



Lowell Collegiate Charter School

Annual Report

2014-2015

July 29, 2015

Lowell Collegiate Charter School
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Introduction to the School

<i>Lowell Collegiate Charter School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	25 Fr. John Sarantos Way Lowell, MA 01854
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	
Year Opened	2013	Year(s) in which the Charter was Renewed (if applicable)	
Maximum Enrollment	1200	Current Enrollment	350
Chartered Grade Span	K-12	Current Grade Span	K-4
# of Instructional Days per school year	180	Students on Waitlist	26
School Hours	8:30-4:00	Age of School	2 years
Mission Statement The mission of the Lowell Collegiate Charter School is to provide an academically rigorous and successful world-class college preparatory public educational program that enables all students, regardless of their background, to achieve their full potential, to be prepared for success in college, equipped with the ability and desire for lifelong learning, and develop strong civic, ethical, and moral values in a safe, caring, and rigorous environment built on a school ethos that emphasizes high behavioral and academic expectations.			

Letter from the Chair of the Board of Trustees

July 26, 2015

Dear LCCS Community,

After completing the second year, we look forward to moving into our permanent facility this coming school year. More information on our move will be forthcoming. Even more exciting is our new director, Frederick Randall, who was appointed in June. The Board of Trustees is eager to work with Mr. Randall to continue LCCS' growth. His experience and love of education is evident and his excitement most refreshing. We all look forward to working with Mr. Randall who brings energizing new ideas to promote community involvement.

Some planned functions include open house events and a pancake breakfast. Forming a close partnership with our Parent Connection is also a top priority of Mr. Randall. If you would like more information or to would like to join the Parent Connection, information is available in the Main Office.

We continue to implement the SABIS® curriculum as well as the assessment and enrichment programs that will help teachers target areas for further instruction. We have already seen significant growth, especially in Reading.

Some highlights of the past year include the formation of our String Program, Spring Talent Show, a theater field trip and our second annual field day of games and athletic contests. We closed out the year by voting for our school mascot. LCCS students chose a Wolf – a highly social animal that is known for its powerful instincts, intuition and high intelligence. What a great way to cement our schools legacy for years to come.

We are excited to begin laying the foundation for our Student Life Organization with our 5th grade class. This program is the start of instilling in our students both leadership skills and a love of life-long learning. This program, along with our strong curriculum, will further build on positive attitudes and respect, which is the foundation on which our school is built.

The Board of Trustees offers our heartfelt thanks to those in the school community who continue to make Lowell Collegiate the academic success story that it is becoming. Success doesn't happen without excitement and excitement is certainly in the air.

Sincerely,

Kathleen McCarthy, President

LCCS Board of Trustees

Faithfulness to the Charter

Mission and Key Design Elements

- A high-expectations/no-excuses academic culture and a caring school climate
- Positive values, habits, character and community building
- Student Life activities that help teach confidence, initiative, and leadership
- An academy system that divides the larger school into smaller schools
- A longer school day with more time for critical learning
- A carefully sequenced curriculum, aligned with all state and common core standards
- An educational philosophy that all students can achieve to their fullest potential, and fulfill their potential to succeed
- Advanced Placement and college-level courses (in high school)
- Instructional groupings by students' level of standards mastery, not presumed ability
- Teacher training in, and use of, diverse pedagogies
- A novel system of class prefects and peer tutoring
- Extensive curriculum-aligned formative and through-course assessments
- A sophisticated academic performance monitoring and parental communication system
- Intensive teacher tutoring when a student exhibits difficulty mastering a standard
- Top quality educators who benefit by extensive professional development, carefully aligned with our school model

Several distinctive methods of educating students are utilized at LCCS to achieve the desired outcome.

Implementation of Key Design Elements

In the past school year, Lowell Collegiate has implemented many of the key design elements listed in the charter application. As the school grows and attains its maturity, these elements will continue to be developed and broadened.

The school day ran from 8:30 am to 4:00 pm. and allowed for more learning time than the Lowell District schools.

All teachers and staff worked with students to encourage and model manners and good character traits. During the course of a typical day, teachers will routinely pause to compliment students on the use of good manners and offer practical advice on how to improve, if needed. The cumulative effect of these “teachable moments” is a training in small acts of kindness and consideration that positively impacts school climate and culture. This habit-building element of character formation is a key component of the school’s character program.

Pacing Charts

Instruction is based on a curriculum guided by pacing charts which requires teachers and learners to stay on target for completing required subject matter concepts. This curriculum has been aligned with the Common Core State Standards since August 2013. The pacing charts serve as a syllabus detailing what should be taught, week-by-week, throughout each of the three terms of the school year. The pacing charts ensure that instructors teach the essential skills and knowledge required for advancement. Through carefully created instructional planning and point-by-point teaching following a pacing chart, all students master the

material and progress at the designated pace. Each separate point is taught to the class through presentation, explanation, examples, and questions. Teachers lead the students in accomplishment of the first point before moving on to the next. If necessary, teachers re-teach a point until students demonstrate understanding, and the point is checked off. The class then moves on to the next point. Students who don't master the essential material receive additional support.

SABIS Point System® of Instruction

SABIS Point System® of Instruction is used by all teachers to ensure students follow the daily plan for learning. SABIS Point System® where the teacher lists the points to be covered during a lesson on the white-board at the beginning of the class and then goes through each point/concept one by one as explained above. This list of points essentially serves as an agenda for the class.

Student Prefects

Teachers utilize LCCS students as prefects to aid classmates who need additional support in the subject matter. Class prefects provided assistance to fellow students, while gaining a deeper grasp of the curriculum and growing in responsibility. Prefect development is monitored and encouraged by teachers through the course of the school year.

Data-Driven Decision Making

Regular assessments coupled with prompt feedback allowed teachers to give needed review in a timely way. The SABIS periodic and AMS exams provided weekly feedback through computer assisted data analysis. All exams are fully aligned with what is being taught in the classroom and modified as needed for changes in pacing or individual student needs. Data-driven decision making is the process of gathering student data – academic performance, attendance, demographics, and other information – which aids administrators, teachers, and parents in accurately assessing student learning. With this information, adjustments to teaching styles or curricula can be made resulting in measurable improvements. The concept of data-driven decision making at LCCS stresses continuous improvement as data are collected for a well-defined sets of objectives on an ongoing basis, so that subsequent action plans can be designed to address these objectives.

Teacher Training/Professional Development

The academic school year of 2014/15 began with a 7-day teacher training program, educating new staff about SABIS® curriculum and philosophy, and providing teachers with professional development in the areas of academics, classroom management, and data analysis. Teacher training days during the course of the year allowed for review and discussion of the SABIS Point System® and the SABIS performance monitoring system, SABIS Talent®, so that each teacher will continue to improve the quality of teaching and student learning. Additionally, teachers are systematically given opportunities for observation of accomplished teachers on and off campus, and provided with feedback internally at least once weekly by means of meetings and informal/formal observations by the Academic Quality Controller (AQC) and director. During the academic school year of 2015/16, the initial teacher training program will be extended to 10 days for all staff members.

WebSchool/Parent Communication

WebSchool, the SABIS computer system for keeping parents abreast of student grades, attendance and behavior, has been implemented since the beginning of the 2014/15 school year. Regular parent meetings have been held by means of parent teacher conferences twice throughout the school year, and scheduled parent meetings by the Student Management

Deputy Coordinator and the Academic Quality Controller to discuss behavioral/academic concerns as needed.

Amendments to the Charter

No amendments were requested during the 2014-15 school year.

Dissemination Efforts

In the past two years, Lowell Collegiate officials have met with Lowell district officials to make their fellow educators aware of the benefits of our school's innovative educational model. The school has issued a standing invitation for tours and meetings to discuss our innovative school model with the Lowell district school officials and staff.

In looking forward, LCCS will identify the elementary schools in the sending district with high percentages of students in NI and W compared to other elementary schools and reach out to the school administration, guidance staff and parent-teacher councils and offer to give a presentation about our school's programs.

LCCS administration and academic quality staff will pursue opportunities to present at appropriate, community based professional conferences or workshops.

Success of the Academic Program

Student Performance

External Assessment

Massachusetts Comprehensive Assessment System (MCAS) and Partnership for Assessment of Readiness for College and Careers (PARCC)

Lowell Collegiate Charter School's 2014 MCAS data can be viewed on the school's report card posted on the Department of Elementary and Secondary Education's website at:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=35030205&fycode=2014&orgtypecode=6&>

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)

Lowell Collegiate Charter School administered the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) during January and February of the 2014/15 school year.

ACCESS for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. ACCESS for ELLs meets the federal requirements that mandates states to evaluate ELL students in grades K through 12 on their progress in learning to speak English.

According to the 2015 ACCESS results, **44% of LCCS' 47 ELL students reached proficiency in English (Level 5 & 6) and are able to be reclassified as Formerly Limited English Proficient (FLEP). In addition, another 8% of students scored at a Level 4, indicating that they are working their way towards proficiency**

Internal Assessment

The internal assessment systems at LCCS are organized around the primary purpose of improving student learning. Assessment systems provide useful information about the attainment of goals and the academic progress of LCCS students, including accountability for essential concepts learned at each grade level in the core subjects. Classroom assessments are integrated into curriculum and instruction through SABIS® Periodic Exams and computerized SABIS Academic Monitoring System® tests. Such assessments reflect students' actual knowledge and are created to be adapted to accommodate the specific needs of particular students. LCCS believes assessments are valid when they measure what has been taught.

SABIS Academic Monitoring System® (AMS™)

On an ongoing basis, internal AMS™ exams are administered in English to all students in grades 3 and above. Internal AMS™ exams in mathematics are administered in mathematics to all students in grades 2 and above. Based on the results of these weekly tests, pacing is reviewed/modified, teacher meetings are held, and students are placed in intensive classes and re-taught/retested on missed concepts.

SABIS® Periodic Exams

All students receive regularly scheduled internally SABIS®-created periodic exams in all subjects. These exams, similar to AMS, are used during weekly teacher meetings, when reviewing/revising pacing, and the placement or removal of students from the Intensive Programs.

Program Delivery

Student Achievement Trends

In 2014, LCCS made positive gains over the 2013 school year in most grades and subjects tested.

Academic Priorities determined for the 2014-2015 school year

2014 MCAS scores and internal testing data were reviewed by the administration, including the Director, Academic Quality Controllers (AQC), and Special Education Lead Teacher for trends and school-wide concerns. Once this information was sorted, the AQC and director met with teachers to discuss results and trends. The scores along with teachers' feedback was discussed with SABIS® Educational Systems for evaluation of pacing charts and the amount of time spent on the various concepts.

Newly instituted priorities for the 2014-2015 school year

After analyzing the results of the 2014 MCAS, the academic team wanted to strengthen the curriculum in order to perform better on state testing open response in both ELA and math. In order to strengthen the component of the curriculum, the academic team ensured that all classroom teachers in grades 3-4 incorporated state testing open response questions on in-class assignments and homework in addition to monitoring the results of these types of questions on internal assessments.

In order to provide on-going support to new and struggling teachers, the Academic Quality Controller provided ongoing support with classroom instruction and management. Finally, in order to ensure all teachers and staff were working effectively to increase student performance, LCCS provided numerous professional development opportunities and trainings.

Changes Implemented for support of Diverse Learners

LCCS accepts responsibility for the performance of each of its students. LCCS follows a code of conduct that supports responsible behavior by all students, faculty, and administrators. LCCS holds the following beliefs that guide how decisions are to be made and how actions are to be taken throughout its school:

- Students can achieve their full potential of educational excellence
- An acceptable curriculum is based on: mastery of essential concepts, clear performance goals, and objectives aligned with state standards
- Efficient use of classroom time and effective classroom management enhance learning
- An assessment system that provides academic and non-academic information addresses students' individual differences and needs, and assures accountability for performance by the school
- A desirable school climate reflects the degree to which discipline, ethical practices, and behavior are founded upon both responsibility and respect for both self and others by each individual

A range of programs at LCCS have been initiated to target continual improvement in student performance. Re-teach sessions use the SABIS AMS® exams and SABIS® Periodic

assessments to identify students who have not mastered a concept or skill. The student is then reassessed to verify mastery.

LCCS has a Response to Intervention Team (RTI) composed of administrators and teachers. The team uses classroom evaluations, assessment data, and teacher referrals to identify students who are struggling in general education instruction. A number of interventions are considered to assist the student through differentiated instruction. The team uses progress monitoring to assess the success of interventions on a student-by-student basis.

Intensives

Students who are identified as being noticeably behind in ELA or math are placed into an intensive class led by one designated full-time teacher, typically consisting of a relatively small number of students, either held as a push-in or pull-out session.

Reading Interventions

Students who are identified as struggling with reading receive one of many supports. The school employs a full-time, highly qualified Reading Specialist teacher. In addition, all teachers have been successfully trained in the Accelerated Reader program, while special education staff has been trained in the Read Naturally program.

After progress through multiple interventions based on the RTI's tiered model, students who are unable to make progress will be referred for evaluation to the school's 504 plan coordinator or to the Special Education Department. The school has been moving towards a Special Education Inclusion model. In order to support this, the school has two Special Education teachers. These teachers provide direct support in the regular classroom, as well as in pull-out sessions, collaborating with the core subject teacher. Highly qualified paraprofessionals provide further support for special education students in the regular education classroom.

LCCS uses parent responses on the school's Home Language Survey form and diagnostic testing at the time of enrollment to identify possible Limited English Proficient (LEP) students. These identified students are assessed by administering the WIDA-ACCESS Placement Test. From these results, students determined to be LEP receive Sheltered English Immersion (SEI) instruction. LCCS has two full-time, highly qualified ELL teachers to instruct Limited English Proficient (LEP) students. As discussed in the External Assessment section, above, the school's ACCESS results show that the ELL program is successfully leading students towards English language proficiency.

LCCS administrators and teachers are always looking for ways to bolster program delivery to support diverse learners. After reviewing MCAS data, internal testing data, and reviewing feedback from teachers and parents the following changes were made and supports were added in the 2014-2015 academic year:

- a) In order to enhance ELL students' performance in non-ELA subjects, ELL and SEI certified teachers provided support in the regular classroom.
- b) In order to increase performance on open response question performance, teachers were required to include open response questions into all subjects and have all 3rd and 4th grade students use notebooks on a daily basis to answer higher-order thinking questions in written form.

Student achievement trends for the 2014-15 school year are reflected in the cumulative internal exams administered at the end of the year. The key core subjects for SABIS schools are math and English. The following chart shows cumulative end-of-year (EOY) internal exam grades for each grade level.

	Math	English
Grade 1	100% (5% improvement since last year)	99% (3% improvement since last year)
Grade 2	100% (4% improvement since last year)	100% (6% improvement since last year)
Grade 3	75% (13% points less than last year)	90% (8% improvement since last year)
Grade 4	100%	100%

This data is used in recommending adjustments for the upcoming year, as well as for making retention decisions. Since English and mathematics are core subject areas for the school, any failures in those areas factor heavily in retention conversations with parents.

Academic Monitoring System exams (AMS) are given weekly during the school year to assess progress in grades 2 and above in mathematics, and grades 3 and above in English. Periodic exams are given every four to six weeks in grades 1 and above to assess academic progress.

The reading comprehension skills of all students in grades 1 and above have been pre-assessed at the beginning of the 2014/15 school year by the STAR reading test from Renaissance Place. Grades 3 and above participated in the Accelerated Reader program from Renaissance Place, which aids improvement of reading comprehension skills, since the beginning of the 2014/15 school year. The Accelerated Reader program has been implemented in grades 1 and 2 since January 2015, and with several qualifying Kindergarten students since May 2015. The Accelerated Reader program has shown tremendous improvement in reading scores and will continue to be implemented in grades 1 and above in the upcoming school year.

For qualifying students with special needs, the Read Naturally program, a corrective reading program to improve reading fluency and comprehension, has been implemented since the beginning of the 2014/15 school year.

Areas for improvement for the upcoming year will involve computerized recording of beginning of year diagnostic tests for comparison with end-of-year results going forward. In addition, the Read Naturally program will be implemented with all qualifying struggling readers.

Organizational Viability

Governance

The school's board consists of nine community members with expertise and experience in various fields, including education, business, finance, accounting, construction, etc. For the school year, 2014-15 the board engaged in a training conference on charter school governance presented by a national leader in the field. For the upcoming year, the board plans to work with a consultant to provide for continuing development and growth.

Board meetings are held monthly at the school.

Organizational Structure

There were no additions or changes in the organizational structure during the 2014-2015 school year other than hiring additional teachers and staff to work with our new 4th grade students. Next year, due to the addition of a 5th grade, LCCS will be adding an additional Academic Quality Controller, hiring additional special education staff and increasing the Special Education Director to full time.

Teacher Evaluation

SABIS® uses a modified version of the Massachusetts teacher evaluation model. All Academic Quality Controllers (AQC's), teachers and paraprofessionals must complete and submit to their supervisors a portfolio that includes student and professional performance goals. AQC's, teachers and paraprofessionals must then choose sixteen out of the thirty-two criteria and supply evidence to the degree that each of the goals and criteria were met.

Budget and Finance

A. Unaudited FY15 Statement of Revenues and Expenses

Lowell Collegiate Charter School

Fiscal Year 2014-2015

Statement of Revenues and Expenses

Operating Revenue

Student Tuition	3,986,031
Federal Grants	140,910
State Grants	115,000
Food Service Income	109,101
After School Program	63,552
Other Income	14,146

TOTAL OPERATING REVENUES 4,428,740

Operating Expenses

Marketing & Recruitment	11,709
Bank Fees	20
Board & Trustees Expense	13,264
Classroom & Other Supplies	199,004
Food Service Purchased Service	173,136
Student Transportation	2,300
Grants Program	176,810
Insurance	16,432
Interest	21,547
Purchased Instructional Services	318,828
Management Fee	239,121
Utilities	58,712
General Administrative, Office	
Supplies, Postage, Dues Etc.	16,325
Payroll Services	9,582
Professional Services	24,820
Repairs, Maint & Supplies	102,733
Salaries & Benefits	1,810,117
Staff Development	13,000
Special Education Outsource	95,180
Rent	617,191
Telephone	4,198
Computer Expenses	24,377
Depreciation Expense	28,275

TOTAL OPERATING EXPENSES 3,976,681

Change in net assets	452,059
Net Assets, Beginning of Year	(91,047)
Net Assets, End of Year	361,012

Note: This Statement reflects preliminary unaudited numbers

B. Statement of Net Assets

Lowell Collegiate Charter School	
<u>Statement of Net Assets as of June 30, 2015</u>	
Assets	
Current Assets	
Cash & Cash Equivalents	440,903
Prepaid Expenses	26,528
Receivables	-
	<u>0</u>
TOTAL CURRENT ASSETS	467,431
Capital Assets	
Property & Equipment	178,605
Less: Accumulated Depreciation	-
	<u>-54,173</u>
TOTAL CAPITAL ASSETS	124,432
Total Assets	591,863
Liabilities	
Accounts Payable	22,261
Accrued Compensation	195,499
Accrued Liability	0
Deferred Revenue	13,091
Bonds & Notes Payable	-
	<u>0</u>
Total Liabilities	230,851
Total Net Assets	361,012
Total Liabilities & Net Assets	591,863

Note: This Statement reflects preliminary unaudited numbers

C. Approved School Budget for FY16

**LOWELL COLLEGIATE CHARTERSCHOOL
FISCAL YEAR 2015-2016 APPROVED SCHOOL BUDGET**

Capital Budget	
Furniture & Equipment	176,400
Computer Equipment & Software	54,359
Building and Grounds	<u>269,000</u>
TOTAL CAPITAL OUTLAY	499,759
Operating Budget	
Operating Revenues	
Student Tuition	6,075,690
Federal Grants	186,134
State Grants	0
Interest Income	25
Food Service Income	186,900

After School Program	75,000
Miscellaneous	15,687
TOTAL OPERATING REVENUES	6,539,436
Operating Expenses	
Marketing and Outreach	15,000
Bank Fees	100
Board of Trustees Expense	15,000
Classroom and Other Expenses	335,179
Food Service Purchased Service	236,000
Grants Program	217,785
Insurance and fees	26,254
Interest	30,000
Purchased Instructional Services	486,055
Management Fee	364,541
Utilities	102,750
General Administrative, Office	
Supplies, Postage, Dues Etc.	33,276
Payroll Services	11,500
Professional Services	26,750
Repairs, Maint & Supplies	199,486
Salaries & Benefits	2,448,585
Staff Development	13,000
Special Education Outsource	89,800
Rent	1,324,042
Telephone	6,500
Computer Expenses	28,398
TOTAL OPERATING EXPENSES	6,010,000
Change in Net Assets	529,436
Net Assets, Beginning of Year	361,012
Net Assets, Ending of Year	890,448

D. Capital Plan for FY16

FISCAL YEAR 2016 CAPITAL PLAN

**Lowell Collegiate Charter School
Capital Projects Planning Fiscal Year 2015-2016**

Typ	Description	Estimated Cost
Building		
	Gym Curtains	\$ 10,000
	Classroom Marker Boards	\$ 15,000
	Computer lab Wiring	\$ 10,000
	Internet Wiring/Low Voltage- Cat 6 cable	\$ 50,000
	Signage-Internal	\$ 7,000
	Signage-External	\$ 18,000
	Student Lockers	\$ 49,000
	PA System/Clock	\$ 20,000
	PE Equipment	\$ 5,000
	Phone System	\$ 20,000
	Security System	\$ 40,000
	Building-Other	\$ 25,000
FF&E		
	Classroom Furniture (Desks and Chairs)	\$ 76,400
	Administrative Furniture (Desks & Chairs)	\$ 25,000
	Computer Equipment	\$ 54,359
	Kitchen Equipment	\$ 45,000
	Playground Equipment	\$ 30,000
TOTAL		\$ 499,759

Appendix A

Accountability Plan Evidence 2014-15

Faithfulness to Charter

	2014-2015 Performance (Met/Partially Met/Not Met)	Evidence
Objective: 100% Graduation Requirements		
Measure: H.S. Graduation Rate	N/A	
Objective: 100% College Acceptance		
Measure: Admission Rates	N/A	
Objective: Character Development		
Measure: Average Scores above 75%	Met	85.3% (year-end reports)
Objective: Student Attendance		
Measure: Attendance Rate at or above 90%	Met	95.8% (year-end reports)

Academic Program Success *(if applicable)*

The school will make annual proficiency (advanced/proficient) gains on all PARCC exams, and by the fifth year of the charter will achieve higher proficiency levels than Lowell Public Schools on all grades and subjects tested. <i>(PARCC 2015 results are scheduled to be released later in the Fall of 2015)</i>	PARCC
The school will outperform the sending district as evidenced by Composite Performance Index scores in the aggregate in English Language Arts and Math.	Composite Performance Index

	2013-2014 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Advanced/Proficient Gains		
Measure: MCAS Advanced/Proficient %	Partially Met	ELA: 35% A/P Math: 62% A/P
Objective: CPI Outperforms Lowell		
Measure: CPI	Not Met (-4.4)	ELA: 69.1 Math: 80.9

Appendix B

Charter School Recruitment and Retention Plan Template

Recruitment Plan 2015-2016

School Name: Lowell Collegiate Charter School

Date: 7/23/2015

Please provide a brief narrative report on implementation of recruitment strategies from last year’s plan. Please provide any additional information that gives context for subgroup enrollment figures, e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.

Implementation Summary:

As a public charter school, Lowell Collegiate is open equally to all applicants without distinction. Through extensive outreach to the local community, the school publicized its marketing materials at local food stores, libraries, restaurants, travel agencies, boys and girls clubs, City Hall, YMCA, local festivals and events, Cambodian Mutual Assistance Association (CMAA), community daycares, Community Teamwork Inc (CTI), community’s business district and LCCS website, Facebook page and school mailings. The school also arranged for information sessions at the school scheduled at various times to accommodate different work schedules. We have conducted extensive outreach by attending various community events and registering for school public notice with the Lowell Sun. We have created recruitment flyers, which we have translated into our three prevalent community languages (English, Spanish and Khmer) to help community parents understand more about our school’s programs and offerings. Our recruitment manager has contacted community businesses to display our brochures and marketing materials to support Limited English Proficient families and low income families.

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

General Recruitment Activities		
List recruitment activities undertaken each year which apply to all students.		
Open House Events throughout year	School website	Student Enrollment Lottery
Parent Orientation each August	School Facebook page	Parent/Teacher conferences
WebSchool	Monthly Newsletter	Family Events – movie night, talent show, etc.

B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school’s sending district(s). Create goals and strategies for each of the following categories:

- A. Special education students
- B. Limited English-proficient students
- C. Students eligible for free lunch
- D. Students eligible for reduced price lunch
- E. Students who are sub-proficient (as determined by a previous score of “Needs Improvement” or “Warning/Failing” on the mathematics or English language arts examinations of the MCAS for the previous two years)
- F. Students at risk of dropping out of school
- G. Students who have dropped out of school
- H. Other subgroups of students who should be targeted to eliminate the achievement gap

Recruitment Plan – Goals and Strategies

List goals and strategies for recruitment activities for each demographic group.

<p>Demographic Group:</p> <p>A. Special education students</p>	<p>Goal: During the 2015-2016 school year, LCCS will strive to maintain an equal number of special education students that is comparative to the Lowell Public School District: 10-12%.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Monthly Parent Advisory Council Meetings and Seminars open to the public that address issues important to Special Education students. • Special Education Coordinator and staff present at all Open House events. • Place informational posters advertising LCCS in local preschools and youth organizations, where most students will enter the district public schools: CTI, YMCA, Girls Inc., private preschools and daycares. • Post information regarding monthly Parent Advisory Council meetings in local public establishments, as well as the school’s website and Facebook page. • Place informational posters advertising LCCS in health agencies, local parent advocacy agency, Social Services, Youth Services.
<p>Demographic Group:</p> <p>B. Limited English-proficient students</p>	<p>Goal: During the 2015-2016 School year, LCCS will strive to maintain an equal number of Limited English-proficient students that is comparative to the Lowell Public School District: 15-20%.</p> <p>a) Strategies: Continue to recruit Limited English-proficient (LEP) students by reaching parents/guardians of LEP students and presenting LCCS as a qualified provider of English Language Learners services. Lowell is a community where 42.3% of people speak a language other than English at home (2010 U.S. Census data).</p> <ul style="list-style-type: none"> • Representatives of LCCS will attend local festivals held within the Hispanic and Cambodian communities – the two predominate limited English-proficient groups within Lowell. • Place informational posters advertising LCCS in local businesses within the Hispanic and Cambodian communities. • Advertisements translated into both Spanish and Khmer • Monthly newsletters translated into both Spanish and Khmer

<p>Demographic Group:</p> <p>C. Students eligible for free lunch or reduced lunch</p>	<p>Goal: During the 2015-2016 School year, LCCS will strive to maintain an equal number of students who are eligible for free/reduced lunch that is comparative to the Lowell Public School District: 65-70%.</p> <p>b) Strategies:</p> <ul style="list-style-type: none"> • Place informational posters advertising LCCS in local community centers that serve low-income families: Girls Inc., Boys & Girls Club, YMCA, Lowell Community Health Center, Lowell Housing Authority • Place informational posters advertising LCCS in local preschools and daycares that serve low-income families: YMCA, CTI.
<p>Demographic Group:</p> <p>E. Students who are sub-proficient</p>	<p>Goal: During the 2015-2016 School year, LCCS will strive to recruit students who have scored sub-proficient on MCAQS by informing parents/guardians of other Massachusetts SABIS® charter school's MCAS results as compared to their school district: Springfield & Holyoke.</p> <p>c) Strategies:</p> <ul style="list-style-type: none"> • Place informational posters advertising LCCS in local preschools and daycares from which most students will enter the districts' public schools: YMCA, CTI. • Share information on school website regarding MCAS performance at SABIS® schools in Springfield and Holyoke • Place informational posters advertising LCCS in local public libraries.
<p>Demographic Group:</p> <p>F. Students at risk of or have dropped out of school</p>	<p>Not applicable for the 2015-2016 Academic Year. LCCS will be a K-5 Elementary School.</p>
<p>Demographic Group(s):</p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>Not applicable. All relevant subgroups that are pertinent to the City of Lowell have been discussed in the previous sections.</p>

Retention Plan

2015-2016

Please provide a brief narrative report on implementation of retention strategies from last year's plan.

Implementation Summary:

2014-2015 marked the second year of operation for LCCS. Our primary retention strategy is to fully implement the SABIS program and philosophy that defines our school's management in all areas, and in particular, focuses on individualizing student learning needs to ensure success and retention.

I reviewed the data available in the DESE "CHART" database carefully in terms of overall school, specific grade level and target groups attrition rates. This data provides me as a new school director, with a valuable guide to oversee our efforts at maximizing student retention. Two years of school operation, however, is not a sufficient sample size for me to identify attrition trends or to make specific retention strategies for each target group (as represented as below the Comparable Index Rate in CHART). The feedback we have received from families leaving our school has overwhelmingly reported concerns over our facilities as the primary reason for leaving. As we look to moving grades 3 through 5 into a new facility location to begin the 2015-2016 school year and the rest of our school over by January 2016, we hope to eliminate this overarching concern.

Identify the retention goals and strategies the school will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out. The retention plan *may* include activities that address the needs of all students in the school, but *must* be designed to impact the target groups identified above.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	2015-2016 retention goal for all students is 95%
Retention Plan Goals and Strategies -- List goals and strategies for retention activities	
All students	<ul style="list-style-type: none"> • Monthly Parent Connection meetings – encouraging parents to be an active member of their child's school community • Parent-Teacher conferences • After-school tutoring program • Open Houses throughout the school year so parents may see the academic achievements of their students • Maintain a Highly Qualified teaching staff that is fully certified to teach in the state of Massachusetts. • SABIS® Academic Monitoring System of assessment • WebSchool • Monthly Newsletter

	<ul style="list-style-type: none"> Continued open communications with parents via flyers, flexible meeting times, family events and the school's Facebook page.
Special Education students	<ul style="list-style-type: none"> Special Education Parent-Teacher conferences Parent Advisory Council meetings – addressing specific needs of Special Education students Transition meetings Inclusion-model Highly Qualified Special Education staff who are fully certified to fulfill their positions within the state of Massachusetts.
Limited English-Proficient students	<ul style="list-style-type: none"> ELL Category I-IV trained staff for Sheltered English Immersion Newsletter and other communications translated into Spanish and Khmer Highly Qualified English Language Learners staff who are fully certified to fulfill their positions within the state of Massachusetts
Low-income students	<ul style="list-style-type: none"> After-school tutoring program Extended day program Free/Reduced price Breakfast program offered Summer program
Students who are sub-proficient	<ul style="list-style-type: none"> School-wide MCAS pep-rally and prizes Parent Seminar on MCAS expectations After-school tutoring program MCAS preparation program Additional intensive classes for Math and English

Retention rate for the 2014-15 school year: 84.7%

Appendix C

School and Student Data Tables

Lowell Collegiate Charter School's school report card link:
<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=35030205&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	72	21.6
Asian	72	21.6
Hispanic	91	27.3
Native American	0	0
White	70	21
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	28	8.4
Special education	48	14.4
Limited English proficient	47	14.1
Economically Disadvantaged	197	59.2

ADMINISTRATIVE ROSTER FOR THE 2014-2015 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Dr. Joseph McCleary Director	Directs school operations	July 2013	May 15, 2015
Mrs. Kirsten Hunkapiller, Academic Quality Controller	Directs academics and curriculum	July 2014	
Mr. Jerry Martin, Business Manager	Manages business and finance	February 2014	
Mr. Michael Glickman, Interim Director	Directs school operations	May 11, 2015	June 26, 2015

*Add additional rows as necessary

TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR				
	Number as of the last day of the 2014-2015 school year	Departures during the 2014-2015 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	22	3	0	Opportunity; Performance not satisfactory Resignation.
Other Staff	22	3	1	Completion of Interim Assignment; Opportunity; Resignation.

BOARD MEMBERS FOR THE 2014-2015 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Mrs. Kathleen McCarthy	President	-	2	3 yrs. Expires 7/18
Mr. Walter McGrail	Vice President	Academic	1	3 yrs. Expires 7/16
Mr. William Merrill	Member	Governance	1	3 yrs. Expires 7/16
Mr. Brian Chapman	Member	Governance	2	3 yrs. Expires 7/18
Mr. Alan Miller	Treasurer	Finance	2	3 yrs. Expires 7/17
Dr. Raquel Bauman	Member	Academic	1	3 yrs. Expires 7/16
Mr. Pravin Patel	Member	Finance	2	3 yrs. Expires 7/18
Ms. Erika Souza	Secretary	Academic/ Governance	2	3 yrs. Expires 7/17
Mr. John Linnehan	Member	Governance	1	3 yrs. Expires 7/16

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Mrs. Kathleen McCarthy
Charter School Leader	Mr. Frederick A. Randall IV
Assistant Charter School Leader	Mrs. Kirsten Hunkapiller
Special Education Director	Ms. Amelia Armstrong
MCAS Test Coordinator	Mrs. Kirsten Hunkapiller
SIMS Coordinator	n/a
English Language Learner Director	n/a

Facilities

The school has not relocated.

Enrollment

Action	Date(s)
Student Application Deadline	February 26, 2016
Lottery	March 5, 2016

Additional Information

Conditions

LCCS received a Notification of Conditions Letter dated June 2015 that stated the following conditions:

- 1) Beginning in July 2015, and until further notice, LCCS will submit to the Department of Elementary and Secondary Education (Department), at charterschools@doe.mass.edu. Board meeting agendas, materials, and minutes prior to each board meeting at the same time that these items are sent to the school's board members. Additionally, if board materials do not already include this information, the school must also submit monthly financial statements.
- 2) By July 31, 2015, LCCS will submit for Department approval a revised enrollment policy that clearly outlines an enrollment growth plan that reflects the school's expected grades and numbers of students served each year until it reaches its maximum enrollment. Such revised enrollment policy will conform to Department criteria.
- 3) By December 31, 2015, the board of trustees of LCCS will engage in a comprehensive self-evaluation of its own capacity and recruit additional members who have needed expertise where identified.
- 4) By February 28, 2016, the board of trustees of LCCS will engage in training, conducted by an external consultant, accepted and approved in advance by the Department, on the roles and responsibilities of a public charter school board of trustees and on the roles as outlined in the school's organizational chart.

As of this report, LCCS has fully implemented conditions 1 and 2. The Board has started the self-evaluation process outlined in condition 3 and connected with an external consultant outlined in condition 4.

Complaints

The LCCS Board was informed of a complaint filed with the Department of Education concerning the implementation of services and procedures related to a student's IEP. LCCS administration and special education staff have worked closely with the family and responded to the complaint. The DESE issued a determination that requires LCCS to complete a Corrective Action Plan (CAP) that is due by September 7. The LCCS Special Education Director is fully informed and working on the CAP and we are on track to implement the appropriate communications detailed by DESE on time.