



Collegiate Charter School of Lowell

Tiered Focused Monitoring Report

**For Group B Universal Standards
Tier Level 2**

Dates of Onsite Visit: January 4-6, 2021

Date of Final Report: April 14, 2021



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Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Collegiate Charter School of Lowell participated in a Tiered Focused Monitoring Review conducted by the Department's Office of Public School Monitoring. The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.

Districts and charter schools are reviewed every three years through Tiered Focused Monitoring. This review process emphasizes elements most tied to student outcomes and alternates the focus of each review on either Group A Universal Standards or Group B Universal Standards.

Group A Universal Standards address:

- Student identification
- IEP development
- Programming and support services
- Equal opportunity

Group B Universal Standards address:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access

In addition, the Department has reserved a specific set of criteria, collectively known as Targeted Standards, employed when LEA or school-level risk assessment data indicate that there is a potential issue. Identified Targeted Standards are assessed in addition to the Universal Standards.

Universal Standards and Targeted Standards are aligned with the following regulations:

Special Education (SE)

- selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education's Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

- selected federal civil rights requirements, including requirements under Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with selected state requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.
- selected requirements from the Massachusetts Board of Education's Physical Restraint regulations (603 CMR 46.00).
- selected requirements from the Massachusetts Board of Education's Student Learning Time regulations (603 CMR 27.00).
- various requirements under other federal and state laws.

Tiered Focused Monitoring allows for differentiated monitoring based on a district's/charter school's level of need, the Tiers are defined as follows:

LEAs in Tiers 1 and 2 have been determined to have no or low risk:

- Tier 1/Self-Directed Improvement: Data points indicate no concern on compliance and performance outcomes – meets requirements.
- Tier 2/Directed Improvement: No demonstrated risk in areas with close link to student outcomes – low risk.

LEAs in Tiers 3 and 4 have demonstrated greater risk:

- Tier 3/Corrective Action: Areas of concern include both compliance and student outcomes – moderate risk.
- Tier 4/Cross-unit Support and Corrective Action: Areas of concern have profound effect on student outcomes and ongoing compliance – high risk.

The phases of Tiered Focused Monitoring for Collegiate Charter School of Lowell included:

Self-Assessment Phase:

- Charter school reviewed special education and civil rights documentation for required elements including document uploads.
- Upon completion of an internal review, the charter school's self-assessment was submitted to the Department for review.

On-site Verification Phase:

- The Department reviewed additional documents for special education and civil rights.
- Surveys of parents of students with disabilities: Parents of students with disabilities were sent a survey to solicit information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Two interviews of staff consistent with those criteria selected for onsite verification.
- One interview of a parent of a child with a disability.
- Review of floor plans and, if applicable, other facilities.

Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews

Following the onsite visit, the onsite team holds an informal exit meeting to summarize its comments for the superintendent or charter school leader. Within approximately 20 business days of the onsite visit, the onsite chairperson forwards to the superintendent or charter school leader the findings from the Tiered Focused Monitoring Review. All districts/charter schools in Tiers 1 and 2, as part of the reporting process, then develop a Continuous Improvement and Monitoring Plan (CIMP) for any criteria receiving a rating of "Partially Implemented," "Not Implemented," and "Implementation in Progress." The CIMP outlines an action plan, identifies the success metric, describes the measurement mechanism and provides a completion timeframe to bring those areas into compliance with the controlling statute or regulation. Districts and charter schools are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans.

DEFINITION OF COMPLIANCE RATINGS

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
Implemented	The requirement is substantially met in all important aspects.
Implementation in Progress	This rating is used for criteria containing new or updated legal requirements and means that the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Not Applicable	The requirement does not apply to the school district or charter school.

Collegiate Charter School of Lowell

SUMMARY OF COMPLIANCE CRITERIA RATINGS

	Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Requirements
IMPLEMENTED	SE 15, SE 36, SE 35, SE 50, SE 51, SE 52, SE 52A, SE 54, SE 55, SE 56	CR 3, CR 7, CR 7A, CR 7B, CR 10A, CR 12A, CR 20, CR 21, CR 22, CR 23
PARTIALLY IMPLEMENTED		CR 10B, CR 10C, CR 24
NOT IMPLEMENTED	SE 32	CR 17A, CR 25
NOT APPLICABLE		CR 7C, CR 16

The review instruments, that include the regulatory requirements specific to the special education and civil rights criteria referenced in the table above, can be found at www.doe.mass.edu/psm/resources/default.html.

Improvement Area 1**Criterion:** SE 32 - Parent advisory council for special education**Rating:** Not Implemented**Description of Current Issue:** A review of documents and interviews indicated that the charter school has not established a parent advisory council on special education (SEPAC). The charter school submitted a SEPAC waiver request to the Department on January 4, 2021; however, this request was denied.**LEA Outcome:** Collegiate Charter School of Lowell (CCSL) will establish a parent advisory council on special education (SEPAC) with corresponding by-laws regarding officers and operational procedures. Membership will be offered to all parents of children with disabilities and other interested parties. The SEPAC duties will include, but not be limited to, advising CCSL on matters that pertain to the education and safety of students with disabilities and meeting regularly with charter school officials to participate in the planning, development, and evaluation of the charter school's special education programs.

In addition, CCSL will conduct, in cooperation with the SEPAC, at least one annual workshop on the rights of students and their parents and guardians under the state and federal special education laws. CCSL will ensure the SEPAC receives assistance from the Collegiate Board of Trustees without charge, upon reasonable notice, and subject to the availability of staff and resources.

If CCSL is not successful in establishing a SEPAC, it will meet the requirements for an approved waiver from the Department.

Action Plan: By May 25, 2021, the charter school will develop and distribute an informational brochure to all parents and guardians of special education students to raise awareness of a SEPAC, inform parents regarding duties and membership, and encourage parents to create a SEPAC at the school. Evidence will include the informational brochure and documentation of dissemination.

By August 23, 2021, charter school special education leadership will meet with the SEPAC to develop by-laws, identify officer positions, create a presence on the charter school's website, and establish a calendar of meetings and events. Evidence will include a copy of the by-laws, officer positions, a link to the updated website, and calendar of meetings and events.

By October 29, 2021, the charter school will conduct, in cooperation with the SEPAC, a workshop on the rights of students and their parents and guardians. If CCSL has not been successful in establishing a SEPAC by this date, it will still provide this annual workshop. Evidence will include the invitation, agenda, signed attendance sheets and presentation materials.

By October 29, 2021, if the charter school has not been successful in establishing a SEPAC, it will meet the requirements for an approved waiver from the Department and continue active efforts to create a SEPAC.

By November 22, 2021, the charter school will submit evidence of monthly SEPAC meetings including invitations, agendas, minutes, and signed attendance sheets.

By November 22, 2021, the charter school will submit evidence that the SEPAC meets monthly with CCSL special education leadership to advise on matters that pertain to the education and safety of

Improvement Area 1

students with disabilities and participates in the planning, development, and evaluation of the charter school's special education programs. Evidence will include meeting minutes and SEPAC feedback on special education programs.

By December 20, 2021, the charter school, in conjunction with the SEPAC, will submit evidence of surveys distributed to all parents of students with a disability to solicit information regarding the needs of families, feedback on programming and services, and training requests. Evidence will include a copy of the survey, analysis of results, and recommendations.

Success Metric: By the beginning of the 2021-2022 school year and beyond, CCSL will have established a SEPAC, and in cooperation with the SEPAC, will conduct at least one annual workshop on the rights of students and their parents and guardians under the state and federal special education laws.

Evidence:

- SEPAC brochures
- Documentation of dissemination
- Copy of by-laws
- List of SEPAC officers
- Calendar of SEPAC events
- Link to SEPAC on CCSL's website
- SEPAC meeting invitations, agendas, meeting minutes, and signed attendance sheets

Measurement Mechanism: Each June, the Director of Special Education and Head of School will schedule preliminary planning meetings with the SEPAC officers to prepare for the annual workshop on student and parent rights.

Each September, the charter school, in cooperation with the SEPAC, will hold an annual workshop on the rights of students and their parents and guardians under the state and federal special education laws.

Each September, the SEPAC brochure will be reviewed, updated as needed, and sent home to each parent or guardian of a student with a disability.

Monthly SEPAC meetings will be advertised on the charter school's website, in newsletters, and via invitations sent home. Advertisements and invitations will indicate the topic, agenda, date, and time of the SEPAC meeting. The Director of Special Education and SEPAC Chairpersons will meet monthly to discuss needs and plan future meetings/events.

Each quarter, the Director of Special Education and the SEPAC will send a survey to parents regarding the needs of families, feedback on programming and services, and training requests. The Director of Special Education and SEPAC Chairpersons will meet to analyze survey data gathered.

If CCSL must submit a SEPAC waiver request to the Department and it is approved, it will continue to document active attempts to establish a SEPAC.

Completion Timeframe: 12/20/2021

Improvement Area 2**Criterion:** CR 10B - Bullying Intervention and Prevention**Rating:** Partially Implemented

Description of Current Issue: A review of documents and interviews indicated that the charter school's Bullying Prevention and Intervention Plan and student handbook have not been amended to extend protections to students who are bullied by a member of the school staff. The plan does not make clear that school staff includes, but is not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional. The school handbook does not make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report.

LEA Outcome: Collegiate Charter School of Lowell (CCSL) will update the Bullying Prevention and Intervention Plan (Plan) and all school handbooks to conform with the amendments to the Massachusetts anti-bullying law. The amendments will include extending protections to students who are bullied by a member of the school staff. The school handbook will make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report.

Action Plan: By May 25, 2021, the charter school will review and revise its Bullying Prevention and Intervention Plan (Plan) and handbooks to include the amendments to the Massachusetts anti-bullying law. The revised Plan will extend protections to students who are bullied by a member of the school staff, which includes, but is not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional. The revised handbooks will make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report. Evidence will include the revised Plan and applicable sections of the handbooks.

By August 23, 2021, subsequent to Department approval, the charter school will present the Plan to the Collegiate Board of Trustees for ratification. Evidence will include the board meeting agenda and minutes indicating approval of the Plan.

By September 24, 2021, subsequent to Department and Board approval, the charter school will disseminate the approved Plan and updated handbooks to the school community, post the Plan on its website, and update all reporting forms and trainings to ensure protections are extended to students who are bullied by a member of the school staff. Evidence will include notification of the revised Plan to the school community, a link to the updated website, and the revised reporting form.

By September 24, 2021, the charter school will ensure all staff are trained on the revised Plan, reporting form, and handbooks. Evidence will include training materials, an agenda, and signed attendance sheets.

By December 20, 2021, the charter school will submit a description of the procedures for periodic review and oversight of the Plan, training materials, and handbooks.

Success Metric: At the start of the 2021-2022 school year and beyond, Collegiate Charter School of Lowell will have a Bullying Prevention and Intervention Plan that complies with the Massachusetts anti-bullying law. The Plan will provide protections to students who are bullied by a member of the school staff. The Plan and handbooks will make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report. The school community will be notified annually of

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Improvement Area 2

the Plan and all staff will receive requisite training.

By December 2021 and beyond, Collegiate Charter School of Lowell will implement an annual review of the Plan, handbooks, and training materials to ensure ongoing compliance.

Evidence:

- Revised Bullying Prevention and Intervention Plan
- Updated reporting form
- Student and staff handbooks
- Board meeting agenda and minutes
- Training materials, agendas, and signed attendance sheets
- Link to updated website
- Documentation of dissemination
- Internal monitoring procedures

Measurement Mechanism: Annually, the CCSL Administrative Team will work together to ensure the Bullying Prevention and Intervention Plan (hardcopy and online version), student and employee handbooks, and training materials are updated and compliant with current regulations. Copies will be submitted to the school attorney to review for compliance.

Completion Timeframe: 12/20/2021

Improvement Area 3

Criterion: CR 10C - Student Discipline

Rating: Partially Implemented

Description of Current Issue: A review of documents indicated that the charter school's student discipline procedures do not address the following:

- The principal's responsibility to send a written determination to the director, explaining the reasons for issuing an out-of-school suspension for a student in grades K through 3, before the suspension takes effect;
- The principal's responsibility to invite the parent/guardian to a meeting to discuss strategies for student engagement and possible responses to the behavior that warranted an in-school suspension;
- The principal's responsibility to document at least two attempts to reach the parent for the purpose of informing the parent of an in-school suspension;
- The director's right to deny or allow an appeal of a principal's long-term suspension decision when a student's or parent's notice of appeal is not timely;
- A School-wide Education Service Plan; and
- A description of the system and procedures followed by principals to periodically review discipline data by selected populations.

LEA Outcome: Collegiate Charter School of Lowell (CCSL) will ensure that its student discipline procedures and all handbooks are compliant with M.G.L c. 71, § 37H 3/4. CCSL will create and implement procedures for the periodic review of discipline data by selected populations and provide yearly training to applicable staff around discipline procedures and data review.

Action Plan: By May 25, 2021, the charter school will revise the student discipline procedures, notices, and all relevant sections of student handbooks to ensure compliance with M.G.L c. 71, § 37H 3/4. Evidence will include the updated procedures, relevant sections of the student handbook, and the School-wide Education Service Plan.

May 25, 2021, the charter school will implement a system for data collection that allows for the disaggregation of data by race and ethnicity, gender, socio-economic status, English language learner status, and students with a disability status. The charter school will also develop procedures to ensure principals periodically review discipline data by selected populations and disciplinary actions and the impact on selected student populations. Based on the data review, principals will determine whether it is necessary or appropriate to modify disciplinary practices due to an over-reliance on suspensions, expulsions or removals on selected student populations compared with other students. Evidence will include a description of the system used for data collection and a copy of the procedures.

By August 23, 2021, the charter school will present the Department-approved student discipline procedures and all relevant sections of student and staff handbooks to the Collegiate Board of Trustees for ratification. Evidence will include the board meeting agenda and minutes indicating approval.

By September 24, 2021, the charter school will train all administrators on the newly approved student discipline procedures. Evidence will include training materials, agenda, and signed attendance sheets.

By September 24, 2021, the charter school will update handbooks with the compliant student discipline procedures and disseminate to the school community. Evidence will include applicable sections of

Improvement Area 3

handbooks and notification of the student discipline procedure updates to the school community.

By December 20, 2021, the charter school will submit a description of the procedural oversight to ensure discipline procedures, yearly training, and handbooks include all requisite information.

Success Metric: By the start of the 2021-2022 school year and beyond, Collegiate Charter School of Lowell's student discipline procedures, relevant sections of handbooks, and trainings will be in compliance with M.G.L c. 71, § 37H 3/4. In addition, the charter school will establish a system of data collection and procedures to ensure principals periodically review discipline data by selected populations and modify the charter school's disciplinary practices, if necessary.

By December 2021 and beyond, Collegiate Charter School of Lowell will implement an annual review of discipline procedures, handbooks, and training materials to ensure compliance.

Evidence:

- Revised student discipline procedures
- Revised disciplinary letters and notices
- School-wide Education Service Plan
- Updated handbooks
- Board meeting agenda and minutes
- Training materials, agendas, and signed attendance sheets
- Description of data system
- Procedure for annual review of student discipline policy, procedures, letters, notices, and trainings

Measurement Mechanism: Under the direction of the Executive Director and Student Management Coordinator, principals will review the charter school's discipline procedures and corresponding letters and notices annually and make changes in relation to any updates to regulations, laws, or criteria. All changes made to the handbooks will be shared with families and staff. All updates will be voted on by the Board and posted on the charter school's website. The Executive Director and Student Management Coordinator will also meet regularly with principals to discuss the periodic review of discipline data and any required modifications to discipline practices.

Completion Timeframe: 12/20/2021

Improvement Area 4

Criterion: CR 17A - Use of physical restraint on any student enrolled in a publicly-funded education program

Rating: Not Implemented

Description of Current Issue: A review of documents and interviews indicated that the charter school has not developed written restraint prevention and behavior support policy and procedures consistent with regulations 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention.

LEA Outcome: Collegiate Charter School of Lowell (CCSL) will develop written restraint prevention and behavior support policy and procedures consistent with regulations under 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. Specifically, the charter school will develop procedures that meet the requirements of 603 CMR 46.06 for informing the principal about restraints, informing parents, report contents, individual student review, administrative review, reporting all restraint-related injuries to the Department, and reporting all restraints to the Department.

Action Plan: By August 23, 2021, the charter school will submit the newly written restraint prevention and behavior support policy and procedures consistent with regulations 603 CMR 46.00.

By October 29, 2021, subsequent to Department approval, the charter school will present the approved written restraint prevention and behavior support policy and procedures to the Collegiate Board of Trustees for ratification. Evidence will include the Board meeting agenda and minutes indicating approval.

By November 22, 2021, the charter school will present the approved written restraint prevention and behavior support policy and procedures to the SEPAC Board. Evidence will include SEPAC meeting agenda and minutes.

By November 22, 2021, the charter school will disseminate the approved written restraint prevention and behavior support policy and procedures to the school community. Evidence will include annual notification to parents and staff, a link to the online policy and procedures, and relevant sections of handbooks.

By November 22, 2021, the charter school will train all staff on the updated policy, procedures, and reporting forms. Evidence will include training materials, agendas, and signed attendance sheets.

Success Metric: By October 2021 and beyond, CCSL's approved written restraint prevention and behavior support policy and procedures will be consistent with regulations 603 CMR 46.00. CCSL will annually disseminate the policy and procedures to the school community and all staff will receive the required annual training.

Evidence:

- Revised restraint prevention and behavior support policy and procedures
- Board meeting agenda and minutes
- Link to online policy
- Notice to parents
- Updated handbooks

Improvement Area 4

- Training materials, agendas, and signed attendance sheets

Measurement Mechanism: Collegiate Charter School of Lowell will implement an annual internal monitoring and administrative review of the written restraint prevention and behavior support policy and procedures to ensure compliance, as well as review the means of dissemination to the school community. The charter school will provide and track staff training to ensure all staff are trained within the first month of the school year and for employees hired after the start of the school year, within one month of hire.

Completion Timeframe: 12/20/2021

Improvement Area 5**Criterion:** CR 24 - Curriculum review**Rating:** Partially Implemented

Description of Current Issue: A review of documents and interviews indicated that although the charter school has begun providing cultural competency trainings and developing material review tools for teachers, it does not yet have a process to ensure individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. Additionally, there is no process to ensure that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any stereotypes depicted in such materials.

LEA Outcome: Collegiate Charter School of Lowell (CCSL) will ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. The charter school will also ensure that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any stereotypes depicted in such materials.

Action Plan: By May 25, 2021, the charter school will submit evidence that the newly established Curriculum Review Team (CRT) reviewed and discussed the LEA Equity Activity Guide, Equity Resource Clearinghouse, and CR 24 and 25 Toolkit to learn more about identifying and addressing curriculum bias. Evidence will include the agenda, meeting minutes and signed attendance sheets.

By August 23, 2021, the charter school will submit an outline of its plan for the development of procedures, protocols and tools created to ensure individual teachers review all educational materials.

By October 29, 2021, the charter school will develop curriculum review procedures, protocols, and tools to ensure individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of the protected categories. The procedures and protocols will also ensure that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any stereotypes depicted in such materials. Evidence will include a copy of the procedures, protocols, and tools.

By November 22, 2021, the charter school will submit evidence of training of all educators, administrators, and applicable staff on the newly developed curriculum review procedures, protocols, and tools. Evidence will include training materials, agenda, and signed attendance sheets.

By December 20, 2021, CCSL will develop and implement an internal monitoring system that includes administrative oversight of training, classroom observations, and the completion of curriculum review tools by individual teachers. Completed review tools will be collected and reviewed by administrators. Evidence will include a description of the internal monitoring systems and examples of curriculum review tools completed by individual teachers.

Success Metric: By December 2021 and beyond, all individual teachers in the district will review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. In addition, the charter school will ensure that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any stereotypes depicted in such materials.

Improvement Area 5

By December 2021, the CRT will have met for a total of 30 hours to consider curriculum review frameworks targeted at bias, stereotypes, and equity (e.g. Curriculum Bias from the Myra Sadker Foundation and Literacy & Math Assignment Analysis Guides from The Education Trust). Using these resources and others, the CRT will create, and revisit as necessary, a review tool for teachers that examines and identifies bias, stereotypes, and simplistic and demeaning generalizations on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation.

Evidence:

- CRT agendas and meeting minutes
- Procedures, protocols and review tool for individual teacher review
- Training materials, agenda, and signed attendance sheets
- Internal monitoring system
- Samples of implemented internal monitoring and completed review tools

Measurement Mechanism: Collegiate Charter School of Lowell administration will conduct an annual review of protocols and data gathered through the internal monitoring process to identify areas of improvement and ensure ongoing compliance. CCSL administration will ensure that all staff is trained on and use the revised procedures and protocols to review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. CCSL administration will also ensure that teachers use appropriate activities, discussions and/or supplementary materials to provide balance and context for any stereotypes depicted in such materials.

Completion Timeframe: 12/20/2021

Improvement Area 6**Criterion:** CR 25 - Institutional self-evaluation**Rating:** Not Implemented

Description of Current Issue: A review of documents and interviews indicated that the charter school does not evaluate all aspects of its K-10 programming annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities.

LEA Outcome: Collegiate Charter School of Lowell (CCSL) will develop a system to evaluate all aspects of its K-10 programs annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs. CCSL will develop an equity team that will include all administrators. The evaluation system will involve activities such as data review, policy review, student participation review, and equity walks. The ensuing CCSL Equity Team and evaluative system will be announced in the Director's weekly communication and posted on the school website to ensure access for all families.

Action Plan: By May 25, 2021, the charter school will establish a CCSL Equity Team designed to evaluate equal student access for all aspects of its K-10 program annually. The Equity Team will review the LEA Equity Activity Guide, Equity Resource Clearinghouse, and the CR 24 and 25 Toolkit to gather more information about conducting an annual self-evaluation. Evidence will include the agenda, meeting minutes and signed attendance sheets.

By September 24, 2021, the charter school will submit the procedures, protocols and tools created to conduct an annual institutional self-evaluation of all aspects of its K-10 program.

By October 29, 2021, the charter school will train all administrators and relevant staff members on the procedures, protocols, and tools. Evidence will include an outline of the self-evaluation plan, copies of protocols and tools, training materials, agendas, and signed attendance sheets.

By December 20, 2021, the charter school will provide the results of the institutional self-evaluation for all K-10 programs. Evidence will include the results of the self-evaluation, identification of findings, targeted root cause analysis, and development of action steps for addressing those findings.

Success Metric: By December 2021 and beyond, CCSL will evaluate all aspects of its K-10 program to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. The charter school will make changes as are indicated by the evaluation. Going forward, this evaluation will be conducted on an annual basis.

Evidence:

- CCSL Equity Team agendas and meeting minutes
- Procedures, protocols, and evaluation tools
- Training materials, agenda, and signed attendance sheets
- Results of the completed annual self-evaluation
- List of programs reviewed
- Description of findings

Improvement Area 6

- Root cause analysis
- Action plan

Measurement Mechanism: Each school year, the CCSL Equity Team will lead the charter school in the use of protocols, procedures, and tools to conduct the annual self-evaluation. The Executive Director will ensure that appropriate training occurs annually for those involved in conducting the self-evaluation. The CCSL Equity Team will annually evaluate all aspects of its K-10 program to ensure equal access for all students. As part of the process, areas of need will be identified and action steps will be taken as indicated by the evaluation. The CCSL Equity Team will annually review the protocols, procedures, and tools for the self-evaluation and make any necessary changes to improve the process.

Each June, the CCSL Equity Team will develop a calendar of continued self-evaluation activities of all K-10 programs for the following school year to ensure equal access for all students.

Completion Timeframe: 12/20/2021