the three assessment periods are analyzed by all instructional staff and administration and is used to identify Title I students, targeted small and whole group instruction for underperforming standards, individual student goal setting, and grade level goal setting. Teachers and administration closely evaluate data to help guide decisions on student supports, including staffing, across grade levels and resources that are needed to achieve grade level proficiency.

Students in grades K-9 also are administered the Benchmark Assessment System (BAS). The BAS helps to determine student's independent and instructional reading levels. Based on BAS data, teachers are able to make informed decisions that connect assessment to instruction.

This past year, students in grades K-6 continued to take the STAR assessment 4 times during the school year. Intervention plans were put in place for students of concern and RtI teams monitored progress. At the Upper School, STAR assessments were not feasible, but teachers utilized internal benchmark assessments to closely monitor progress and develop intervention plans as needed.

Physical Safety: While all communities across the state were significantly impacted by Covid, the Fall River community was one of the many hard hit communities in terms of transmission and high positivity rates. Fall River was consistently designated "red" in the state's risk scale. Atlantis used health data along with official medical and health guidance put forth by state and federal agencies to make district determinations on remote and in-person learning throughout the course of the school year.

Atlantis put stringent safety measures in place for our entire school community during in-person learning which included

- All students and staff were required to wear masks unless a documented medical need prohibited it
- All students were temperature checked prior to entering the school building
- All staff were required to complete a health attestation form prior to coming to work each day
- Separate entry and exit building doors were designated to maximize social distancing and appropriate flow of traffic
- Students were required to wash hands at the start of the school day
- The school increased custodial staff to ensure that proper cleaning and sanitation could take place each day
- The school purchased 4 new electrostatic sprayers, in addition to the 2 already in place, that were used to clean and disinfect the school building each day
- The custodial staff cleaned and disinfected the school building each day. Particular attention was paid to high contact surface areas such as door handles, railings, bathrooms, etc. and those areas were cleaned multiple times a day.

- Components of the building's HVAC system was upgraded to ensure it was operating at a capacity to meet safety and health guidelines
- A maximum of 2 individuals were allowed in the elevator at one time
- Social distancing guidelines were enforced at all times between students and staff
- Classroom desks maintained 3 feet of distance at all times, and whenever possible, 6 feet
- 6 feet of social distancing was maintained at all times during lunch time. Students ate in classrooms and lunch times were divided to ensure guidelines met at all times
- Free breakfast and lunch, individually packaged and bagged, was made available to students and staff
- All classrooms were equipped with ample supplies of hand sanitizer, disinfectant wipes, and gloves
- Cloth and disposable masks were provided at no cost to students and staff whenever needed (outside of personal supply)
- 3-way dividers were used at all tables to social distance and health & safety
- Students were provided with individual school supplies/instructional resources to eliminate need to share
- Additional health and safety protective gear was purchased for school nurses
- There was a designated quarantine room and bathroom in the building for symptomatic students
- Symptomatic students were sent home after being assessed by school nursing staff if deemed appropriate
- School nursing staff, along with Human Resources Department, closely monitored all students and staff to ensure appropriate Covid-19 quarantining guidelines were followed whether individuals were positive or close contacts. Students/staff were not allowed to return to school until appropriate documentation was provided
- Quarantined students, who were in-person, were able to access the curriculum remotely at all times
- Shared refrigerators, microwaves, and coffee pots in the building were prohibited from use.
- Volunteers were not permitted in the building
- Visitors to the building were only permitted if necessary to the functioning of the school and all outside visitors were required to complete a health attestation document.

Plan to accelerate learning: Atlantis recognizes the importance of building in interventions to support student learning and success for the 2021-22 school year. As such the school is implementing the following:

- Construction of 20 modular classrooms on-site to support having smaller class sizes and building capacity to accommodate more content options and growing staff
- Smaller class sizes in grades K-3 to provide more individual and smaller group instruction
- Two staff members assigned to each classroom to build consistency, allow for differentiation in learning techniques and styles, provide intervention, and address academic gaps
- Shift from RtI to MTSS model to more pro-actively provide academic, social-emotional, and behavioral interventions to all students in need of support
- Intervention/student support blocks built in to student schedules to address literacy and math gaps
- Shift to Restorative Practice Model that continues to build school/classroom community while addressing discipline issues differently
- Explicit anti-racist training for leadership and staff to build inclusive and equitable school policies and practices
- Utilization of morning meeting and Advisory periods to explicitly build School Family culture
- Social-emotional curriculum explicitly imbedded at the start of school to address student issues from pandemic, i.e. depression, anxiety, social skills, potential trauma

- Quarterly data analysis of grades, behavior, and attendance by Leadership Team to pro-actively address student need and adjust/improve practices
- External contractual partnership with agency to help support teachers with students with behavioral challenges
- Increased staffing and specialized offerings in “specials”, which include Art, STEM, and Music
- Hiring of a full time ELL Director to better support needs of English Language Learners
- Hiring of 2 additional Dean of Students position (1 at each Site) to help support with classroom management, culture, and social-emotional needs
- Increased paraprofessional support in classrooms to provide instructional support to students

Organizational Viability

Complaints

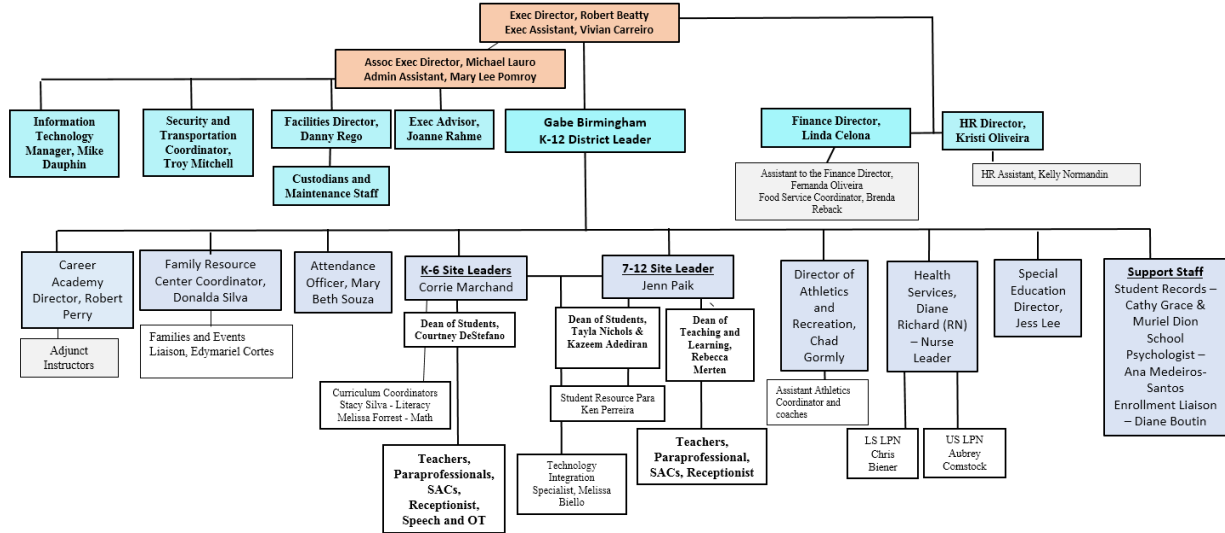
There were no complaints received by the Board of Trustees during the 2020-2021 school year.

School Systems and Leadership

The school leadership consists of an Executive Director and Assistant Executive Director whose functions have shifted to community outreach, capital campaigning, and formulating and sustaining community and higher education partnerships with our career academy model. The K-12 District Leader maintains oversight over daily operations in the school. The district is separated into two buildings, K-6 (Lower School) and 7-12 (Upper School). The Lower School contains a Site Leader who oversees academic instruction and daily operations as well as supervises a Dean of Students who oversees the PBIS framework, classroom management and culture, and discipline. The Lower School also has a Math and Literacy Coordinator. These positions are non-evaluative and support curriculum alignment and instructional coaching. The Upper School contains a Site Leader who oversees the daily operations of 7-12, as well as directly supervises the Dean of Teaching & Learning who is responsible for curriculum and instructional coaching. In addition, there are two Dean of Students who oversee the PBIS framework, classroom management and culture, and discipline. There is also a Special Education Director who oversees all services and compliance related to special education for grades K-12.

Organizational Chart

Atlantis Organizational Chart



V. Financial Reports

FY 2021 BALANCE SHEET:		
STATEMENT of NET ASSETS		
ASSETS		
Current Assets		
	Cash	4,134,985.99
	Accounts Receivable	44,189.77
	Other Current Assets	43,538.78
	Total Current Assets	4,222,714.54
	Fixed Assets, net	33,873,274.15
	Other Assets	1,116,175.41
	TOTAL ASSETS	39,212,164.10
LIABILITIES & EQUITY		
Liabilities		
	Accounts Payable	306,856.96
	Accrued Expenses	1,363,813.16
	Payroll Liabilities	(2,150.84)
	Other Current Liabilities	116,173.58
	Capital Leases	126,233.57
	Deferred Income	18,823.00
	Total Liabilities	1,929,749.43
Long Term Liabilities		
	Loan Payable	25,832,263.71
	Total Long Term Liabilities	25,832,263.71
Equity		
	Fixed Asset Investment	8,816,462.00
	Board-Restricted Assets	6,863.00
	Unrestricted Net Assets	2,626,825.96
	Total Equity	11,450,150.96
	Total Liabilities and Equity	39,212,164.10

FY 2021 INCOME STATEMENT:			
UNAUDITED STATEMENT of REVENUES, EXPENSES AND CHANGES in NET ASSETS			
	Income		
	Per Pupil Tuition	17,352,673.00	
	Federal and State Entitlements	1,905,027.10	
	In-Kind Revenue- MTRS	3,217,937.00	
	Food Service Income	153,058.09	
	Student Activities	154,833.32	
	Family Learning & Extended Care	5,550.50	
	Rental Income	250.00	
	Interest Income	3,331.41	
	Miscellaneous Income	25,733.54	
	Total Income	22,818,393.96	
	Expense		
	Salaries, Benefits, Taxes	12,702,844.78	
	Activities and Programs	489,176.48	
	Plant and Facilities	838,069.83	
	Food Service Expenses	216,770.79	
	Operations	4,427,061.81	
	Family Learning & Extended Care	20,607.88	
	Other Expenses including Depreciation	2,474,026.94	
	Total Expense	21,168,558.51	
	Net Income	1,649,835.45	

FY 2022 Approved School Budget		Fiscal Year 2021	Fiscal Year 2022
Income			
	Per Pupil Tuition	16,875,724.51	18,642,335.00
	Federal and State Entitlements	1,329,672.00	5,642,780.00
	Food Service Income	544,592.79	542,663.00
	Grants and Fundraising	245,000.00	158,000.00
	Family Learning & Extended Care	132,000.00	5,000.00
	Rental Income	6,000.00	10,000.00
	Interest Income	6,600.00	3,500.00
	Miscellaneous Income	10,000.00	20,000.00
Total Income		19,149,589.30	25,024,278.00
Expense			
	Salaries, Benefits, Taxes	13,084,393.13	14,540,000.00
	Activities and Programs	703,997.00	660,547.00
	Facilities	758,800.00	947,518.00
	Food Service Expenses	574,266.08	542,663.00
	Operations	1,149,131.29	1,367,099.00
	Family Learning & Extended Care	66,800.00	28,500.00
	Depreciation and Amortization	1,507,457.90	1,585,949.00
	Fund Raising	-	-
	Capitalized Technology & Equipment	387,592.71	4,194,327.00
	Building Financing Costs	18,500.00	19,500.00
	New Building Interest	851,703.35	1,103,743.00
	New Athletic Field Interest	46,947.84	34,432.00
Total Expense		19,149,589.30	25,024,278.00

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2021 submission	1325
Number of students upon which FY21 budget tuition line is based	1303
Number of expected students for FY21 first day of school	1303
Please explain any variances: <i>(Since March, 5 students informed us that they were not returning. We budget conservatively each year of 5-10 less than the expected students)</i>	

Capital Plan

For each identified capital project, the capital plan should include:

- 1 A description of the project;
- 2 The current status of the project;
- 3 The current estimated schedule for the completion of the project;
- 4 The current estimated cost for the project;
- 5 Information on how the school plans to finance the project; and
- 6 Whether the school has established a capital project reserve account for the project and, if so, the balance in the account as of June 30 of the fiscal year just ended.

Lower School 2011 - 2012

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Replace Business Office stairs	Completed			Budgeted capital improvement item		8/1/11	\$3,680.00
Project	Pave courtyard near Library	Completed	Spring 2012	\$6,000.00	Budgeted capital improvement item		10/4/2014	\$5,000.00
Project	Phase 1 - Repair Bay Windows	Engineering survey has been completed. Request for bid document in works for January 2012 release	Summer 2012	\$45,000.00	Budgeted capital improvement item			
Project	General roof repairs	On Going	Spring 2012	\$10,000.00	Budgeted capital improvement item			
Project	Replace circulation pump	Completed			Budgeted capital improvement item		11/14/11	\$2,000.00
Project	Repave front parking lot w/ curb stones	On Going	Summer 2012	\$10,000.00	Budgeted capital improvement item			
Project	New side walks - front of school	On Going	Summer 2012	\$4,000.00	Budgeted capital improvement item			
Project	Resurface playground hard top	On Going	Summer 2012	\$5,000.00	Budgeted capital improvement item			
Project	Plumbing fixture replacement	On Going	Summer 2012	\$10,000.00	Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 1 - Basement emergency lighting upgrade	On Going	Summer 2012	\$5,000.00	Budgeted capital improvement item			
Project	Phase 1 - Basement - Drop ceiling upgrades	On Going	Summer 2012	\$5,000.00	Budgeted capital improvement item			
Project	Piping leaks - all floors	On Going	Summer 2012	\$10,000.00	Budgeted capital improvement item			
Project	Phase 1 Window replacement - basement	On Going	Summer 2012	\$60,000.00	Budgeted capital improvement item			
Project	Computers, Wireless, Network Storage & Virtual Server			\$63,000.00	Budgeted capital improvement item		10/21/11	\$10,448.00
Project	Telephone System			\$33,000.00	Budgeted capital improvement item		10/21/12	\$38,379.30
				TOTAL YEAR 1	\$266,000.00			

Lower School 2012 - 2013

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 2 Repair Bay Windows	If sealing project 2012 is successful replacement will be unnecessary	Summer 2013	\$50,000.00	Budgeted capital improvement item			
Project	General roof repairs	On Going	Summer 2013	\$10,000.00	Budgeted capital improvement item			
Project	Plumbing fixture replacement	On Going	Summer 2013	\$10,000.00	Budgeted capital improvement item			
Project	Phase 2 - First Floor emergency lighting upgrade	On Going	Summer 2013	\$5,000.00	Budgeted capital improvement item			
Project	Phase 2 Window replacement - First Floor	On Going	Summer 2013	\$60,000.00	Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Piping leaks - all floors	On Going	Summer 2013	\$10,000.00	Budgeted capital improvement item			
Project	Phase 1 - Resurface Pews, wood flooring and replace carpeting - Arts Center	On Going	Summer 2013	\$5,000.00	Budgeted capital improvement item			
Project	First Floor - Drop ceiling upgrades	On Going	Summer 2013	\$5,000.00	Budgeted capital improvement item			
				TOTAL YEAR 2	\$155,000.00			

Lower School 2013 - 2014

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Plumbing fixture replacement	On Going	Summer 2014	\$10,000.00	Budgeted capital improvement item			
Project	Phase 3 Window replacement - Second Floor	On Going	Summer 2014	\$60,000.00	Budgeted capital improvement item			
Project	Piping leaks - all floors	On Going	Summer 2014	\$10,000.00	Budgeted capital improvement item			
Project	Phase 3 - Second Floor emergency lighting upgrade	On Going	Summer 2014	\$5,000.00	Budgeted capital improvement item			
Project	Reseal parking lot, courtyard and playground	On Going	Summer 2014	\$5,000.00	Budgeted capital improvement item			
Project	Phase 1 - Playground equipment replacement/upgrade	On Going	Summer 2014	\$15,000.00	Budgeted capital improvement item			
Project	Phase 1 - Upgrade electrical service basement/first floor	On Going	Summer 2014	\$50,000.00	Budgeted capital improvement item			
Project	Phase 3 - Second Floor - Drop ceiling upgrades	On Going	Summer 2014	\$5,000.00	Budgeted capital improvement item			
				TOTAL YEAR 3	\$160,000.00			

Lower School 2014 - 2015

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Plumbing fixture replacement	On Going	Summer 2015	\$10,000.00	Budgeted capital improvement item			
Project	Phase 4 - Third Floor emergency lighting upgrade	On Going	Summer 2015	\$5,000.00	Budgeted capital improvement item			
Project	Phase 4 Window replacement - Third Floor	On Going	Summer 2015	\$60,000.00	Budgeted capital improvement item			
Project	Phase 2 - Playground equipment replacement/upgrade	On Going	Summer 2015	\$15,000.00	Budgeted capital improvement item			
Project	Phase 2 - Upgrade electrical service second/third floors	On Going	Summer 2015	\$50,000.00	Budgeted capital improvement item			
Project	Third Floor - Drop ceiling upgrades	On Going	Summer 2015	\$5,000.00	Budgeted capital improvement item			
				TOTAL YEAR 4	\$145,000.00			

Lower School 2017 - 2018 - Closed in February

				GRAND TOTAL	\$726,000.00			
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For each identified capital project, the capital plan should include:							
1	A description of the project;						
2	The current status of the project;						
3	The current estimated schedule for the completion of the project;						
4	The current estimated cost for the project;						
5	Information on how the school plans to finance the project; and						
6	Whether the school has established a capital project reserve account for the project and, if so, the balance in the account as of June 30 of the fiscal year just ended.						

Upper School 2011 - 2012

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Repair fire escape	Completed			Budgeted capital improvement item		7/12/11	\$14,020.00

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Resurface/repair parking lots	On Going	Summer 2012		Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Install Central Air - Grade 5	On Going	Summer 2012	\$30,000.00	Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Install energy efficient windows – lower level	On going	Summer 2012	\$60,000.00	Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 1 – Paint exterior woodwork	On Going	Summer 2012	\$35,000.00	Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 1 - Roof replacement	On Going	Summer 2012	\$300,000.00	Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 1 - Replace Gutters/Spouts	On Going	Summer 2012	\$50,000.00	Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Network Storage & Wireless Connectivity	On Going			Budgeted capital improvement item		10/21/2012	\$10,448.00

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Telephone System	On Going			Budgeted capital improvement item		10/21/2012/	\$38,379.70

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Rebuild steam traps (offices/classrooms) basement & first floor	On Going	Summer 2012	\$4,000.00	Budgeted capital improvement item			
			TOTAL YEAR 1	\$479,000.00				

Upper School 2012 - 2013

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Install energy efficient windows – First floor	On going	Summer 2013	\$60,000.00	Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 2 - Roof replacement	On Going	Summer 2013	\$300,000.00	Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 1 – Paint exterior woodwork	On Going	Summer 2013	\$25,000.00	Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 1 - Replace Gutters/Spouts	On Going	Spring 2013	\$50,000.00	Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Rebuild steam traps (offices/classrooms) second/third floors	On Going	Spring 2013	\$5,000.00	Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 1 - Improve cold water sending system for bathrooms	On Going	Spring 2013	\$10,000.00	Budgeted capital improvement item			
			TOTAL YEAR 2	\$450,000.00				

Upper School 2013 - 2014

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Install energy efficient windows – second floor	On going	Summer 2014	\$60,000.00	Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 3 - Roof replacement	On Going	Summer 2014	\$300,000.00	Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Rebuild steam traps (offices/classrooms) fourth floor	On Going	Summer 2014	\$2,500.00	Budgeted capital improvement item			

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 2 - Improve cold water sending system for bathrooms	On Going	Summer 2014	\$10,000.00	Budgeted capital improvement item			
			<u>TOTAL YEAR 3</u>	\$372,500.00				
Upper School 2014 - 2015								
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Replace water circulation holding tank - heating system	Completed	Summer 2015	\$20,000.00	Budgeted capital improvement item		6/19/15	\$17,500.00
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Install energy efficient windows – Third floor	On going	Summer 2015	\$60,000.00	Budgeted capital improvement item			
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 4 - Roof replacement	On Going	Summer 2015	\$300,000.00	Budgeted capital improvement item			
			<u>TOTAL YEAR 4</u>	\$380,000.00				
Upper School 2015 - 2016								
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	No Projects							
			<u>TOTAL YEAR 5</u>	\$0.00				
Upper School 2016 - 2017								
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Repair fire escape	Completed	Summer 2017		Budgeted capital improvement item		6/30/17	\$12,186.00
			<u>TOTAL YEAR 5</u>	\$0.00				
Upper School 2017 - 2018 - Closed as a School; used as an Administration Building								
			<u>GRAND TOTAL</u>	\$1,681,500.00				

For each identified capital project, the capital plan should include:								
1	A description of the project;							
2	The current status of the project;							
3	The current estimated schedule for the completion of the project;							
4	The current estimated cost for the project;							
5	Information on how the school plans to finance the project; and							
6	Whether the school has established a capital project reserve account for the project and, if so, the balance in the account as of June 30 of the fiscal year just ended.							

District School 2014 - 2015

Project	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
	Hiring an OPM for Building Project	On Going	Fall 2014	\$20,000.00	Budgeted capital improvement item			\$24,667.50
	Hiring of a Civil Engineer	On Going	Winter 2014	\$75,000.00	Budgeted capital improvement item			\$10,575.20
	Hiring of an Architect	On Going	Spring 2014	\$100,000.00	Budgeted capital improvement item			
TOTAL YEAR 1				\$195,000.00				

District School 2015 - 2017

Project	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
	Hired a Contractor to Build New School, work has begun in the Fall 2016.	On Going	Sometime in the early part of 2018	\$25,000,000.00	Budgeted capital improvement item		Spring, 2018	Payment for projects, bids for Civil Engineer, etc.
TOTAL YEAR 2				\$25,000,000.00				

District School 2017 - 2018

Project	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
	Building of New Facilities for Grade K - 12	Completed February, 2018	Completed 2018	\$0.00	Budgeted capital improvement item		February, 2018	\$30,268,551.16
TOTAL YEAR 3				\$0.00				

District School 2018 - 2019

Project	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
TOTAL YEAR 4				\$0.00				

District School 2019 - 2020

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Air Conditioning for Gym	Completed	August, 2019	\$65,867.26	Funded through loan for new school		August, 2019	\$65,867.26
Project	Baseball Field	In Process	Sometime during FY '20	\$648,654.00	Budgeted capital improvement item		January, 2021	\$648,654.00
Project	Lighting in Parking Lot	Completed	September, 2019	\$12,914.40	Funded through loan for new school		October, 2019	\$19,180.00
			TOTAL YEAR 5	\$727,435.66				

District School 2020 - 2021

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Air Filter Added due to COVID	Completed	July, 2021	\$52,332.00	General Operating Budget		March, 2021	\$52,332.00
Project	Boiler Replacement - Administration Building Park Street	Completed	May, 2021	\$49,388.00	General Operating Budget		May, 2021	\$49,388.00
			TOTAL YEAR 6	\$101,720.00				

District School 2021 - 2022

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Modular Classrooms including but not limited to site work, utilities, internet connectivity	In Process	October, 2021	\$4,100,000.00	ESSER II and ESSER III			
			TOTAL YEAR 7	\$4,100,000.00				

			GRAND TOTAL	\$25,829,155.66				
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APPENDIX A

Accountability Plan Evidence 2019-2020

In the template below, list each objective and measure contained in the school’s **current and approved** Accountability Plan. For each listed measure, state whether the school has met, is making progress toward meeting, or has not met the measure, and provide data or other evidence supporting the statement. Evidence should reflect performance during the 2019-2020 school year. Schools that did not make progress toward reaching their measures should include an explanation of why this was the case and what the school is doing to attain these measures in the coming year. Please do not leave any performance or evidence cells blank. Charter schools endeavor to meet the Accountability Plan measures by the end of the charter term.

Please remember the target audience is the general public, so avoid using jargon or acronyms when providing evidence. If needed, attach any additional evidence to explain performance after this template as a part of Appendix A.

Faithfulness to Charter

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: The school will welcome parent and community involvement as a critical component of its holistic approach to serving children.		
<p>Measure: At least 40% of Atlantis families will respond to the school’s end-of-year parent survey. Of those, at least 90% of respondents will answer “agree” or “strongly agree” to the following statements:</p> <ol style="list-style-type: none"> 1. I feel welcome at Atlantis. 2. Parents are provided with opportunities for discussion, input and feedback with events as Parent-Teacher Conferences; School-wide Parent Group meetings; Open Houses; Special Education Parent Advisory Committee. 3. The Family Community Resource Center informs and encourages me to be involved in school activities, family events, and programs. 4. The Family Community Resource Center offers a variety of programs, workshop and events throughout the year. 5. Atlantis offers volunteer opportunities both in and out of the school setting. 	<p>Not Met</p>	<p>Due to the pandemic, Atlantis had to significantly alter the family survey questions asked this year, particularly around parent and community involvement since visitors, volunteers, and activities involving large gatherings of individuals were not allowed.</p> <p>In addition, family survey questions were also revised to be more reflective of diversity, equity, and inclusion</p> <p>However, survey data did support the following: 91% of families feel their child/family is accepted as a valued member of the school community.</p> <p>90% of families feel that that the teachers and staff at Atlantis care about my child for who they are</p> <p>93% feel that their child is physically safe at school</p> <p>90% feel that their child’s teachers have high behavioral</p>

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Atlantis will establish a safe and respectful learning environment where individual student educational and social/emotional needs are met.		
<p>Measure: At least 40% of Atlantis families will respond to the school’s end-of-year parent survey. Of those, at least 90% of respondents will answer “agree” or “strongly agree” to the following statements:</p> <ol style="list-style-type: none"> 1. ACS meets the social, developmental, and emotional needs of my child. 2. Teachers understand my child’s individual needs. 	Not met	<p>Family survey questions were altered due to the pandemic. Family survey data did report the following:</p> <p>90% of families feel that that the teachers and staff at Atlantis care about my child for who they are</p> <p>93% feel that their child is physically safe at school</p> <p>90% feel that their child’s teachers have high behavioral and academic expectations for their child</p>
<p>Measure: ACS will have an “out-of-school” suspension rate below the local and state averages.</p>	Met	<p>Atlantis met this measure by having a suspension rate lower than the local district and the state average.</p> <p>ACS 1.7%, Local 5.4%, State 2.0%</p>

*Add rows as necessary

Dissemination

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Atlantis will seek to establish meaningful, cooperative partnerships that include the sharing of Atlantis’ best practices with the local traditional public school district, as well as charter and other districts around the state.		
<p>Measure: Atlantis will produce annual evidence of collaboration with the Fall River Public Schools. If applicable, Atlantis will produce evidence of collaboration with other Massachusetts districts.</p>	Met	<p>Atlantis engaged with Fall River Public Schools and other area local schools in the City-Wide Task Force. This city-wide task force was geared to sharing school and community resources to assist all students and families in Fall River particularly around needs brought on or exacerbated by the pandemic.</p>

*Add/remove rows as necessary

Appendix B

Recruitment Plan

2021 – 2022

School Name: Atlantis Charter School

2020-2021 Implementation Summary:

Atlantis utilized several different methods of outreach in its Recruitment Plan targeting students based on school-age demographics. These efforts resulted in better outreach to home-schooled students, students outside of the traditional public school system, and minority groups.

The school increased its dissemination of promotional material to community centers, doctors' offices, and similar family "high traffic" areas throughout the city. The school also developed a partnership with a local coalition of social workers, therapists, and community outreach specialists to promote the school's ability to serve (and success at serving) at-risk populations.

Though the school's overall percentages of certain demographic groups continue to be reported below the sending district, it is important to note that Atlantis is a large charter school with exceptionally high retention (low attrition), so overall percentages will take time to reflect the efforts described herein.

That said, it is equally important to note that at the school's entry points—primarily Kindergarten and at the high school level—we see increases in targeted demographic groups as a result of our recruitment efforts. Over time, we expect that our population will be fully demographically comparable to the local district.

Atlantis has seen an increase of 7.2 percentage points from 2017 to 2021 in our English Language Learners population. Atlantis is 3.6 percentage points higher than the statewide average. At Atlantis, 32% of this year's incoming students qualified for ELL services; 16% had never attended school in the United States before joining us. Atlantis has made a concerted effort to recruit diverse families through recruitment and lottery advertisements in local area foreign language newspapers, conducting informational segments in the local non-English public service television station, translated promotional and/or recruitment material that is distributed throughout highly populated family agencies and organizations, interpreters available at open houses, parent-teacher conferences, parent meetings and school and community engagement events as well as through the translation of school documents when parents indicate any need for translation services.

Atlantis's economically disadvantaged population is currently 13.9 percentage points above the statewide average. Atlantis has utilized several different methods of outreach to ensure that we are recruiting students from this subgroup, including the dissemination of promotional material at local pre-schools, Boys & Girls Club, YMCA, public city busses, homeless shelters, community support agencies, and youth court.

Atlantis's population of students with disabilities currently falls below the state average by 5.3 percentage points; however, Atlantis has seen an increase of 1.2 percentage points since 2017. Atlantis continues to engage recruitment strategies such as sharing of promotional materials with daycares, physicians, Early Intervention, social workers, and other community support agencies who serve children that qualify for special education services. Atlantis also hosts several Open Houses a year where the special education director is present to answer any questions or concerns that parents may have regarding special education services at Atlantis. Atlantis is also a member of the MassPAC at the Federation for Children with Special Needs, which we collaborate with on best practices involving recruitment. In the 2020-2021 academic school year, approximately 9.4% of our newly incoming students received special education services.

Describe the school's general recruitment activities, i.e. those intended to reach all students.
<p>General Recruitment Activities for 2021-2022:</p>
<p>Atlantis Charter School employs the following activities in its efforts to recruit a diverse student population. Though this list is not all-inclusive, it does list the major initiatives undertaken.</p> <ol style="list-style-type: none"> 1. Dissemination of promotional material throughout area daycare providers (school is a member of city-wide partnership on Early Childhood Development/Education). 2. Informational and lottery advertisements in area English and foreign language newspapers. 3. Information segments in local foreign language public service television station 4. Outreach activities designed to give back to community and build awareness of school. 5. Word of mouth of current parents 6. Participation in community-wide educational initiatives/activities 7. Open House events 8. Informational outreach in various forms of social media 9. Radio 10. School website 11. Updated school brochure 12. Billboard advertisements 13. Advertisements on SRTA public city busses 14. Digital advertisements in high visibility areas within the city 15. Promotional mailings

<p style="text-align: center;">Recruitment Plan – 2021-2022 Strategies</p> <p style="text-align: center;">List strategies for recruitment activities for <u>each</u> demographic group.</p>	
<p>Special education students/students with disabilities</p>	
<p>(7) CHART data</p> <p>School percentage: 13.4%</p> <p>GNT percentage: 16.4%</p> <p>CI percentage: 17.1%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <hr/> <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: 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.</p> <p>Atlantis's population of special education students is increasing at primary school entry points.</p> <p>Continued Strategies: Atlantis's population of students with disabilities currently falls below the state average by 5.3 percentage points; however, Atlantis has seen an increase of 1.2 percentage points since 2017. Atlantis continues to engage recruitment strategies such as sharing of promotional materials with daycares, physicians, Early Intervention, social workers, and other community support agencies who serve children that qualify for special education services. Atlantis also</p>

Recruitment Plan – 2021-2022 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>hosts several Open Houses a year where the special education director is present to answer any questions or concerns that parents may have regarding special education services at Atlantis. Atlantis is also a member of the MassPAC at the Federation for Children with Special Needs, which we collaborate with on best practices involving recruitment. In the 2020-2021 academic school year, approximately 9.4% of our newly incoming students received special education services.</p> <p>New/Enhanced Strategies: Special Education Director participates in regional charter school special education meetings and brings back any new recruitment strategies. Atlantis co-sponsors award winning Conscious Discipline workshops, open to all parents in the fall River community. Atlantis has expanded its recruitment strategies to include advertisements on billboards, public city busses, local foreign language television channel and radio. In addition, Atlantis has sent informational material to local homeless shelters, community support agencies, and youth court. In addition, Atlantis will make a concerted effort to advertise open houses in our digital advertisements in our high visibility areas in the city. Special Education Director will continue to work closely with the Student Enrollment Liaison to ensure any potential special education families have questions answered about services provided. Atlantis will continue to partner with the Fall River Public Schools in offering various special education workshops to parents.</p>
Limited English-proficient students/English learners	
<p>(7) CHART data</p> <p>School percentage: 14.1%</p> <p>GNT percentage: 11.4%</p> <p>CI percentage: 13.7%</p> <p>The school is <u>above</u> GNT percentages and CI percentages</p>	<p>(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
	<p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: 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.</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(7) CHART data</p> <p>School percentage: 50.5%</p> <p>GNT percentage: 50.3%</p> <p>CI percentage: 65.6%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2020-2021 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet CI: 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.</p> <p>Continued Strategies: Atlantis is now part of Community Eligibility Provision whereby all of our students receive free lunch. New/Enhanced Strategies: As a CEP school, Atlantis will continue to serve free lunch to all students.</p>

Recruitment Plan – 2021-2022 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2020-2021 Strategies</p> <p>In alignment with the school’s Accountability Plan, dissemination of the school’s best practice initiatives will serve to advertise the school’s expertise in serving students who are sub-proficient. Other school promotional material will advertise the school’s success at increasing student achievement.</p>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2020-2021 Strategies</p> <p>Atlantis is committed to supporting the “whole child” and puts forth relentless efforts to engage students in school, which includes parent engagement efforts, athletics, the arts, community supports, and online learning. Atlantis believes that these efforts best serve students at risk of dropping out of school. Atlantis’ promotional efforts and engagement with area youth and community service agencies and providers highlights these efforts. Atlantis also provides our students with strong social/emotional supports including a staff/student mentor program and a strong and well-staffed in-house counseling department and academic guidance department. Atlantis now utilizes Edgenuity, online course curriculum, to assist with at-risk students and meeting the goal of 100% of students graduating high school. Atlantis has also developed a high school credit recovery program.</p>
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	<p style="text-align: center;">(f) Continued 2020-2021 Strategies</p> <p>Atlantis had three students who dropped out. Atlantis made significant efforts to prevent the students from dropping out but both the students and the families were unresponsive with communication to the school for the majority of the school year. Strategies used to prevent dropout included intense counseling services by the guidance and counseling department, multiple meetings with the families at the start of the school year followed by numerous attempts to schedule meetings when truancy was occurring, home visits by SRO and Attendance Officer, phone calls, attempts at e-mail communication and phone communication, referral to Youth Court Services, identifying internal credit recovery options, identifying online course opportunities to complete graduation requirements, and referrals to local community support agencies.</p>
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) Continued 2020-2021 Strategies</p> <p>Atlantis continues to engage recruitment strategies such as sharing promotional materials with daycares, physicians, Early Intervention, social workers, and other community support agencies who serve a diverse range of student learners. Atlantis also hosts several Open Houses a year where the special education director and administration is present to answer any questions or concerns that parents may have regarding special education services at Atlantis or services for other diverse learners. Atlantis utilizes digital advertising in high-visibility areas across the city to attract a diverse population of students. Atlantis continues to engage in advertising through public SRTA transportation and billboards.</p>

Appendix B1

Retention Plan

2021 – 2022

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

2020-2021 Implementation Summary:

Atlantis sustains high retention (low attrition) among all of its students and among targeted demographic groups. The school set a very aggressive goal of 90% retention in the aggregate and among all subgroups. The school is proud to report that it met that goal in all categories. Retention among targeted groups was as follows:

ELL students: 96%

High needs students: 94%

Low income students: 94%

Special education students: 94%

Atlantis implements a number of strategies to sustain high retention, including:

- Addition of a full time School Attendance Officer
- Successfully increasing parent involvement through monthly parent meetings facilitated by the school's Family and Community Resource Center as well as our SEPAC and ELPAC.
- Improving communication at the school through the redesign of the school's website, the integration of social media, and producing online and smartphone app parent access to student information, including grades and attendance.
- Transitioning application, registration and re-enrollment process to a fully electronic process
- Co-teaching classrooms that pair a regular education teacher with a special education teacher.
- School mentoring program.
- Strong tiered intervention protocols and practices for academics, behavior, and SEL.
- ELL program that utilizes best practices and SEI best practice strategies in all classrooms.
- FCRC model that utilizes wrap-around services for families.
- Social/emotional curriculum to help reach the needs of all students not just those in crisis.
- Collaboration with outside agencies to help support the needs of all students in school, including providing teacher professional development for classrooms and parent strategies at home.
- Parents strongly encouraged to be active in students' learning, including imbedded parent teacher conferences where interpreting services provided for all families in need.
- Expansion of athletic programs and extra-curricular clubs as healthy outlets for students and means of promoting school engagement.
- PBIS model that stresses the importance of positive interventions, incentives, and restorative practices.
- Creation of student leadership task force empowering students to address issues that are important to them at school.

- Increased student surveys that ask for input on school matters, including the remote learning process.
- Home visits conducted by SRO and Dean of Students when appropriate.

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

Retention Plan – 2021-2022 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(7) <u>CHART data</u></p> <p>School percentage: 6.3%</p> <p>Third Quartile: 11.2%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Continued Strategies: Ongoing teacher training in co-teaching between special education and regular education teachers Leverage social media and other outlets to promote co-teaching model.</p>
	<p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> 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.</p>
Limited English-proficient students/English learners	
<p>(7) <u>CHART data</u></p> <p>School percentage: 3.6%</p> <p>Third Quartile: 17.1%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <p>Continued Strategies: Within the year, the school will continue to expand and improve its translation services and will continue to advertise in local foreign language publications The school will also continue to participate in foreign language on-air radio and television segments promoting the school. The school will continue to engage a mail house to send materials in multiple languages and will share promotional materials with other area providers of service to diverse speaking language families. While the school will seek to make all materials available in multiple languages at any family’s request, the school will ensure, specifically, that materials are translated into Spanish and Portuguese.</p>
	<p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3</p>

Retention Plan – 2021-2022 Strategies List strategies for retention activities for <u>each</u> demographic group.	
	<p>years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No EIs were enrolled during the 2020-2021 school year. No retention strategies needed.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(7) CHART data</p> <p>School percentage: 5.9%</p> <p>Third Quartile: 10.5%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Continued Strategies: Maintain “wrap-around” services for students, including dental and vision care, supports for families, including hardship and holiday donations. Improve identification of families qualifying for free and reduced lunch</p>
	<p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> 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.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2020-2021 Strategies</p> <p>Continued Strategies: After-school tutoring program, summer academic enrichment program, staff-student mentoring program, implementation of interventions addressed through RtI model, online course offerings, academic enrichment blocks in school.</p> <p>Maintain increased parent communication through website, online “parent portal” access to student grades and other info, and integrated “app” for parent smartphones.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2020-2021 Strategies</p> <p>Continued Strategies: Staff-student mentoring program, Response to Intervention program, after-school tutoring, after-school enrichment clubs, community youth resources, online learning options.</p>
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;">(f) Continued 2020-2021 Strategies</p> <p>Atlantis had three students who dropped out. Atlantis made significant efforts to prevent the students from dropping out but both the students and the families were unresponsive with communication to the school for the majority of the school year. Strategies used to prevent dropout included intense counseling services by the guidance and counseling department, multiple meetings with the families at the start of the school year followed by numerous attempts to schedule meetings when truancy was occurring, home visits by SRO and Dean of Students, phone calls, attempts at e-mail communication and phone communication, referral to Youth Court Services, identifying online course opportunities to complete graduation requirements, and referrals to local community support agencies.</p>
<p>OPTIONAL <u>Other subgroups of students who should be</u></p>	<p style="text-align: center;">(g) Continued 2020-2021 Strategies</p> <p>The school will maintain and refine existing retention strategies, and</p>

Retention Plan – 2021-2022 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
targeted to eliminate the <u>achievement gap</u>	will add new strategies as needed.

Appendix C

School and Student Data Tables

Student demographic information can be found on the Department’s website at:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04910000&orgtypecode=5&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	5.5
Asian	2.2
Hispanic	14.8
Native American	0.1
White	73.4
Native Hawaiian, Pacific Islander	0.1
Multi-race, non-Hispanic	4.1
Selected Populations	% of School
First Language not English	27.7
English Language Learner	14.1
Students with Disabilities	13.4
High Needs	61.7
Economically Disadvantaged	50.5

Administrative roster for the 2020-21 school year			
Name, Title	Brief Job Description	Start Date	End Date (if no longer employed at the school)
Robert L. Beatty, Executive Director	The executive director is selected by the Board of Trustees and serves as its officer. He implements the vision of Atlantis Charter School and articulates it for all stakeholders and constituents of the community. He is responsible for all long-range planning, as well as for finances, plant development and utilization, and for the school’s relationship with the outside community at large, including media and funders.	7/1/09	N/A
Michael Lauro, Associate Executive Director	The Associate Executive Director is appointed by the Executive Director and is second in command of the District. He is responsible for all day-to-day operations, including oversight of all District Departments including Strategic Planning, the K-12 District Leader Team, Academic Programing, Students Services, Staffing, Accountability Measures, School Policy and Procedures, Facilities, Family-Community	8/30/2010	N/A

Administrative roster for the 2020-21 school year			
Name, Title	Brief Job Description	Start Date	End Date (if no longer employed at the school)
	Engagement, and has responsibility and accountability in support to the District's Annual Budget and the District's Board of Directors.		
Gabriela Birmingham, K-12 District Leader	The K-12 District Leader is hired by the Associate Executive Director. This position will take on a variety of K-12 responsibilities from gathering and analyzing school data to ensuring that the school has sufficient materials to serve its students. While actual roles and responsibilities will vary depending on individual circumstances, the K-12 District Leader will generally be required to perform some or all of the following tasks: Reviews and approves adequate plans for the management and control of all K-12 programming and planned outputs, budget and budget spending, labor utilization and efficiency, scheduling, material efficiency, teaching and learning, PBIS, student services, community and parental engagement, professional development and training, along with evaluation and accountability of all teachers and staff.	7/1/14 (started as a Student Adjustment Counselor in Aug 2001)	N/A
Corrie Marchand, K-6 Site Leader	The Site Leaders are hired by the K-12 District Leader to manage daily oversight of student performance and assist specific grade levels in planning, executing, and tracking differentiated instruction and intervention focused on both academic and social development. The Site Leader provides guidance, direction, and leadership to staff and coordinates team logistics, ensures team is working toward established goals, provides clear and concise communication and coaches team members as needed.	8/21/06 (started as teacher)	N/A
Jennifer Paik, 7-12 Site Leader	The Site Leaders are hired by the K-12 District Leader to manage daily oversight of student performance and assist specific grade levels in planning, executing, and tracking differentiated instruction and intervention focused on both academic and social development. The Site Leader provides guidance, direction, and leadership to staff and coordinates team logistics, ensures team is working toward established goals, provides clear and concise communication and coaches team members as needed.	8/1/17 (transitioned to 7-12 Site Leader on 09/21/2020)	06/30/2021
Courtney DeStefano, K-6 Dean of Students	The Dean of Students is hired by the K-12 District Leader to manage oversight of the school's integration of the PBIS model, student attendance and disciplinary issues, and to support student safety and positive school environment and culture. The Dean of Students provides guidance, direction and leadership to staff around building classroom environments that execute positive classroom management. In the absence of one of the Site Leaders, the Dean of Students may assume responsibility of that school building.	8/21/06 (started as teacher)	N/A
Allison Scanlon, 7-12 Site Leader	The Site Leaders are hired by the K-12 District Leader to manage daily oversight of student performance and	8/22/11 (started as teacher)	09/25/2020

Administrative roster for the 2020-21 school year			
Name, Title	Brief Job Description	Start Date	End Date (if no longer employed at the school)
	assist specific grade levels in planning, executing, and tracking differentiated instruction and intervention focused on both academic and social development. The Site Leader provides guidance, direction, and leadership to staff and coordinates team logistics, ensures team is working toward established goals, provides clear and concise communication and coaches team members as needed.		
Rebecca Merten, 7-12 Dean of Teaching & Learning	The Dean of Teaching and Learning provides leadership in the development, implementation, and coordination of Atlantis Charter School’s instructional program. The Dean of Teaching and Learning also ensures educators are supported in developing clear learning standards, instructional objectives and formative and summative assessments. The Dean of Teaching and Learning, in conjunction with the site leader, is responsible for coordinating a highly effective instructional program with clear programmatic transitions between grade levels.	08/06/218	N/A
Mary-Beth Souza, 7-12 Dean of Students	The Dean of Students is hired by the K-12 District Leader to manage oversight of the school’s integration of the PBIS model, student attendance and disciplinary issues, and to support student safety and positive school environment and culture. The Dean of Students provides guidance, direction and leadership to staff around building classroom environments that execute positive classroom management. In the absence of one of the Site Leaders, the Dean of Students may assume responsibility of that school building.	6/9/15 (started as school resource support)	N/A
Kazeem O. Adediran, 7-12 Dean of Students	The Dean of Students is hired by the K-12 District Leader to manage oversight of the school’s integration of the PBIS model, student attendance and disciplinary issues, and to support student safety and positive school environment and culture. The Dean of Students provides guidance, direction and leadership to staff around building classroom environments that execute positive classroom management. In the absence of one of the Site Leaders, the Dean of Students may assume responsibility of that school building.		N/A
Linda Celona, Finance Director	The finance director manages all accounting, payroll, purchasing and procurement, assists in the preparation of the annual budget and prepares required federal and state financial reports.	8/23/2010	N/A
Kristi Oliveira, Human Resources Director	The human resources director supervises all personnel operations and employee health and welfare benefits, performs technical duties related to classified employment issues and assists in planning, analyzing and maintaining best employment practices.	12/10/2007	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	95	3	3	5 – Took position with another K-12 District 1-Family
Other Staff	121	21	11	15 – Position eliminated 2- Retirement 3 –Relocated 3-Career Change 3 – Took another job in K-12 education 1-Terminated, Performance 1-Assignment Ended 1-Career Advancement 1-Compensation 1-Medical 1-Family

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	6
Minimum number of board members in approved bylaws	9
Maximum number of board members in approved bylaws	15

BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Matthew F. Burke	President	Attorney	2	3 yrs Election: 04/17 Expiration: 04/23
Patrick Long	Vice-President	Partners Insurance Group	2	3 yrs Election: 09/15 Expiration: 09/21
Robert Collins	Treasurer	BankFive	1	3 yrs Election: 08/18 Expiration: 08/21
Tara Menard	Secretary	Growth Point Coaching	2	3 yrs Election: 06/17 Expiration: 06/23
Renee Desrosiers	Member	OBGYN	2	3 yrs Election: 09/15 Resignation: 02/21
Jeffrey T. Karam	Member	First Bristol	2	3 yrs Election: 05/15 Expiration: 05/21
Robert Shaker	Member	PACE Management	2	3 yrs Election: 04/17 Expiration: 04/23
John Gonet	Member	Partners Insurance Group	1	3 yrs Election: 06/20 Expiration: 06/23

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	Location
Wednesday, July 28, 2021 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, August 25, 2021 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, September 29, 2021 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, October 27, 2021 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, November 17, 2021 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, January 26, 2022 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, February 16, 2022 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, March 30, 2022 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, April 27, 2022 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, May 25, 2022 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, June 22, 2022 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance Committee	July 28, 2021 at 4:15 PM August 25, 2021 at 4:15 PM September 29, 2021 at 4:15 PM October 27, 2021 at 4:15 PM November 17, 2021 at 4:15 PM January 26, 2022 at 4:15 PM February 16, 2022 at 4:15 PM March 30, 2022 at 4:15 PM April 27, 2022 at 4:15 PM May 25, 2022 at 4:15 PM June 22, 2022 at 4:15 PM	991 Jefferson Street Fall River, MA 02721

Appendix D

Additional Required Information

A number of changes at a charter school may not require an [amendment request](#) but do require that the school inform the Department in a timely fashion. Please remember to notify the Office of Charter Schools and School Redesign regarding these changes. Notification is required for many circumstances, please see the Charter School Regulations ([603 CMR 1.08 \(11\)](#)). Please provide updates on the following:

Key Leadership Changes

Please make sure your district/school profile and directory administration is up-to-date with the correct names and contact information for key leaders. Please ask your school's directory administrator (see <http://www.doe.mass.edu/infoservices/data/diradmin/list.aspx>) to update this data in Directory Administration and **please input all of the key positions listed below**. Your directory administrator can contact Lee DeLorenzo at LeeE.DeLorenzo@mass.gov or 781-338-3227 for assistance.

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Matthew F. Burke	mburke@bevlegal.com	No Change
Charter School Leader	Robert L. Beatty	robert.beatty@atlantiscs.org	No Change
Assistant Charter School Leader	Michael P. Lauro	michael.lauro@atlantiscs.org	No Change
Special Education Director	Jessica Lee	jgard@atlantiscs.org	No Change
MCAS Test Coordinator	MaryLee Pomroy	marylee.pomroy@atlantiscs.org	No Change
SIMS Coordinator	Vivian Carreiro	vcarr@atlantiscs.org	No Change
English Learner Program Coordinator	Leak Chhim	Leak.chhim@atlantiscs.org	No Change
School Business Official	Robert L. Beatty	robert.beatty@atlantiscs.org	No Change
SIMS Contact	Vivian Carreiro	vcarr@atlantiscs.org	No Change
Admissions and Enrollment Coordinator	Diane Boutin	dbout@atlantiscs.org	No Change

Facilities

Has your school relocated or acquired a new facility within your charter school's current municipality? (Please note: if you are relocating or acquiring a facility outside of your charter school's current municipality, this requires Commissioner approval. Please see the Amendment Guidelines for further details: <http://www.doe.mass.edu/charter/governance/?section=amendments>).

Location	Dates of Occupancy
991 Jefferson Street Fall River, MA 02721	February 2018 - present

Enrollment

“Charter schools may not set any principal application deadlines or hold any enrollment lotteries for student admissions for the upcoming school year until after January 1. Every charter school shall conclude its principal enrollment process no later than March 15 of each year” (603 CMR 1.05 (3)(c)).

Action	2021-2022 School Year Date(s)
Student Application Deadline	February 1, 2022
Lottery	Grades K-12: March 2, 2022