



Collegiate Charter School
of Lowell

Annual Report

2016-2017

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Collegiate Charter School of Lowell
Mr. Frederick Randall, Director

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Introduction to the School

<i>Collegiate Charter School of Lowell</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	1857 Middlesex Street Lowell, MA 01851
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	
Year Opened	2013	Year(s) in which the Charter was Renewed (if applicable)	N/A
Maximum Enrollment	1200	Current Enrollment as of June 23, 2017	625
Chartered Grade Span	K-12	Current Grade Span	K-6
# of Instructional Days per school year	180	Students on Waitlist as of June 23, 2017	78
School Hours	8:30am - 4:00pm	Age of School	4 years
<p>Mission Statement</p> <p>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.</p>			

Letter from the Chair of the Board of Trustees

July 27, 2017

Dear CCSL Community,

We just completed our fourth year of operation! We are extremely excited about our continued growth and performance. CCSL educated over 630 students in grades KG-6 in 2016-2017. We are especially excited and proud of our move into our permanent facility on 1857 Middlesex Street. It is a state of the art building that our students and parents richly deserve, our teachers and administrators love and we can't wait to share it with the greater Lowell community.

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, and percentages, 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 also began our Student Life Organization this year. 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 is proud of the school's performance on the PARCC exams and our growing enrollment and waitlist is testimony and credit to our dedicated staff and their commitment to the children of Lowell.

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 Live. 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 Live reports for students who were receiving Tier 2 or Tier 3 supports through the Multi-Tiered System of Support (MTSS)
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. Current 97% rate of promotion (excluding possible summer school retention)

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> Increase in Student Life participation. Student Life Organization is a “society” that is run by the students for students in order to achieve a sense of social responsibility, compliment the students’ education, and promote a high standard of ethical and moral values. Reading Buddies/ Peer Tutoring Prefects at Parent/Teacher Conferences Implementation of PAWS MCAS Spirit Day

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. Parent advisory council started, parent connection, Web parent app, communication via automated calls, email, letters, phone calls, book fair, etc.

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.	Staff was comprehensively surveyed at mid-year on their feedback relative to professional development and in services. SABIS Corporate staff conducted staff surveys upon completion of workshops and other PD sessions.
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. Teachers received weekly feedback on lesson planning. New teachers checked in weekly with AQC regarding lesson planning, classroom management, and instruction delivery.

Implementation of Key Design Elements

In the past school year, Collegiate Charter School of Lowell 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 or classes 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. In addition, CCSL has implemented the PAWS (Personal Best, Act Responsibly, Work and Play Safely, Show Respect) system of distributing paper cards with paws on the for positive, model behavior and has instituted an incentive to attain as many paws as possible throughout the school year.

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.

Group Leaders

Teacher utilize behaviorally strong CCSL students as group leaders to aid classmates who need to stay on task during instruction. Group leaders ensure that during group and individual tasks throughout instruction, students stay on task, have necessary materials, are organized, and follow the teacher's directions. Group leader 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 the Common Core State Standards and 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).

Teacher Training/Professional Development

The academic school year of 2016-2017 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 students’ 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. CCSL has informed parents of the WebSchool phone application and On-Demand Tutoring (ODT) feature that helps students in Grades 1 and above review concepts taught in class for Mathematics and English Language Arts.

Amendments to the Charter

Date	Amendment Requested	Approved?
	We had no amendment requests during the 2016-2017 school year.	

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Facility, Education Program	Open House/Ribbon Cutting	All Staff	Access and Equity	Lt. Governor Polito Rep. David Nangle Rep. Rady Mom	Lt. Governor Polito and Reps. Nangle and Mom visited CCSL to tour our new facility, meet with students and families and learn more about the academic program offered at CCSL.
Facility	Open House/Ribbon Cutting	All Staff	Family Engagement	All parents, community members	A ribbon cutting ceremony and open house was held to welcome students, parents, and the community to see the newly completed facility in which CCSL has just moved into.
Education Program	Parent Info Night	AQC K-2 AQC 3-6	Curriculum	All parents – returning, new and prospective	All parents were invited to learn more about the academic program and expectations their students would encounter during the upcoming school year.
Education Program	Move-up Day for KG Students	Director AQC K-2, 3-6 KG Teachers SLO	Curriculum	KG Parents	KG parents visited the school to join their KG student as they visited their new first grade classroom. Parents were able to learn more about the first grade curriculum and a day in the life of a non-kindergartner at CCSL.
Education Program	Spring 2016	Mother's Day Luncheon for Grades KG and 2	Family Engagement	KG and Grade 2 parents	On this day parents were able to visit our KG and grade 2 classrooms and observe their child during instructional times. Parents then joined their child for a special luncheon to honor our mothers.
Education Program	Spring 2015	Book donation from parishioners of Transfiguration Greek Orthodox Church	Curriculum	Local community members	The parishioners of Transfiguration Greek Orthodox Church visited CCSL to make a book donation to our students. Each student received a minimum of one new book. Community members toured the school and visited classrooms to observe our teachers and students in action.

Safety	2014-15	Lowell Police and Fire Departments	Social, Emotional and Health Needs	Lowell Police and Fire Department Representatives	Representatives from our local Police and Fire Departments visited to speak to our students about safety. The Police Officers discussed safety in our communities, gangs, peer-pressure, bullying. Firemen discussed fire safety and what to do in case of emergency.
Safety	2014-15 and 2015-16	Local school nurse interns	Social, Emotional and Health Needs	Local college students completing their internships	A few local college students completed their internships under the supervision of our school nurse. Interns gained hands-on experience working alongside a seasoned school nurse and our students benefited from the care of newly trained nurses.
Education Program	2015-16	School Tour	Curriculum, Mission & Key Design Elements	Sen. Eileen Donoghue	Sen. Donoghue visited CCSL to tour our facility and with students and staff. She was able to observe numerous classrooms. She also spent time speaking with the school director and members of the board of trustees about the program offered at CCSL and the benefits it provides to Lowell students.
Educational Program	Spring and Summer 2013	Parent Info Sessions	Curriculum; Mission & Key Design Elements; Instruction; Access & Equity; Supports for Diverse Learners; Family Engagement; School Leadership	Prospective parents interested in applying to CCSL(LCCS) prior to school opening in Sept. 2013	Numerous parent info sessions were held throughout Spring and Summer of 2013 as school staff actively recruited new students to at CCSL/LCCS prior to the school's September 2013 opening. During these sessions parents learned about the SABIS [®] educational program that would be utilized at the school, support services provided to students with disabilities and English language learners, and the school's mission and how it could benefit their child's education. Parents were also able to meet with school director.

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 2016 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/SchoolReportCardOverview.aspx?linkid=105&orgcode=35030205&fycode=2016&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 2016-2017 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 2017 ACCESS results, 32% of CCSL' (27) EL students reached overall proficiency in English level 4.0+. With the new EL scaling level, these students (if child also does well on his/her report card) are able to be reclassified as Formerly English Learners (FEL). In addition, another 41% of CCSL' (35) EL students scored at a Level 3.5 -3.9 indicating that they are working their way towards proficiency. During the academic year 2016/17, there were 118 ELL students. We had 8 (9%) Newcomers and 22 (26%) students that were between levels 1.0-2.9. We were able to strategically split them into mixed groups based on grades, levels, and service needs to ensure that students' needs were met.

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® (AMS™)

On an ongoing basis, internal AMS™ exams are administered in English to all students in grades 3 and above. Internal AMS™ exams are administered in mathematics to all students in grades 2 and above. Internal AMS™ exams are administered in science to all students in grades 6 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.

Math:

The revised Massachusetts Mathematics standards, approved in March 2017, fall into two categories. Some standards were edited to improve clarity or to give specific examples and other standards were shifted to higher grades. For example, the standard concerning area and circumference of circles was moved from grade 6 to grade 7. Rational, trigonometric, and logarithmic functions were moved from Integrated Math II to Integrated Math III.

The SABIS® mathematics curriculum will be fully aligned to the revised standards for Mathematics for all grades by the beginning of the school year 2017/18 and the revised standards will be noted at the end of the pacing charts for each course. Revisions to the math curriculum will be communicated to teachers during the teacher training weeks in August and during ongoing training throughout the year.

English Language Arts and Literacy:

In March 2017, the ELA learning standards for Massachusetts were revised to add new standards to some clusters under certain strands. The main objective of the revision is to make connections to the Standards of Mathematical Practice. For example, the third standard under the Key Ideas and Details cluster and Reading Informational Text strand was modified to add mathematical ideas to the list of concepts which may be connected within a text. Another example is that two standards were added under the Vocabulary Acquisition and Use cluster and Language strand to account for the recognition of abbreviations and symbols. In AY1718, the pacing charts which map out the curriculum will include the new standards as acknowledgement of these revisions. In AY1819, the curriculum and instructional materials will be updated to reflect the revised standards.

Science:

In January of 2016, the Board of Elementary and Secondary Education adopted the 2016 Science and Technology/Engineering Standards. Based on this change, the pacing charts which map out the curriculum for AY1617 were updated to align to the new Massachusetts (NGSS Adopted) standards for all grades except for Grade 5. In December 2016, the state released the standards that the students were to be tested on in Grades 5 and 8. The pacing charts were reviewed to make sure that all the standards were aligned and covered. Moreover, during the revision period for the state exams, students reviewed the concepts that they were to be tested on using revision sheets that cover the material and released state exam questions. For AY1718 pacing charts for Grades 5 and 8 were reviewed and updated to reflect the most current standards. Beginning in AY1819, all grades will be applying the 2016 Science and Technology/Engineering Standards.

Program Delivery

Student Achievement Trends

For 2016/17, cohorts as well as grade levels at CCSL made positive gains in most subjects assessed.

Academic Priorities determined for the 2016-17 school year

2016 PARCC scores and internal testing data was 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 SABIS® corporate program coordinators held MCAS summits in the fall of 2016 with the teachers to discuss results and trends, and set S.M.A.R.T. goals for future instruction. The PARCC 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 MCAS 2017 spring assessments, CCSL held an MCAS training session for students identified as scoring low in English and mathematics during the April vacation week. Diagnostic and midterm exams for English and mathematics allowed the identification of gaps in student knowledge and provided data for re-teaching concepts prior to MCAS 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. In order to prepare for the eighth grade MCAS in 2019, sixth grade students were assessed on sixth grade concepts weekly by internal AMS™ exams, and were retaught concepts they had not mastered. Next school year, the fifth graders will also be assessed on MCAS skills by means of internal AMS™ exams in science to better prepare them for the MCAS exam in Engineering and Technology.

Newly instituted priorities for the 2016-2017 school year

After analyzing the results of the 2016 PARCC and Science 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 3-6 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 MCAS sample questions into instruction for mathematics and English, as well as on the AMS™ internal exams. In addition to open response questions, SABIS corporate, together with the academic team at CCSL, held an MCAS summit for all teachers in the fall of 2016 to analyze PARCC results and identified S.M.A.R.T. goals that contained teaching students open response strategies in mathematics, reading comprehension, and science in grades 5 and above to improve their ability to answer questions thoroughly and in detail.

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 Controllers held individual meetings with each new teacher on a weekly basis to strengthen their repertoire of instructional and lesson planning skills, provided lesson plan feedback at least once a month, and held a book study on classroom management techniques. Finally, in order to ensure all teachers and staff were working effectively to increase student performance, CCSL provided numerous professional development opportunities and trainings and mentoring with peer observations.

After school tutoring program was implemented 2 to 3 days a week by grade level teachers in grades 2-6 to help assist students who needed extra help in math and ELA.

Breakfast club was implemented which allowed KG -1 students an opportunity to gain extra practice with phonics instruction 5 mornings a week before school.

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. In order to decrease students' gaps, CCSL has hired a second reading intensive teacher in 2016/17 and is hiring a second math intensive teacher in the 2017/18 school year.

Reading Interventions

Students who are identified as struggling with reading receive one of many supports. The school employs two full-time, highly qualified Reading Specialist teachers. In addition, all teachers have been successfully trained in the Accelerated Reader program, while special education staff has been trained in the Read Live 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 three 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. Three Special Education 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 our ELL test administrator using the WIDA Screener kit for grades 1-7 and WIDA MODEL for kindergarten students. 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, ELL teachers and an ELL director to instruct 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 2016-2017 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.
- c) S.M.A.R.T. goals were developed with SABIS that contain teaching students open response strategies in mathematics, reading comprehension, and science in grades 5 and above to improve their ability to answer questions thoroughly and in detail.

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, as well as in grades 6 and above in science. 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 2016/17 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 2016/17 school year. The Accelerated Reader program will be implemented in more detail in the 2017/18 school year by building daily reading time into the school bell schedule, and by opening a school library to provide all students with access to books within their reading range that they can check out and read at school and at home.

For qualifying students with needs for additional reading instruction, 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.

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.

For the 2016-2017 academic year, CCSL hired a full-time Licensed Independent Clinical Social Worker (LICSW) in order to assist in addressing the social, emotional, and health needs of the student population. CCSL now employs a full-time and part-time social worker as the student population has increased along with the level of diversity. The social workers have been responsible for the following:

Assessment of physical and emotional abuse and neglect:

- Obtain information from alleged victim, teacher(s), nurse, AQCs, appropriate family members
- Conduct home visits to determine safety
- Completion of 51A reports and coordination of care with the Department of Children and Families (DCF)

Student and family psychotherapeutic interventions: psychoeducation, consultation, counseling, Motivational Interviewing, Solution Focused Brief therapy, and crisis management.

Clinical Case Management services: referrals to community mental and physical health agencies, social work agencies, and collaborating with community providers in order to coordinate care and support interventions.

Assisting in the assessment processes and writing Social and Emotional goals and objectives for 504 Plans and Individualized Education Plans.

Providing support, education, and consultation to teachers and student management staff regarding students of concern.

The addition of social work staff has improved CCSL's ability to proactively identify and intervene with students who present with social, emotional or health needs. CCSL has observed that the student population is better able to perform academically as their needs have been addressed. These measures have improved the connection between school and home.

Organizational Viability

The school's board consists of nine community members with expertise and experience in various fields, including education, business, finance, accounting, construction and real estate. For the school year, 2016-2017, the board continued working with a nationally recognized educational consultant on strategic planning and also worked closely with the school administration on the development of a five year plan and started its charter renewal application process. For the upcoming year, the board plans to continue this work to provide continued development and growth and ensure a successful renewal process.

Board meetings are held monthly at the school.

Organizational Structure

CCSL added an English Language Learner (ELL) Director to its organizational structure during the 2016/17 school year. This was due to the sizable growth we are experiencing in our ELL population. CCSL has added a Student Life Coordinator (SLC), Student Management Coordinator (SMC), additional student management staff and special education staff, as well as a full-time Social Worker 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.

Budget and Finance

Collegiate Charter School of Lowell

Fiscal Year 2016-2017

Statement of Revenues and Expenses

Operating Revenue

Student Tuition	7,607,858
Federal Grants	352,385
State Grants	0
Food Service Income	286,288
After School Program	95,163
Other Income	49,345

TOTAL OPERATING REVENUES	8,391,039
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Operating Expenses

Marketing & Recruitment	14,150
Bank Fees	20
Board & Trustees Expense	10,640
Classroom & Other Supplies	423,292
Food Service Purchased Service	360,431
Student Transportation	454,100
Grants Program	352,720
Insurance	14,510
Interest	0
Purchased Instructional Services	608,629
Management Fee	456,471
Utilities	60,974
General Administrative, Office	
Supplies, Postage, Dues Etc.	142,273
Payroll Services	33,594
Professional Services	80,527
Repairs, Maint & Supplies	446,133
Salaries & Benefits	3,281,583
Staff Development	19,467
Special Education Outsource	228,717
Rent	1,068,665
Telephone	3,476
Computer Expenses	39,313
Depreciation Expense	40,000

TOTAL OPERATING EXPENSES	8,139,685
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Change in net assets	251,354
Net Assets, Beginning of Year	1,134,837
Net Assets, End of Year	1,386,191

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, 2017

Assets

Current Assets

Cash & Cash Equivalents	1,336,080
Prepaid Expenses	25,000
Receivables	185,063

TOTAL CURRENT ASSETS **1,546,143**

Capital Assets

Property & Equipment	499,310
Less: Accumulated Depreciation	-123,168

TOTAL CAPITAL ASSETS **376,142**

Total Assets **1,922,285**

Liabilities

Accounts Payable	270,932
Accrued Compensation	265,163

Total Liabilities **536,095**

Total Net Assets **1,386,191**

Total Liabilities & Net Assets **1,922,285**

Note: This Statement reflects preliminary unaudited numbers

B. Approved School Budget for FY18

**COLLEGIATE CHARTER SCHOOL OF LOWELL
FISCAL YEAR 2017-2018 APPROVED SCHOOL
BUDGET**

Capital Budget

Furniture & Equipment	28,000
Computer Equipment & Software	37,400
Building and Grounds	154,000
TOTAL CAPITAL OUTLAY	219,400

Operating Budget

Operating Revenues

Student Tuition	9,263,481
Federal Grants	323,120
Food Service Income	253,980
After School Program	96,500
Miscellaneous	16,000
TOTAL OPERATING REVENUES	9,953,082

Operating Expenses

Marketing and Outreach	22,000
Bank Fees	100
Board of Trustees Expense	15,000
Classroom and Other Expenses	434,250
Transportation Expenses	477,000
Food Service Purchased Service	343,620
Grants Program	323,121
Insurance and fees	330,372
Purchased Instructional Services	741,078
Management Fee	555,809
Utilities	153,400
General Administrative, Office	
Supplies, Postage, Dues Etc.	35,109
Payroll Services	20,000
Professional Services	47,500
Repairs, Maint & Supplies	296,440
Salaries & Benefits	3,757,198
Staff Development	22,000
Special Education Outsource	245,000
Rent	1,800,000
Telephone	5,080
Computer Expenses	47,740
TOTAL OPERATING EXPENSES	9,671,817

Change in Net Assets **281,264**

Net Assets, Beginning of Year **1,386,191**

Net Assets, Ending of Year **1,667,455**

C. Capital Plan for FY18

FISCAL YEAR 2017-2018 CAPITAL PLAN

**Collegiate Charter School of Lowell
Capital Projects Planning Fiscal Year 2017-2018**

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
	PA System/Clock	\$ 20,000
	Phone System	\$ 20,000
FF&E		
	Classroom Furniture (Desks and Chairs)	\$ 32,000
	Computer Equipment	\$ 37,400
TOTAL		\$ 219,400

All Capital Projects to be completed by December 2017. No Outside financing is required.

Appendix A

Accountability Plan Evidence 2016-17

Faithfulness to Charter

	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: LCCS will prepare students to reach their fullest potential through the academic program (p.1 LCCS Charter Application).		
<p>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.</p>	Partially Met	<p>Kinds of data gathered/data collection plan: LCCS 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.</p> <p>Evidence for meeting objective: The Summer School program has been conducted annually by CCSL and can be seen on our annual calendar. Eligible students in grades 1 and above have attended Summer School for ELA/Mathematics since Summer of 2015, Since 2016, eligible Kindergarten students have also attended Summer School to improve their academic skills in ELA/Mathematics. The majority of Summer School students has been promoted to the following grades due to passing averages each year.</p>
<p>Measure: LCCS 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.</p>	Partially Met	<p>Kinds of data gathered/data collection plan: Read Naturally reports</p> <p>Evidence for meeting objective: Students who struggled with reading have been provided with reading intensive help through the Multi-Tiered Support System. Students who are part of the special education department have been provided with reading support through the special education academic staff. Read Live, formerly Read Naturally, has been provided</p>

		to students annually since the 2014/15 school year.
<p>Measure: Annually, LCCS 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).</p>	Met	<p>Kinds of data gathered/data collection plan: Promotion and retention rate, End of Year report cards</p> <p>Evidence for meeting objective: SABIS promotion criteria have been implemented annually and show a promotion rate of 95% or higher in all school years. After-school tutoring, Multi-Tiered Support System implementation, and Summer School have supported struggling students annually.</p>
<p>Objective: Students at LCCS will develop strong civic, ethical, and moral character.</p>		
<p>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.</p>	Met	<p>Kinds of data gathered/data collection plan: Report card code of conduct scores. (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.)</p> <p>Evidence for meeting objective: Annual reports show that the character development percentage, which represents the code of conduct scores of students, has been higher than 80% annually. Having hired additional staff for the student management team, implementing the Student Life organization aimed at character development in the 2016/17 school year, conducting book studies on classroom management techniques, as well as a full-time social worker has helped improve teachers' and administrators' skills of educating students about how to develop strong civic, ethical, and moral character.</p>
<p>Objective: CCSL will engage families through events and communication tools that provide a positive home-school connection.</p>		
<p>Measure: LCCS will hold at least three parent events throughout the year to promote supporting their students at home.</p>	Met	<p>Kinds of data gathered/data collection plan: Calendar of events (new parent night, back to school night, parent</p>

		<p>teacher conferences), attendance records, at home checklist for parents, parent connection meeting notes.</p> <p>Evidence for meeting objective: CCSL, formerly LCCS, has implemented more than three annual parent events to educate parents about how to help their children at home. Each year, the Director and Academic Quality Controllers of CCSL conduct a parent orientation for new parents and returning parents to provide them with updates, a parent at-home checklist, and information on how to build/improve study habits. MCAS/PARCC bootcamps have been held throughout the spring vacation to support students. Parent-teacher conferences twice annually have been held to educate parents about how to better support their children at home academically. Several events on how to help their children read more at home have been conducted throughout the last four school years, such as a Fast Track information night, educating parents of struggling readers on how to support their children better, and what strategies the school is using to improve students' reading comprehension.</p>
<p>Objective: Teachers will be provided with professional development opportunities that will increase instructional effectiveness for diverse learners and subject competency.</p>		
<p>Measure: Each year, LCCS 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.</p>	<p>Met</p>	<p>Kinds of data gathered/data collection plan: Professional development day agendas and calendar, sign in sheets, copies of presentations</p> <p>Evidence for meeting objective: CCSL has provided all teachers with a seven day professional development training prior to the beginning of each school year. Newly hired teachers have been provided with three additional days of training prior to the beginning of the school year. Topics of these annual trainings included the SABIS® Point System, Lesson</p>

		Planning, differentiation to reach all students including ELs and students on IEPs and 504 plans. In addition, CCSL provides all academic staff with at least three additional professional development days per school year, with topics including differentiation, student engagement, and the SABIS® Point System of instruction.
Measure: 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.	Partially Met	Teacher professional development day surveys Evidence for meeting objective: Teachers have filled out a staff survey on the professional development opportunities and other school-related items in the 2016/17 school year. Teachers have been provided with an online survey for the fall training workshop to provide the administrative team with feedback.
Measure: 100% of LCCS 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.	Met	Kinds of data gathered/data collection plan: Completed SABIS® observation forms. Evidence for meeting objective: Teachers have been provided with observation feedback in written form at least four times annually that includes instructional practices, student engagement, and classroom management. Teachers' performance is reviewed annually with their supervisors and the Director.
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	82.2% (year-end reports)
Objective: Student Attendance		
Measure: Attendance Rate at or above 90%	Met	99.6% (year-end reports)

Academic Program Success

	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Met/Exceeds Expectations		
Measure: 2015 Spring PARCC (Grades 3 and 4)	Partially Met	ELA: 52% (ME, EE), gain of 2% Math: 46% (ME, EE), loss of 2% The school will make annual proficiency (advanced/proficient) gains on all PARCC/MCAS exams, and by the fifth year of the charter will achieve higher proficiency levels than Lowell Public Schools on all grades and subjects tested.
Measure: 2016 Spring PARCC (Grades 3-5)	Partially Met	ELA: 54% (ME, EE) Math: 44% (ME, EE) The school will make annual proficiency (advanced/proficient) gains on all PARCC/MCAS exams, and by the fifth year of the charter will achieve higher proficiency levels than Lowell Public Schools on all grades and subjects tested.
Objective: CPI Outperforms Lowell		
Measure: CPI 2015	Met	ELA: 81.1% vs 77.2% Math: 82.7% vs 72.4% The school will outperform the sending district as evidenced by Composite Performance Index scores in the aggregate in English Language Arts and Math.
Measure: CPI 2016	Met	ELA: 84.9% vs 79.6% Math: 82.6% vs 73.9% The school will outperform the sending district as evidenced by Composite Performance Index scores in the aggregate in English Language Arts and Math.

Dissemination

	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective: The school will share the details of its innovative student prefect program with other Massachusetts public schools.</p>		
<p>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.</p>	<p>Partially Met</p>	<p>Kinds of data gathered/data collection plan: Invitations, sign in sheet, agenda</p> <p>Evidence for meeting objective: CCSL, formerly LCCS, has invited schools across the state to visit for an overview of the student prefect program. In the 2015/16 school year, a presentation evening for the prefect program was organized by the Director and Academic Quality Controllers. In 2016/17, the Academic Quality Controllers applied to the “Dissemination” event to present the SABIS prefect program. The CCSL EL department has been working with the Massachusetts Public Charter School Association on becoming a model school for supporting EL learners. This work started in 16-17 and will continue into 17-18, with CCSL’s EL department eventually presenting its model at future MPCSA PD offerings for other charter schools.</p>

Appendix B

Charter School Recruitment and Retention Plan

Recruitment Plan 2017-2018

School Name: Collegiate Charter School of Lowell

Date: 7/24/2017

Implementation Summary:

Success:

- CCSL is finally move into the permanent building which helps to put the parents concern and worries at ease of where their children going to be due to lack of spaces in the past 3 years.
- We fully enroll and build more waiting list as the year goes by.
- The school have increased in demographic enrollment, SPED, ELL, and low income
- Student Life Organization has offer more opportunity to students' involvements and activities which help attracting more parents to interest in enrolling their children with CCSL

Challenging: A challenge that the school has experienced is the need of Portuguese-speaking staff given the increase in the student population.

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

General Recruitment Activities for 2017-2018:

- CCSL-branded marketing materials such as pens, pencils, bottles, wristbands that are distributed at all the marketing events.
- The school is in the process of having its tri-fold brochures, also currently available in English, Spanish, and Khmer, translated into Portuguese as well.
- CCSL have distributed fliers in three different languages within the community including English, Spanish, and Khmer then we added Portuguese due to rising of Portuguese speaking population in the school.
- Through extensive outreach to the local community, the school publicized its marketing materials at local food stores, churches, temples, 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. CCSL recruitment team also visited Lowell Housing Authority, Lowell Career Center, Lowell Department of Children and Families, and The Law Office of Thomas Stylianos. 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 and Khmer Post. Our recruitment manager has contacted community businesses to display our brochures and marketing materials to support Limited English Proficient families and low income families.
- CCSL offered a tour after the regular school hours to accommodate the prospect parents' schedule.

Recruitment Plan –Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 11.6%</p> <p>GNT percentage: 9.2%</p> <p>CI percentage: 11.4%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p align="center">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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 • Informative newsletters and advertisements for CCSL displayed in high-traffic areas throughout Lowell and in places such as the YMCA, Boys and Girls Club • CCSL’s website and Facebook page contribute to awareness of services and programs at CCSL
	<p align="center">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 18.4%</p> <p>GNT percentage: 20.7%</p> <p>CI percentage: 26.4%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p align="center">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
	<p align="center">(c) 2017-2018 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: • Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. • Yearly advertisement fliers in English and also translated into Spanish, Khmer, and Portuguese drop-offs at different community locations such as Cambodian Mutual Assistance Association, Lowell Community Health Center, Coalition for a Better Acre, CTI-Head Start Program, etc. • Tri-fold brochures in English, Spanish, Khmer, and Portuguese which provided more information about CCSL and information of the different services available for ELL students • CCSL bilingual recruitment team visits and hold presentations at different early childhood open houses (during the enrollment periods) and collaborated with local community organizations to inform and recruit perspective students

	<ul style="list-style-type: none"> Annual advertisement (set up an informational booth) at the Southeast Asian Water Festival, African Festival, and Puerto Rican Festival
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 39.9%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 50.5%</p> <p>The school is below CI percentages</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
	<p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> Place informational posters advertising CCSL in local community centers that serve low-income families: Girls Inc., Boys & Girls Club, YMCA, Lowell Community Health Center, Lowell Housing Authority, Department of Children and Families Place informational posters advertising CCSL in local preschools and daycares that serve low-income families: YMCA, CTI - Head Start. Attending the community events at the churches and temples Visit local immigration office, career training centers, and CTI for Fuel Assistance and leave fliers (English, Spanish, Khmer, and Portuguese), tri-fold brochures (English, Spanish, Khmer, and Portuguese) and enrollment applications
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> Place informational posters advertising CCSL 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 CCSL in local public libraries.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2016-2017 Strategies</p> <ul style="list-style-type: none"> Multi-Tiered Support System and intensive instruction (push in, pull out) Diagnostic exams to place students in grade level geared to their needs Parent meetings upon request with AQC, SMC, SEAC and follow up PD for teachers on differentiation strategies to reach all students Social Worker communication with teachers on strategies to support individual students in need of emotional support and follow up with parents
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2016-2017 Strategies</p> <ul style="list-style-type: none"> Not Applicable
<p>OPTIONAL</p> <p><u>Other subgroups of students who should</u></p>	<p style="text-align: center;">(g) 2016-2017 Strategies</p> <ul style="list-style-type: none"> Not Applicable

be targeted to
eliminate the
achievement gap

Retention Plan 2017-2018

2016-2017 Implementation Summary:

- Kept the parents and community inform about the school events through school website, Facebook page, phone called, text messaging, and reminder that sent home in the students' folders
- SABIS WebSchool helps parents to keep track on their child/children progress and any concerns that they need to be aware of.
- Advance academic curriculum
- Extended Day Program
- After school extracurricular activities
- Foreign language and computer class at young ages.
- More cultural events since CCSL is a diverse school
- Open Houses and Parent-Teacher Conferences
- Parents involvements in the school events

Overall Student Retention (2016-2017 Actual)	
Actual student retention (percentage):	96.75%

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95.00%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 10.2%</p> <p>Third Quartile: 8.9%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

	<ul style="list-style-type: none"> • Collaboration with Lowell Public School transition team for students in need of a 45-day placement or a small-group setting (ongoing) • Training on eSTAR individual education program for all special education teachers and administrators (September 2017)
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 3.9%</p> <p>Third Quartile: 11.4%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed • Newsletter and other communications translated into Spanish and Khmer • Highly Qualified English Language Learners staff who are fully certified to fulfill their positions
	<p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. <input type="checkbox"/> No ELs were enrolled during the 2016-2017 school year. No retention strategies needed.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 6.6%</p> <p>Third Quartile: 10.4%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed • After-school tutoring program • Extended day program • Free/Reduced price Breakfast program offered • Summer program
	<p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <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)
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Provide after-school tutoring at no cost to all students at risk of failing English Language Arts and/or mathematics • Provide Tier 2 and 3 supports in English Language Arts and mathematics through the CCSL Multi-Tiered System of Support (MTSS) system

	<ul style="list-style-type: none"> Weekly data analysis and follow-up on students at risk with parents by the administrative team at least once a month Give students the opportunity to consult with the CCSL Social Work team as applicable Offering retakes for SABIS® internal exams for all students who did not pass in English Language Arts and mathematics Offer MCAS additional help during April vacation for students who are at academic risk
<u>Students who have dropped out of school</u>	<p align="center">(f) 2016-2017 Strategies</p> <ul style="list-style-type: none"> Not applicable
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center">(g) 2016-2017 Strategies</p> <ul style="list-style-type: none"> Not applicable

Appendix C

School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	128	19.81%
Asian	131	20.28%
Hispanic	240	37.15%
Native American	1	0.15%
White	116	17.96%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	30	4.64%
Special Education	75	11.61%
Limited English Proficient	119	18.42%
Economically Disadvantaged	258	39.94%

ADMINISTRATIVE ROSTER FOR THE 2016-17 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 3-6	Directs academics and curriculum for grades 3-6	July 2014	

Mrs. Siobhan Quinlan, Academic Quality Controller, Grades K-2	Directs academics and curriculum for grades K-2	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	May 2017
Mrs, Vannak Theng- Sanders, English Language Learners, Coordinator	Oversees ELL program and personnel	August 2016	

TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR

	Number as of the last day of the 2016-2017 school year	Departures during the 2016-2017 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	35	5	0	Attendance, Termination, Resignation
Other Staff	30	5	0	Health, Termination, Resignation

BOARD MEMBERS FOR THE 2016-2017 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	Term Length: 3 years Expires: 7/2018
Mr. Walter McGrail	Vice President	Academic	2	Term Length: 3 years Expires: 7/2019
Mr. Brian Chapman	Member	Governance	2	Term Length: 3 years Expires: 2/2018
Mr. Alan Miller	Treasurer	Finance	2	Term Length: 3 years Expires: 7/2017
Dr. Raquel Bauman	Member	Academic	2	Term Length: 3 years Expires: 7/2019
Mr. Pravin Patel	Member	Finance	2	Term Length: 3 years Expires: 7/2018
Ms. Erika Souza	Secretary	Academic/ Governance	2	Term Length: 3 years Expires: 7/2018
Mrs. Yun-Ju Choi	Member	Outreach	1	Term Length: 3 years Expires: 11/2018
Mr. Eric Nelson	Member	N/A	1	Term Length: 3 years Expires: 6/2019

Appendix D

Additional Required Information

Key Leadership

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	Ms. Chanphaly Ouk
English Language Learners Director	Mrs. Vannak Theng-Sanders
SIMS Contact	Ms. Chanphaly Ouk

Facilities

Location	Dates of Occupancy
1857 Middlesex Street, Lowell, MA 01851	Phase 1A: August 2016 Phase 1B: February 2017 Phase 1C: June 2017

Enrollment

Action	Date(s)
Student Application Deadline	February 29, 2016
Lottery	March 5, 2016

Additional Information

Conditions

No conditions.

Complaints

A complaint was filed with the Department of Elementary and Secondary Education on April 6, 2017. CCSL responded and filed a corrective action report in response on June 21, 2017.