



Collegiate Charter School
of Lowell

Annual Report

2015-2016

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Collegiate Charter School of Lowell
Mr. Frederick Randall, Director

Introduction to the School.....	2
Letter from the Chair of the Board of Trustees.....	3
School Performance and Program Implementation	
Faithfulness to the Charter	4
Success of the Academic Program	8
Organizational Viability	13
Budget and Finance.....	14
Appendix A.....	18
Appendix B	19
Appendix C	25
Appendix D.....	27
Additional Information	27

Introduction to the School

<i>Collegiate Charter School of Lowell</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	498
Chartered Grade Span	K-12	Current Grade Span	K-5
# of Instructional Days per school year	180	Students on Waitlist	26
School Hours	8:30am-4:00pm	Age of School	3 years
Mission Statement The mission of the Collegiate Charter School of Lowell 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, 2016

Dear CCSL Community,

After completing our third year, we look forward to moving into our permanent facility this coming school year. More information on our move will be forthcoming. We are extremely excited about our continued growth and performance. The Commissioner of Education recommended and the Board of Education approved, the lifting of all pre-existing conditions on our charter. We are excited and proud of this development as it is an indication of our continued growth and development.

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. Our student population continues to grow overall and in terms of the numbers of both English Language Learners and Special Education students.

Some highlights of the past year included the continuation of our String Program, Spring Talent Show, several field trips and our third annual field day of games and athletic contests. We closed out the year by voting for our school mascot. CCSL students chose a Wolf – a highly social animal that is known for its powerful instincts, intuition and high intelligence. CCSL held a contest with students drawing the wolf image and we are thrilled with our winning student's submission. You can look forward to seeing it on our parent connection monthly newsletter! What a great way to cement our schools legacy for years to come.

We are excited to begin our Student Life Organization this year. We have hired Mr. Jeff Shanahan as our Student Life Coordinator. 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 CCSL 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

CCSL Board of Trustees

School Performance and Program Implementation

Faithfulness to the Charter

Mission and Key Design Elements

Objective: CCSL will prepare students to reach their fullest potential through the academic program (p.1 CCSL Charter Application).	
Measure: Each year, all summer school students will demonstrate mastery of the Common Core State Standards of the respective grade level and subject by earning an average score of 70% or higher by the end of summer school, which is based on SABIS® summer school exams.	Kinds of data gathered/data collection plan: CCSL will provide students who are struggling in either English Language Arts or mathematics with an intensive four-week summer school program to provide them with the chance to increase their grade in the respective subject Summer school rosters, report cards, SABIS® internal exams.
Measure: CCSL will provide students who are one school year or more behind in reading with Read Naturally. Each year, all students enrolled in the program will increase their reading level by half a grade level.	Kinds of data gathered/data collection plan: Read Naturally reports
Measure: Annually, CCSL will achieve a 95% promotion rate for each grade taking formalized assessments (according to the SABIS® promotion criteria of having a 60% score or higher in English and mathematics on the final End of Year report card).	Kinds of data gathered/data collection plan: Promotion and retention rate, End of Year report cards
Objective: Students at CCSL will develop strong civic, ethical, and moral character.	
Measure: The annual aggregate average score earned by students in all grades on the code of conduct will be 80% or higher as shown on End of Year report card.	Kinds of data gathered/data collection plan: Report card code of conduct scores. <i>(Report cards show scores for the following criteria: compliance with rules, cooperation/helpfulness, effort, good manners, honesty, punctuality, respect for faculty and student property, responsibility towards academic work, self-control, wise use of time.)</i>
Objective: CCSL will engage families through events and communication tools that provide a positive home-school connection.	
Measure: CCSL will hold at least three parent events throughout the year to promote supporting their students at home.	Kinds of data gathered/data collection plan: Calendar of events (new parent night, back to school night, parent teacher conferences), attendance records, at home checklist for parents, parent connection meeting notes.

Objective: Teachers will be provided with professional development opportunities that will increase instructional effectiveness for diverse learners and subject competency.	
Measure: Each year, CCSL will provide at least three full professional development days for teachers, each with a 95% attendance rate, with topics including providing differentiation for special education and English Language Learners.	Kinds of data gathered/data collection plan: Professional development day agendas and calendar, sign in sheets, copies of presentations,
Teachers will fill out a professional development day survey after each full professional development day, with 90% of teachers or more stating that the professional development received was effective and applicable to their practice.	Teacher professional development day surveys
Measure: 100% of CCSL teachers will receive a minimum of four observations (two of which are formal observations) annually that provide written feedback on instructional practices, student engagement, and classroom management.	Kinds of data gathered/data collection plan: Completed SABIS® observation forms.

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 two 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 during the “Teach” portion. Students then engage into a group activity on the point, followed by an independent written activity. This activity is then checked by the teacher as well as academically strong prefects. 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

The SABIS Point System® of Instruction is used by all teachers to ensure students follow the daily plan for learning. The SABIS Point System® consists of the teaching listing the content objectives, called points, to be covered during a lesson on the white-board prior to class and 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 academically strong CCSL 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 and administration 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 Academic Monitoring System (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 CCSL 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. Data-driven decision making is facilitated and supervised by the Academic Quality Controllers (AQC's).

Teacher Training/Professional Development

The academic school year of 2015-2016 began with a 10-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.

SABIS® 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 2014-2015 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

Date	Amendment Requested	Approved?
11/30/2015	CCSL amended its Growth and Enrollment plan as directed by the Commissioner of Education.	Yes
11/30/2015	CCSL amended its Expulsion Policy in accordance with new state guidelines.	Yes
11/30/2015	CCSL amended its Accountability Plan as directed by the Commissioner of Education.	Yes
6/13/2016	CCSL amended its name, moving from Collegiate Charter School of Lowell to Collegiate Charter School of Lowell.	Yes

Dissemination

Objective: The school will share the details of its innovative student prefect program with other Massachusetts public schools.	
Measure: Each year of the charter term the school will invite schools across the state to visit for an overview of the student prefect program.	Kinds of data gathered/data collection plan: Invitations, sign in sheet, agenda

Dissemination Efforts

In the past three 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. In 2015-2016, the school director, Frederick Randall and board member, Brian Chapman, met with Salah E. Khelifaoui, Ph. D., Lowell Superintendent of Schools to share CCSL's academic, economic and operational model. As part of this discussion, contacts were shared and agreement to follow up meeting sessions was had. Frederick Randall will be following up with Dr. Khelifaoui regarding any possibilities to collaborate and share best practices with the Lowell School District. CCSL invited school officials from five surrounding districts (Chelmsford, Lowell, Dracut, Tewksbury and Westford) to attend a presentation about CCSL's student prefect system on June 2, 2016.

CCSL administration offered detailed school information sessions for prospective parents or interested educators in both February and March, with color ads purchased and posted in the Lowell Sun.

CCSL hosted Lowell Representative Rady Mom for a site visit to tour our school and learn more about our programs.

CCSL collaborated with city and Transfiguration Church officials to participate in the Lowell City "Decatur Way" street name dedication event. Our students opened the ceremony with a song and city officials introduced CCSL to the gathered crowd and media.

CCSL administration and academic quality staff will pursue opportunities to present at appropriate, community-based professional conferences or workshops. Additionally, CCSL will look to host two or three professional presentations regarding CCSL's student prefect system during the 2016-2017 school year in its new facility.

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)

Collegiate Charter School of Lowell's 2015 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=2015&orgtypecode=6&>

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

Collegiate Charter School of Lowell administered the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) during January and February of the 2015 - 2016 academic 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 listen, speak, read and write in English.

According to the 2016 ACCESS results, 39% of CCSL' (31) EL students reached proficiency in English (Level 5 & 6) and most (if child also does well on his/her report card) are able to be reclassified as Formerly English Learners (FEL). In addition, another 24% of CCSL' (19) EL students scored at a Level 4, indicating that they are working their way towards proficiency. During the academic year 2015/2016, there were 81 ELL students, and 17 of them are Newcomers. Out of 17 Newcomers, we were able to split them into 5 different newcomers groups based on grades, levels, and service needs.

Internal Assessment

The internal assessment systems at CCSL 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 CCSL 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. CCSL believes assessments are valid when they measure what has been taught.

SABIS Academic Monitoring System® (AMST™)

On an ongoing basis, internal AMST™ exams are administered in English to all students in grades 3 and above. Internal AMST™ 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

For 2015/16, cohorts as well as grade levels at CCSL made positive gains in most subjects assessed.

Academic Priorities determined for the 2015-16 school year

2015 PARCC scores and internal testing data were reviewed by the administration, including the Director, Academic Quality Controllers (AQCs), and Special Education Academic Coordinator 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. In order to prepare for the PARCC 2016 Spring assessments, CCSL held a PARCC training session for students identified as scoring low in English and mathematics during the April vacation week. Midterm exams for English and mathematics allowed the identification of gaps in student knowledge and provided data for re-teaching concepts prior to PARCC exams.

In preparation for the fifth grade MCAS in Engineering and Technology, SABIS® provided sample questions from previous MCAS exams, as well as midterm exams to assess students' knowledge prior to state testing, with time paced in for re-teaching concepts as needed.

Newly instituted priorities for the 2015-2016 school year

After analyzing the results of the 2015 PARCC, 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 3-5 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 addition, SABIS® pacing charts incorporated PARCC sample questions into instruction for mathematics and English.

In order to provide on-going support to new and struggling teachers, the Academic Quality Controller provided ongoing support with classroom instruction and management. In addition, the Academic Quality Controller held individual meetings with each new teacher on a weekly basis to strengthen their repertoire of instructional and lesson planning skills. Finally, in order to ensure all teachers and staff were working effectively to increase student performance, CCSL provided numerous professional development opportunities and trainings.

Changes Implemented for support of Diverse Learners

CCSL accepts responsibility for the performance of each of its students. CCSL follows a code of conduct that supports responsible behavior by all students, faculty, and administrators. CCSL 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 CCSL 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.

CCSL has a Multi-Tiered Support System, previously called 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 MTSS 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.

CCSL 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 (W-APT). From these results, students determined to be LEP receive Sheltered English Immersion (SEI) instruction (Push in and or Pull out) depending on the service needed. CCSL has three full-time, highly qualified ELL teachers/director 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.

CCSL 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 2015-2016 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 as well as pull out services.
- 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.

	Math	English
Grade 1	99% (1% less than last year)	95% (4% less than last year)
Grade 2	99% (1% less than last year)	100% (same as last year)
Grade 3	90% (15% improvement since last year)	95% (5% improvement since last year)
Grade 4	97% (3% less than last year)	93% (7% less than last year)
Grade 5	100%	98%

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 2015/16 school year by the STAR reading test from Renaissance Place. Grades 1 and above participated in the Accelerated Reader program from Renaissance Place, which aids improvement of reading comprehension skills, since the beginning of the 2015/16 school year. 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 Live program, a corrective reading program to improve reading fluency and comprehension, has been implemented since the beginning of the 2014-2015 school year.

Areas for improvement for the upcoming year will involve linking reading comprehension intensive instruction with the SABIS® reading comprehension Anthology series so as to enforce the use of reading comprehension skills throughout reading grade level texts. Read Live will also be implemented with students who are part of the MTSS program.

Social, Emotional, and Health Needs

CCSL hired an additional deputy student management coordinator increasing the number of student management staff to three. The student population was divided into grade sections and each student management coordinator was assigned grade responsibility. This allowed student management staff to become familiar and responsible for specific student social and emotional development requirements and provide parent / guardian school point of contacts. School student management staff met routinely with school social worker. School student management staff met with external agencies to develop additional home support systems when needed for student, parent, and guardian support. Routine student discipline reports were sent to parent / guardian / external agencies to monitor school student discipline performance. Student management staff and school social worker met with parent / guardian to review student discipline referral reports and establish systematic in school / home plans to address school discipline performance. A proactive student management classroom approach for students was instituted to improve quality of relationship between teachers, staff and students. Student, teacher and staff lunch groups were instituted to improve student social and emotional development. Positive reward systems for student social and emotional performance were implemented by student management staff. External SABIS® off site training was provided to student management staff to include student discipline referral process, individual student behavior plan development, SSMS data system procedures, and student management techniques. Routine CDC report updates were provided to teachers and parents / guardians to monitor student discipline performance. Monthly student management discipline report updates were provided to the Director and Board of Directors.

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, 2015-2016 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

CCSL added an English Language Learner (ELL) Director and additional teacher to its organizational structure during the 2015-2016 school year. This was due to the sizable growth we are experiencing in our ELL population. Next year, due to the addition of a 6th grade, CCSL will be adding a Student Life Coordinator (SLC), Student Management Coordinator (SMC), additional special education and ELL staff as well as additional teaching staff to accommodate our growth.

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.

Collegiate Charter School of Lowell Fiscal Year 2015-2016 Statement of Revenues and Expenses

Operating Revenue	
Student Tuition	5,869,946
Federal Grants	270,538
State Grants	0
Food Service Income	191,558
After School Program	81,676
Other Income	22,128
TOTAL OPERATING REVENUES	6,435,845
Operating Expenses	
Marketing & Recruitment	16,305
Bank Fees	20
Board & Trustees Expense	9,655
Classroom & Other Supplies	349,202
Food Service Purchased Service	276,792
Student Transportation	3,300
Grants Program	269,794
Insurance	13,886
Purchased Instructional Services	469,596
Management Fee	352,197
Utilities	72,896
General Administrative, Office Supplies, Postage, Dues Etc.	38,483
Payroll Services	13,268
Professional Services	55,331
Repairs, Maint & Supplies	145,720
Salaries & Benefits	2,519,829
Staff Development	17,875
Special Education Outsource	177,137
Rent	741,700
Telephone	6,332
Computer Expenses	45,653
Depreciation Expense	36,140
TOTAL OPERATING EXPENSES	5,631,111
Change in net assets	804,734
Net Assets, Beginning of Year	382,689
Net Assets, End of Year	1,187,423

Note: This Statement reflects preliminary unaudited numbers

A. Statement of Net Assets

Collegiate Charter School of Lowell
Statement of Net Assets as of June 30, 2016

Assets

Current Assets

Cash & Cash Equivalents	1,331,974
Prepaid Expenses	35,000
Receivables	86,556

TOTAL CURRENT ASSETS **1,453,530**

Capital Assets

Property & Equipment	233,646
Less: Accumulated Depreciation	-83,168

TOTAL CAPITAL ASSETS **150,478**

Total Assets **1,604,008**

Liabilities

Accounts Payable	122,984
Accrued Compensation	291,534
Deferred Revenue	2,067

Total Liabilities **416,585**

Total Net Assets **1,187,423**

Total Liabilities & Net Assets **1,604,008**

Note: This Statement reflects preliminary unaudited numbers

B. Approved School Budget for FY17

Collegiate Charter School of Lowell
Fiscal Year 2016-2017 Approval School Budget

Capital Budget

Furniture & Equipment	105,000
Computer Equipment & Software	65,100
Building and Grounds	269,000

TOTAL CAPITAL OUTLAY **439,100**

Operating Budget

Operating Revenues

Student Tuition	7,465,147
Federal Grants	298,686
Interest Income	25
Food Service Income	227,484
After School Program	85,000
Miscellaneous	9,000

TOTAL OPERATING REVENUES **8,085,342**

Operating Expenses

Marketing and Outreach	15,000
Bank Fees	100
Board of Trustees Expense	15,000
Classroom and Other Expenses	377,650
Food Service Purchased Service	293,940
Grants Program	298,686
Insurance and fees	35,580
Purchased Instructional Services	597,212
Management Fee	447,909
Utilities	121,000
General Administrative, Office	
Supplies, Postage, Dues Etc.	37,480
Payroll Services	19,500
Professional Services	82,750
Repairs, Maint & Supplies	225,912
Salaries & Benefits	3,185,097
Staff Development	22,500
Special Education Outsource	122,249
Rent	1,682,392
Telephone	8,000
Computer Expenses	44,269

TOTAL OPERATING EXPENSES **7,632,227**

Change in Net Assets **453,115**

Net Assets, Beginning of Year **1,187,423**

Net Assets, Ending of Year **1,640,538**

FISCAL YEAR 2016-2017 CAPITAL PLAN

Collegiate Charter School of Lowell Capital Projects Planning Fiscal Year 2016-2017

Type	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)	\$ 50,000
	Administrative Furniture (Desks & Chairs)	\$ 10,000
	Computer Equipment	\$ 65,100
	Kitchen Equipment	\$ 45,000
	Playground Equipment	\$ -
TOTAL		\$ 439,100

Appendix A

Accountability Plan Evidence 2015-16

Faithfulness to Charter

	2015-2016 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	85.64% (year-end reports)
Objective: Student Attendance		
Measure: Attendance Rate at or above 90%	Met	95.9% (year-end reports)

Academic Program Success

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 2016 results are scheduled to be released later in the Fall of 2016</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

	2015 Spring PARCC (Grades 3 and 4)	Evidence	2016 Spring PARCC (Grades 3-5)	Evidence
Objective: Met/Exceeds Expectations				
Measure: PARCC (Met Expectations, Exceeded Expectations) in %	Partially Met	ELA: 52% (ME, EE) Math: 46% (ME, EE)	Partially Met ELA: Met with gain of 2% Math: Not met with loss of 2%	ELA: 54% (ME,EE) Math: 44% (ME, EE)
Objective: CPI Outperforms Lowell				
Measure: CPI	ELA: Met (Lowell: 77.2 %) +3.9% Math: Met (Lowell: 72.4 %) +8.5	ELA: 81.1% Math: 82.7%	Not yet available Not yet available	Not yet available Not yet available

Appendix B

Charter School Recruitment and Retention Plan Template

Recruitment Plan 2016-2017

School Name: Collegiate Charter School of Lowell

Date: 7/25/2016

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, Collegiate Charter School of Lowell 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 CCSL 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
SABIS® WebSchool	Monthly Newsletter	Family Events – movie night, talent show, etc.
Attend local events	Recruiters visited local daycares and preschools	

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).

Recruitment Plan – Goals and Strategies	
List goals and strategies for recruitment activities for <u>each</u> demographic group.	
<p>Demographic Group:</p> <p>A. Special education students</p>	<p>Goal:</p> <ul style="list-style-type: none"> • During the 2016-2017 school year, CCSL will strive to maintain a percentage of special education students that is comparative to the Lowell Public School District: 15-20%. <p>Strategies:</p> <ul style="list-style-type: none"> • At the January information sessions, the school's Special Education Coordinator and staff are available to families for individual consultations and to describe school resources to serve student needs. • We have been visited Department of Children and Families, Lowell Community Health Center, and the Mental Health Association of Greater Lowell, Inc. to seek referrals of Special Education students. CCSL will target one early intervention site and build a relationship there. • Collaborate with the Multicultural Center at Middlesex College and the Mental Health Association of Greater Lowell, Inc., and Cambodian Community Health at UMASS, to provide enrollment information for families that have children with special needs. • We will continue outreach strategies to all partner agencies. Schedule speaker at Department of Children and Family to talk to all Lowell caseworkers. • Bi-monthly open house for students and parents receiving Special Education Services and/or English as a Second Language programming. • MTSS Process to begin screening for possible, greater intervention through Special Ed. Dept. • Informative website, newsletters and advertisements for CCSL displayed in high-traffic areas throughout Lowell and in places such as the YMCA, Boys and Girls Club • CCSL Facebook page contributes to awareness of services and programs at CCSL

<p>Demographic Group:</p> <p>B. Limited English-proficient students</p>	<p>Goal:</p> <ul style="list-style-type: none"> • During the 2016-2017 School year, CCSL will strive to maintain an equal number of Limited English-proficient students that is comparative to the Lowell Public School District: 15-20%. <p>Strategies:</p> <ul style="list-style-type: none"> • Distribute literature and applications in Spanish and Khmer. Families that speak any of these languages will receive our application in English as well as their native language. • We had an ELL Night, the school's ELL Coordinator/RETELL Liaison and staff are available to families for individual consultations and to describe school resources to serve student needs. • We attended local/community events such as Acre Fest Resource Fair, Southeast Asian Water Festival, African American Festival, Lowell Folks Festival, Hispanic Heritage event • We have been visited Glory Buddhist temple, Trairatanaram Temple, St. Patrick Church, Lowell Community Health Center, Lowell Career Center, Cambodian Mutual Assistant Association to give out brochures in different languages • We have asked parents of our school to help spreading out the words through the community and also help us with translation if needed. • We have Portuguese, Spanish, and Khmer speaking staff helping parents with translation on a daily basis during school operation hours. • We also visited door to door through the Lowell Housing and Middlesex Street areas to inform parents about our school • We will place copies of our brochure and flyers in local businesses in neighborhoods that are densely populated by families that speak languages other than English. • We will reach out to the following community organization that serve non-English speaking populations: Massachusetts Alliance of Portuguese Speakers, the Brazilian Catholic Community, Centro Hispano (Hispanic Center) and other neighborhood organizations. • Provide information to Head Start and other local preschool organization that serve communities predominately composed of immigrant families, refugee families and non- and limited-English speaking families. • Leave translated copies of our flyers and applications at adult ESL programs in the community. • Collaborate with the Advisory Council on New Americans to provide enrollment information to families. • We will connect with Spanish publication, Catholic churches, local immigration, and local services • We will have more Open House at least twice throughout the school year. We will have bilingual staff available during the open houses and information sessions. • We are going to reach out to Hispanic, African American, and Asian population • We will have more cultural performances at the school
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<p>Demographic Group:</p> <p>C. Students eligible for free lunch or reduced lunch</p>	<p>Goal:</p> <ul style="list-style-type: none"> • During the 2016-2017 School year, CCSL 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>a) Strategies:</p> <ul style="list-style-type: none"> • Post flyers at the Boys and Girls Club, the Greater Lowell YMCA, Girls Inc., and Youth Build community programs that tend to service lower income families, including SNAP (Supplemental Nutrition Assistance Program) and WIC (Women, Infants, and Children) food stamp programs, food pantries, thrift shops, Homeless Liaison Office, Lowell Shelters, Women in Transition and social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, and other school information. • The Director signed the school up as a member of the Greater Lowell Chamber of Commerce to further network and share our school information more broadly. • The Director appeared on the local Lowell Radio station to plug the school and encourage applications. • The school held three information evenings to the public, all with translation services provided for those in need. • The school hosted individual parent tours and provided parents with assistance in completing forms. • The school trained and contracted recruitment staff to visit door to door through the Lowell Housing and Middlesex Street areas; staff informed parents about our school, programs and upcoming new facility. • Recruit Kindergarten students through collaboration with Child Development and Education, Inc., HeadStart, Community Team Work, and other organizations serving predominantly low-income immigrant families, refugee families, and limited English speaking families. • The Director met with the leaders of both Community Team Work and the Boys and Girls Club and disseminated recruitment materials for those organizations to make available to their population. • Identify community programs similar to the Boys and Girls Club and the YMCA in Lowell with more than substantial populations of
<p>Demographic Group:</p> <p>E. Students who are sub-proficient</p>	<p>Goal:</p> <ul style="list-style-type: none"> • During the 2016-2017 School year, CCSL will strive to recruit students who have scored sub-proficient on MCAS by informing parents/guardians of other Massachusetts SABIS® charter school's MCAS results as compared to their school district: Springfield & Holyoke.
<p>Demographic Group:</p> <p>F. Students at risk of or have dropped out of school</p>	<p>Not applicable. CCSL will be a K-6 Elementary School for the 2016-2017 Academic Year.</p>

Demographic Group(s): H. Other subgroups of students who should be targeted to eliminate the achievement gap	Not applicable. All relevant subgroups that are pertinent to the City of Lowell have been discussed in the previous sections.
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Retention Plan 2016-2017

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

2015-2016 Implementation Summary:

2015-2016 marked the third year of operation for CCSL. 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.

The CCSL Director reviews the data available in the DESE “CHART” database carefully in terms of overall school, specific grade level and target groups attrition rates. We are very pleased to see that our Attrition Rate has lowered significantly during the 2015-2016 school year. Despite our ongoing challenges with our facilities opening, between 98-99% of our existing families responded that they would return to CCSL in our annual “Project Return” enrollment process. CCSL has also begun to build a waiting list for interested families.

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):	2016-2017 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 • SABIS® 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. Summer School program to help students advance to the following grade level if they failed ELA or mathematics PARCC training sessions during April vacation Communication with parents via an automated calling system (phone, text message, email) School website and other social media (Facebook and Twitter)
Special Education students	<ul style="list-style-type: none"> On-going, robust data collection and analysis Progress meetings held as necessary; IEP meetings held on time or ahead of time Amendments made to existing IEPs when appropriate Constant communication between school and home Services intensified as needed; additional supports implemented; IEP a "fluid document," and can be changed to meet level of need Modified exams when necessary Appropriate accommodations in place Individuation and differentiation of instruction across all curriculum areas
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"> Parent Seminar on PARCC expectations After-school tutoring program PARCC preparation program Additional intensive classes for Math and English Multi-Tiered Support System (MTSS)
Student Mentoring	<ul style="list-style-type: none"> Our plan for the coming school year is to hire an additional full time Social Worker, resulting in 1.75 FTE for our Social Work Department. Social work department is pursuing a couple of second year MSW level students to be interns in our school. Our Social workers have expanded our usage of community services for children who are in need of mental health services and have built relationships with more than half a dozen community agencies to help support our children outside of our school environment.

Restructuring of MTSS	<ul style="list-style-type: none"> • Our MTSS process has been restructured so every grade level has a scheduled meeting once every 6 or 7 weeks. This allows grade level teachers and the MTSS team to meet and discuss strategies that can be implemented to help students achieve success in a timely matter. We revamped our model to assist struggling students. Our AQCs visited the Laurence Community Day school and observed their MTSS system that the DESE recommended as a model program. • If students aren't reaching the anticipated success in the time allowed, we have the opportunity to implement new strategies in a timely fashion and transition students back into the classroom.
Student Life Organization Foundations	<ul style="list-style-type: none"> • Our Student Life Organization will begin in the 2016-2017 school year. We have conducted a number of student and parent surveys to determine after school and other activity interests. We offered the students an after-school String Program as well as Zumba Dance fitness classes for all students interested.
Other Activities to Help with Retention	<ul style="list-style-type: none"> • During February Vacation we held a PARCC Boot Camp for students in grades 3-5 who had an average of 65% or below in ELA or Math. • Summer school is required for student's whose end of year average in Math or English or overall average in Math and ELA was between 50% and 59% in order to be promoted to the next grade level.

Retention rate for the 2015-16 school year: 90.1%

Appendix C

School and Student Data Tables

Collegiate Charter School of Lowell'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	98	19.7
Asian	107	21.5
Hispanic	169	33.9
Native American	1	0.2
White	96	19.3
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	22	4.4
Special education	66	13.25
Limited English proficient	76	15.3
Economically Disadvantaged	312	62.7

ADMINISTRATIVE ROSTER FOR THE 2015-16 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Mr. Frederick Randall, IV Director	Directs school operations	July 2015	
Mrs. Kirsten Hunkapiller, Academic Quality Controller, Grades 3-5	Directs academics and curriculum for grades 3-6	July 2014	
Ms. Jameelah Shareef, Academic Quality Controller, Grades K-2	Directs academics and curriculum for grades K-2	August 2015	July 2016
Mr. Jerry Martin, Business Manager	Manages business and finance	February 2014	
Ms. Amelia Armstrong, Special Education Academic Coordinator	Oversees Special Education program and personnel	December 2013	

TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR				
	Number as of the last day of the 2015-2016 school year	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	27	6	4	Opportunity; Performance not satisfactory Resignation.
Other Staff	23	2	0	Completion of Interim Assignment; Opportunity; Resignation.

BOARD MEMBERS FOR THE 2015-2016 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. 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
Mrs. Yun-Ju Choi	Member	Outreach	1	3 yrs. Expires 11/18

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
PARCC Test Coordinator	Mrs. Kirsten Hunkapiller
SIMS Coordinator	Ms. Chanphaly Ouk and Ms. Luz Pastrana
English Language Learner Director	Mrs. Vannak Sanders

Facilities

The school has not relocated as of yet. The goal is to occupy our new Middlesex Street Site facility for the opening of the 2016-2017 school year. Any alternative, necessary arrangements will be communicated to the DESE as soon as possible.

Enrollment

Action	Date(s)
Student Application Deadline	February 27, 2015
Lottery	March 7, 2015

Additional Information

Conditions

CCSL was notified in June of 2016 by the Commissioner of Education that he recommended and the Board of Education approved, the lifting of all pre-existing conditions on the CCSL charter.

Complaints

CCSL has no record of any complaints filed with the DESE for the 2015-2016.