



Collegiate Charter School  
of Lowell

# Annual Report

## 2019-2020

July 28, 2020

**Collegiate Charter School of Lowell**  
**Dr. Laurie Hodgdon, Director**

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<b>Collegiate Charter School of Lowell</b>			
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)	N/A
Year Opened	2013	Year(s) in which the Charter was Renewed (if applicable)	2018
Maximum Enrollment	1200	Current Enrollment as of June 30, 2020	933
Chartered Grade Span	K-12	Current Grade Span	K-9
Final Number of Instructional Days during 2019-2020 School Year[1] Report the number of “in person” days separately from the number of “remote learning” days. (e.g. 124 in person days; 56 remote days)	126 Days - “in person” 54 Days - “remote”	Students on Waitlist as of June 30, 2020	287
School Hours	8:30am - 4:00pm	Age of School	7 years
<p><b>Mission Statement</b></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 31, 2020

Dear Collegiate Charter School of Lowell Learning Community,

This Annual Report presents a summary of the school's ongoing work to fulfill its mission of empowering our students to reach their full potential, and an overview of significant components of the school's accountability as a Commonwealth Charter School. We are proud of the work that our community of students, parents, teachers and leaders have put forth, and we continue to embrace our partnership with SABIS® to offer a world-class college preparatory public education program to our students. Our school population has continued to grow and in past year we have enrolled over 934 students meeting, and exceeding, the MA DESE requirements for enrollment. With the support of SABIS®, our aim is to prepare each student for success in college.

In the past year, we have added the 10th grade to our growing K-12 school, exceeded expectations on the MCAS, and embarked on a high school athletics program that will engage students, both academically and athletically. We are wiser yet still have the "fire" to continue to grow and learn. As we enter our next phase of building our high school, we look to deepen our commitment to the academic program, life preparation and self-development that teaching and learning offers our Collegiate students.

We continue to fully implement the SABIS Student Life Organization® within the school, increasing the amount of extra-curricular and enrichment programs, which allows students to develop themselves as leaders. Through SLO®, our students are given a voice within the school, and have an opportunity to influence the school culture. We hope to continue the growth of the program this year and look to offer even more clubs and events for students, families, and community members to engage in. With support from the SLO®, we hope to instill strong civic, ethical, and moral values. We also are looking forward to working in partnership with the Lowell Community to provide enrichment opportunities for our students.

The Board of Trustees would like to thank all of the staff, community members and families for their continued support in making the Collegiate Charter School of Lowell the best that it can be for the students of Lowell.

Sincerely,

Walter McGrail, President

CCSL Board of Trustees

### **Mission and Key Design Elements**

- CCSL will prepare students to reach their fullest potential through the academic program (p.1 CCSL Charter Application).
- Students at CCSL will develop strong civic, ethical, and moral character
- CCSL will engage families through events and communication tools that provide a positive home-school connection CCSL will engage families through events and communication tools that provide a positive home-school connection
- Teachers will be provided with professional development opportunities that will increase instructional effectiveness for diverse learners and subject competency

### **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**

Teachers 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 throughout 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 2019-2020 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 of Academics.

### **SABIS® Digital Platform/Parent Communication**

SABIS® Digital Platform has been used 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 SABIS® Digital Platform 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**

<b>Date</b>	<b>Amendment Requested</b>	<b>Pending or Approved?</b>
7/29/2019	BOT Bylaws	Approved on 5/28/2020
10/20/2019	Accountability Plan	Approved

**Access and Equity: Discipline Data**

[http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35030000&orgtypecode=5&=350\\_30000&](http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35030000&orgtypecode=5&=350_30000&)

The school’s in-school suspension and out of school suspension rates are below the state average. Discipline has remained consistent throughout the term of our charter. In addition, the student management team was trained in restorative practices. The **aim of restorative practices** is to develop community and to manage conflict and tensions by repairing harm and building relationships. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches.

<b>2018-2019 Student Discipline</b>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
All Students	877	112	5.8	11.1	0
English Learner	230	29	7	10.9	0
Economically Disadvantaged	430	68	6.5	14.2	0
Students with Disabilities	84	21	13.1	22.6	0
High Needs	582	86	6.5	12.9	0
Female	445	26	1.8	4.9	0
Male	431	85	10	17.2	0
American Indian or Alaska Native	1	0	0	0	0
Asian	227	11	1.8	4	0
African American/Black	162	26	6.2	15.4	0
Hispanic/Latino	315	54	9.8	14	0
Multi-race, Non-Hispanic/Latino	39	8	5.1	17.9	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	133	13	3	9	0

## Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria	With whom did the school disseminate its best practices?	Result of dissemination
Education Program	Literacy Initiative	SLO® Coordinator and school staff	Curriculum	All staff and students	The SLO® Coordinator set off a school wide initiative for the “One School, One Book” reading program introducing the books <i>Wonder</i> and <i>Fish in a Tree</i> for grade 4-7 and <i>Charlotte’s Web</i> and <i>Stuart Little</i> grades K-3 to cultivate literacy at home and school.
Discipline	Restorative Circles	Student Management	Curriculum	All at-risk students	A new initiative that helped students build/restore peer relationships, gave students voice and supported the Student Management Assistant in the behavior management of the school.
Education Program	Parent Info Night	Grades K-9	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.
Safety	Safety First	Lowell Police and Fire Departments	Social, Emotional and Health Needs	All staff and students	Lock down practice and emergency walk to the Temple
Education Program	SABIS® Visitor	School Tour	Curriculum, Mission & Key Design Elements	Carl Bistany President, SABIS® Educational Systems, Inc.	Mr. Bistany visited CCSL and met with the Pillar team to discuss the progress and innovative design coming to the US schools from Lebanon. He was able to observe numerous classrooms. He also spent time speaking with the school director and members of the board of trustees about the program coming to enhance the CCSL education.
Education Program	African American Voices	School Community	Community Event	Celebration of Black History Month	Students wrote and directed their first theatrical production of a tour of Black History through the years.
Facilities	Summer Lunch Program	Merrimack Valley Food Bank	Community Outreach	Greater Lowell Community	Merrimack Food Service was invited to use the CCSL kitchen facilities to prepare lunches for those in need in the Lowell Community.

### Student Performance

- A. [Collegiate Charter School of Lowell's school report card \(overview\) link](#)
- B. [Collegiate Charter School of Lowell's statewide Accountability Report link](#)

2019 Official Accountability Report – Collegiate Charter School of Lowell	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward targets
Progress toward improvement targets	74%
Accountability percentile	42

### 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 2019-2020 academic year.

ACCESS for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic language 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 2019-2020 ACCESS results, 41% of CCSL' (94) ELL students reached overall proficiency in English level 4.0+. With the new ELL 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 26% of CCSL' (61) EL students scored at a Level 3.5 -3.9 indicating that they are working their way towards proficiency. During the academic year 2019/2020, there were 231 ELL students. We had 17 Newcomers and 45 (20%) students that were between levels 1.0-2.9. There were 31 (13%) students who scored between 3.0-3.4. 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® (SABIS AMS®)**

On an ongoing basis, internal SABIS AMS® exams are administered in English to all students in grades 3 and above. Internal SABIS AMS® exams are administered in mathematics to all students in grades 2 and above. Internal SABIS AMS® exams are administered in science to all students in grades 5 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 SABIS 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 by MA DESE 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 is fully aligned to the revised standards for Mathematics for all grades in the 2019-2020 school year and the revised standards are 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 and meetings 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 AY1920, the pacing charts which map out the curriculum included the new standards as acknowledgement of these revisions. In AY2021, 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 AY1920 were updated to align to the new Massachusetts (NGSS Adopted) standards for all grades including 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. Beginning in AY1920, all grades will be applying the 2016 Science and Technology/Engineering Standards.

## **Program Delivery**

### **Student Achievement Trends**

The Collegiate Charter School of Lowell experienced tremendous growth in its performance on the 2019 MCAS. The school was able to outperform the ascending district in thirteen of seventeen tested grade level/subject tests in the percentage of students that scored meeting or exceeding expectations. For example, in fourth grade math the number of students scoring exceeding or meeting expectations grew by 22 percentage points.

The school's improvement was also evident in its growth in overall progress toward improvement targets. The Collegiate Charter School of Lowell saw an increase of sixteen percentage points from 2018 to 2019. One of the key factors that contributed to the school's growth was its ability to support the lowest performing students. For example, the school earned two additional points for its growth in Math and ELA for the lowest performing sub-group. The school continues to support an emphasis on high behavioral and academic standards for students, which has contributed to the positive school culture.

### **Academic Priorities for the 2019-2020 School Year**

After analyzing the results of the 2019 Mathematics, English, and Science MCAS, the Director of Academics and the academic team wanted to strengthen the curriculum in order to perform better on state testing open response in both ELA and math. Additionally, Collegiate's priority was to focus in on our ELL population to move their growth over time. Monthly data teams were instituted and incorporated into grade-level meetings once per week. In addition, SABIS® pacing charts incorporated MCAS sample questions into direct instruction for mathematics and English, as well as on the SABIS AMS® internal exams

In order to provide ongoing 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. Finally, in order to ensure all teachers and staff were working effectively to increase student performance, Collegiate provided professional development opportunities and mentoring with peer observations.

The after school tutoring program continued 4 days per week by grade level teachers in Kindergarten-Grade 9 to support students who needed interventions in math and ELA. Additionally, Kindergarten teachers provided intervention groups for students struggling with letters and numbers.

### **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

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 full-time reading teacher and a second part-time math intensive teacher in the 2019/20 school year. The math and reading intensives have been assigned to grades 1-9 based on the higher population of need in their designated subject area throughout the school.

### **Reading Interventions**

Students who are identified as struggling with reading receive one of many supports. The school trained all teachers 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 four 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 1-9 and WIDA MODEL for kindergarten students. From these results, students are 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 Coordinator 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 2019-20 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, and language dissemination, teachers were required to have a school-wide performance goal English Language Learners.

SABIS Academic Monitoring System<sup>®</sup> 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 5 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 1-3 have been pre-assessed at the beginning of the 2019/20 school year by the STAR reading test from Renaissance Place. Grades 1-3 participated in the Accelerated Reader program from Renaissance Place, which aids improvement of reading comprehension skills, since the beginning of the 2018/19 school year. We implemented a Reading Street K-2 literacy program in the 2019/20 school year where students had 4 books that will rotate out with activities and reading guides for students and parents to respond to the texts presented. Students in grades 3-8 will also be in a literacy program where they will be reading a series of books and critically analyzing and discussing the content through literacy circles.

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, and promoting reading strategies through the Read Live program.

### **Social, Emotional, and Health Needs**

In the 2019/20 school year, student management implemented restorative circles. Restorative circles are a simple, yet powerful process that invites communities to come together openly and authentically for the sake of renewing their essential unity. As a community, we need dedicated times for coming together to reflect on our experience and to offer meaningful support around life's most important issues. We need a space where we can collectively explore the central questions that guide our lives (What does it mean to be a human being? What do I really value about the world? What are my needs?) And we also need regular opportunities to voice the fundamental human values that connect us, and through those values, to reaffirm with each other how we prefer to live together.

The circle is a protected space where youth can begin to practice living authentically in community in a manner that is not possible in other community settings. By design, the circle is a small-scale restorative community in which the principles of circle can be tangibly experienced through intentional language, dialogue practices, and many other levels of interpersonal interactions. Furthermore, the youth can feel confident that they will not be judged by their past harmful behavior, will be supported by other youth facing similar challenges, and as a result can take risks in exploring new ways of relating to themselves and others, which can open up new possibilities for positive change in their life. Finally, the youth learn that the journey of being human is itself a matter of practice, and that there will always be new situations that challenge them to more fully embrace the totality of what they have to offer.

#### **Organizational Structure of the School:**

In the 19/20 school year, the Collegiate Charter School of Lowell's Board of Trustees was comprised of (6) six members. We added the position of Director of Academics to oversee teaching and learning at Collegiate which supports our mission of high academic achievement. An updated organizational chart is available as an attachment.

#### **Collegiate's Remote Learning Plan:**

The plan went into effect on Monday, April 13, 2020, and continued through the end of the school closure period. Learning resources were posted to the SABIS Digital Platform to support students during this time. The key components of this plan are:

- As per the Commissioner's recommendation, students will be engaged in meaningful and productive learning experiences for approximately half the length of the school day.
- Collegiate will follow a set, weekly class schedule beginning on Friday, April 24<sup>th</sup>.
- Students were taught new concepts beginning on Monday, April 27<sup>th</sup>
- Students will be engaged in teacher-planned learning experiences for a period of 45 minutes. These experiences will be a combination of teacher-led and independent, student-directed activities.
- Teachers will make decisions around student learning experiences in conjunction with SABIS®, their AQC, and the Director of Academics. These experiences can be a review of material already learned and new curriculum.
- As per the Commissioner's guidance, students will be graded on a "credit/no credit" basis for work completed during the Remote Learning Plan.
- Electives teachers will be working extensively with Student Life to offer engaging activities for students.

As technology is a key component of our Remote Learning Plan, we will be reaching out to targeted groups over the next few days to assess the need for and distribute school-owned devices.

A. Provide a statement of net assets and revenues for FY20 (balance sheet)

**Collegiate Charter School of Lowell**  
**Statement of Net Assets as of June 30, 2020**

<b>Assets</b>	
Current Assets	
Cash & Cash Equivalents	4,511,617
Prepaid Expenses	65,678
Receivables	39,809
Other Current Assets Bond Funds	<u>9,581,885</u>
<b>Total Current Assets</b>	<b>14,198,989</b>
Capital Assets	
Property & Equipment	38,523,564
Less: Accumulated Depreciation	<u>-1,228,367</u>
<b>Total Capital Assets</b>	<b>37,295,197</b>
Other Long Term Assets	
Land	1,083,300
Bond Issuance Cost 2020	20,235
Debt Service Reserve Fund	<u>3,061,250</u>
<b>Total Long Term Assets</b>	<b>4,164,785</b>
<b>Total Assets</b>	<b>55,658,971</b>
<b>Liabilities</b>	
Current Liabilities	
Accounts Payable	167,906
Accrued Compensation	361,402
Accrued Liabilities Other	<u>55,628</u>
<b>Total Current Liabilities</b>	<b>584,936</b>
Long Term Liabilities	
Bond Payable	48,990,000
Bond Premium	<u>3,007,236</u>
<b>Total Long Term Liabilities</b>	<b>51,997,236</b>
<b>Total Liabilities</b>	<b>52,582,172</b>
<b>Total Net Assets</b>	<b>3,076,799</b>
<b>Total Liabilities &amp; Net Assets</b>	<b>55,658,971</b>

Note: This Statement reflects preliminary unaudited numbers

**Collegiate Charter School of Lowell**  
**Fiscal Year 2019-2020**  
**Statement of Revenues and Expenses**

<b>Operating Revenue</b>	
Student Tuition	11,971,747
Federal Grants	525,271
Food Service Income	300,057
After School Program	64,503
Other Income	18,485
<b>TOTAL OPERATING REVENUES</b>	<b>12,880,064</b>
<b>Operating Expenses</b>	
Marketing & Recruitment	41,683
Bank Fees	20
Board & Trustees Expense	9,381
Classroom & Other Supplies	568,828
Food Service Purchased Service	309,181
Grants Program	525,271
Insurance	85,424
Purchased Instructional Services	957,740
Management Fee	718,305
Utilities	112,592
Supplies, Postage, Dues Etc.	24,276
Payroll Services	31,856
Professional Services	181,858
Repairs, Maint & Supplies	214,812
Salaries & Benefits	4,833,061
Staff Development	15,417
Special Education Outsource	31,755
Occupancy Costs	1,067,806
Telephone	3,032
Computer Expenses	57,493
Depreciation Expense	712,043
<b>TOTAL OPERATING EXPENSES</b>	<b>10,501,834</b>
<b>TOTAL OPERATING INCOME</b>	<b>2,378,229</b>
<b>Non-Operating Revenue (Expense)</b>	
Interest Income	79,278
Interest Expense	(1,295,920)
Bond Issuance Expense	<u>(1,043,758)</u>
<b>Total Non-Operating Revenue (Expense)</b>	<b>(2,260,400)</b>
Change in net position	117,829
Net Assets, Beginning of Year	<u>2,958,970</u>
<b>Net Assets, End of Year</b>	<b>3,076,799</b>

Note: This Statement reflects preliminary unaudited numbers

B. Provide an approved school budget for FY21

**COLLEGIATE CHARTER SCHOOL OF LOWELL**  
**FISCAL YEAR 2020-2021 APPROVED SCHOOL BUDGET**

<b>Capital Budget</b>	
Furniture & Equipment	40,787
Computer Equipment & Software	107,930
Building and Grounds	<u>352,120</u>
<b>TOTAL CAPITAL OUTLAY</b>	<b>500,837</b>
<b>Operating Budget</b>	
<b>Operating Revenues</b>	
Student Tuition	13,121,663
Federal Grants	507,561
Interest Income	1,300
Food Service Income	484,200
After School Program	95,000
Miscellaneous	<u>15,000</u>
<b>TOTAL OPERATING REVENUES</b>	<b>14,224,724</b>
<b>Operating Expenses</b>	
Marketing and Outreach	28,000
Bank Fees	100
Board of Trustees Expense	15,000
Classroom and Other Expenses	678,837
Food Service Purchased Service	512,100
Grants Program	507,561
Insurance and fees	64,644
Interest	2,429,850
Purchased Instructional Services	1,049,733
Management Fee	787,300
Utilities	155,000
Supplies, Postage, Dues Etc.	46,900
Payroll Services	30,000
Professional Services	104,000
Repairs, Maint & Supplies	309,688
Salaries & Benefits	5,870,070
Staff Development	13,000
Special Education Outsource	55,000
Telephone	6,280
Computer Expenses	<u>60,274</u>
<b>TOTAL OPERATING EXPENSES</b>	<b>12,723,337</b>
<b>Change in Net Assets</b>	<b>1,501,387</b>
<b>Net Assets, Beginning of Year</b>	<b>3,184,625</b>
<b>Net Assets, Ending of Year</b>	<b>4,686,013</b>

FY21 Budget Approved by Board of Trustees on May 19, 2020

<b>FY21 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 16, 2020 submission	1024
Number of students upon which FY21 budget tuition line is based	1019
Number of expected students for FY21 first day of school	1019
Please explain any variances: <i>Since March, five students informed us that they were not returning. We budget conservatively each year of 5-10 less than the expected students.</i>	

C. Provide a capital plan for FY21

## FISCAL YEAR 2020-2021 CAPITAL PLAN

### Collegiate Charter School of Lowell Capital Projects Planning Fiscal Year 2020-2021

<b>Type</b>	<b>Description</b>	<b>Estimated Cost</b>
<b>Building</b>		
	School Building Maintenance Equipment	\$ 5,000
	School Building Site Improvements	\$ 300,000
	Internet Wiring/Low Voltage- Cat 6 cable	\$ 12,000
	Signage-Internal	\$ 5,000
	Signage-External	\$ 12,000
	Security System Equipment	\$ 6,000
	Computer Lab Improvements	\$ 12,120
<b>FF&amp;E</b>		
	Classroom Furniture (Desks and Chairs)	\$ 35,287
	Administrative Furniture (Desks & Chairs)	\$ 5,500
	Computer Equipment	\$ 107,930
<b>TOTAL</b>		<b>\$ 500,837</b>

*All Capital Projects to be completed by June 2021. No Outside financing is required.*

# APPENDIX A

## Accountability Plan Evidence 2019-2020

### Faithfulness to Charter

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)														
<b>Objective: CCSL will prepare students to reach their fullest potential through the academic program (p.1 CCSL Charter Application).</b>																
<b>Measure:</b> Each year, CCSL teachers will attend 10 professional development sessions that are aligned to SABIS® curriculum and assessment standards that reflect MA State Standards and support student growth in the academic program.	<b>Met</b>	<ul style="list-style-type: none"> <li>• Teacher Training—8/2019 (5 sessions)</li> <li>• Reading Tools Training—10/19 &amp; 1/20 (2 sessions)</li> <li>• MCAS Data Dive—10/19 (session)</li> </ul>														
<b>Measure:</b> There will be a 10% increase over the term of the charter in the 6 grade levels of the Academic Monitoring System® (AMS®) for grades 3-8 in math. This means that from 2018-2023, the average AMS math scores will increase from 76% to 83%. CCSL will report out grade level data for each of the 6 grade levels each year.	<b>Partially Met</b>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 15%;">Grade Level</th> <th style="width: 15%;">Math</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">3rd</td><td style="text-align: center;">86</td></tr> <tr><td style="text-align: center;">4th</td><td style="text-align: center;">87</td></tr> <tr><td style="text-align: center;">5th</td><td style="text-align: center;">85</td></tr> <tr><td style="text-align: center;">6th</td><td style="text-align: center;">85</td></tr> <tr><td style="text-align: center;">7th</td><td style="text-align: center;">86</td></tr> <tr><td style="text-align: center;">8th</td><td style="text-align: center;">80</td></tr> </tbody> </table>	Grade Level	Math	3rd	86	4th	87	5th	85	6th	85	7th	86	8th	80
Grade Level	Math															
3rd	86															
4th	87															
5th	85															
6th	85															
7th	86															
8th	80															
<b>Measure:</b> There will be a 10% increase over the term of the charter in the 6 grade levels of the Academic Monitoring System® (AMS®) for grades 3-8 in English. This means that from 2018-2023, the average AMS English scores will increase from 78% to 86%. CCSL will report out grade level data for each of the 6 grade levels each year.	<b>Partially Met</b>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 15%;">Grade Level</th> <th style="width: 15%;">English</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">3rd</td><td style="text-align: center;">79</td></tr> <tr><td style="text-align: center;">4th</td><td style="text-align: center;">85</td></tr> <tr><td style="text-align: center;">5th</td><td style="text-align: center;">87</td></tr> <tr><td style="text-align: center;">6th</td><td style="text-align: center;">86</td></tr> <tr><td style="text-align: center;">7th</td><td style="text-align: center;">86</td></tr> <tr><td style="text-align: center;">8th</td><td style="text-align: center;">85</td></tr> </tbody> </table>	Grade Level	English	3rd	79	4th	85	5th	87	6th	86	7th	86	8th	85
Grade Level	English															
3rd	79															
4th	85															
5th	87															
6th	86															
7th	86															
8th	85															
<b>Objective: Students at CCSL will develop strong civic, ethical, and moral character.</b>																
<b>Measure:</b> Over the term of the charter, CCSL students and teachers will create additional clubs (10 currently exist) in the school providing opportunities for students to develop leadership while pursuing an area of passion and helping to make the world a better place.	<b>Met</b>	<ul style="list-style-type: none"> <li style="width: 25%;">• Homework Club</li> <li style="width: 25%;">• Step Club</li> <li style="width: 25%;">• FIRST Lego League</li> <li style="width: 25%;">• Tutoring Club</li> <li style="width: 25%;">• Math Club</li> <li style="width: 25%;">• Art Club</li> <li style="width: 25%;">• Robotics Club</li> <li style="width: 25%;">• Girl Scouts</li> <li style="width: 25%;">• Dance Club</li> <li style="width: 25%;">• STEM Club</li> <li style="width: 25%;">• Girls Who Code</li> <li style="width: 25%;">• Games Club</li> <li style="width: 25%;">• Arts/Crafts Club</li> <li style="width: 25%;">• Strong Women, Strong Girls</li> <li style="width: 25%;">• Flag Football</li> </ul>														

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p><b>Measure:</b> CCSL students in grades 5-8 will apply what they learn through performing community service that is linked to the curriculum and classroom instruction. At the end of the school year, each student will present their new learning with a project, assessed with a rubric and presented in front of an authentic audience. Each 5-8 grade student who presents will achieve at least 80% on the rubric as assessed by the teacher.</p>	<b>Partially Met</b>	<ul style="list-style-type: none"> <li>• Committee formed.</li> <li>• Action Plan was created.</li> <li>• Scope of project and rubric was written 12/19</li> <li>• Due to COVID-19, students were not assessed.</li> </ul>
<b>Objective: CCSL will engage families through events and communication tools that provide a positive home-school connection.</b>		
<p><b>Measure:</b> Students, parents, and community members will participate in school governance through the SABIS Student Life Organization®, Prefect Events, School Council, and through Parent Connection. Annual parent and student surveys will demonstrate that 85% of parents and students are participating in at least one event per school year. At least 85% of students and 80% of parents will submit an annual survey each year.</p>	<b>Not Met</b>	<ul style="list-style-type: none"> <li>• Due to COVID-19, parent survey not given in the 20/21 school year</li> </ul>
<p><b>Measure:</b> Students and parents will have an understanding of student progress and CCSL programming through CCSL communication tools and will be rated agree or strongly agree by 80% of parents and students on the annual survey. At least 85% of students and 80% of parents will submit an annual survey each year.</p>	<b>Not Met</b>	<ul style="list-style-type: none"> <li>• Due to COVID-19, parent survey not given in the 20/21 school year</li> </ul>
<b>Objective: Teachers will be provided with professional development opportunities that will increase instructional effectiveness for diverse learners and subject competency.</b>		
<p><b>Measure:</b> Over the term of the charter, 100 % of teachers will complete at least 1 cultural competency training each year over the five-year charter. (Total of 5 trainings)</p>	<b>Met</b>	Second All Day Training=January 2020

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Measure:</b> 100% of CCSL teachers will score proficient or above in the area of cultural competency on their observation/teacher evaluation annually over the five-year charter.	<b>Not Met</b>	Strand will be added to evaluation document = September 2020

**Dissemination**

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: CCSL will share its' SLO (Student Life Organization) with schools in Massachusetts during CCSL's charter term.</b>		
<b>Measure:</b> Annually, CCSL will invite other MA Public/Charter Schools to attend a professional development session to learn, and possibly implement, the CCSL ethos of student "voice and choice".	<b>Not Met</b>	Due to COVID-19, this measure was not able to be met.
<b>Measure:</b> CCSL will form a working partnership and will annually share best practices with at least one elementary/ high school in Lowell Public Schools over the course of the charter term	<b>Not Met</b>	Due to COVID-19, this measure was not able to be met.

## APPENDIX B

### Recruitment Plan 2020-2021

School Name: Collegiate Charter School of Lowell

#### 2019-2020 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2019-2020 Recruitment Plan?
  - CCSL continues to fully enroll for the school year and build the waiting list throughout the school year
  - The school has increased in demographic enrollment and low income
  - An Extended Day Program is available for the parents who work late
  - The school continued to run CEP reports at more than three times a year which helped to increase the percentage of students who eligible free meals through Community Eligibility Program
  - CCSL has enrolled more siblings in kindergarten than any other grade levels
  
2. Is there 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.)?

The school has approximately 75 seats available annually for students entering kindergarten. The school admitted 75 students both siblings and residents for the upcoming school year school year. Kindergarteners are not immediately identified as special education students unless the school received an IEP from the previous school. Five percent of the incoming Kindergarten class have an individualized education program. Students will be ACCESS tested based on the results of the home language survey in the fall.

Collegiate Charter School of Lowell enrollment campaign for the 2019-2020 academic school year began in October and concluded in January. The majority of new students entering the school enroll in Kindergarten. The school's waitlist includes siblings for grades 1-9.

3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2020 SIMS report) will meet the comparison index or the school's gap narrowing targets.
  - a. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1<sup>st</sup> SIMS demographic information.
  - b. Please explicitly state if you would like further discussion with the Department regarding the school's rates of enrolling students with disabilities or English learners (EL) compared to the Comparison Index or gap narrowing targets.

The school accepted 90 Kindergarten students for the upcoming school year with the following demographics:

The Special Education Coordinator collaborates with the Lowell Municipal Research Bureau, Community Healthlink, and the Multi Cultural Wellness Center to recruit and support students with disabilities, low income students and those students with a second language spoken at home.

- 30% of the students enrolled were siblings of currently enrolled students.
- 95% are Lowell residents.
- 35% attended Lowell public EEE and/or Head Start preschool programs
- 22% attended area daycare and/or private preschool programs

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

**General Recruitment Activities for 2019-2020:**

- CCSL-branded marketing materials such as pens and pencils 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 has distributed fliers in three different languages within the community including English, Spanish, and Khmer. Portuguese was added due to the growing 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, Unwrapped Inc., YMCA, local festivals and events, Cambodian Mutual Assistance Association (CMAA), community daycares, Community Teamwork Inc (CTI); Family and Children; Fuel Assistance, community's business district, CCSL website, Facebook page, and school mailings. The 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 notices 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 regular school hours to accommodate prospective parent's schedules.
- Due to an increase in Portuguese speaking families, CCSL hired Portuguese speaking staff that will be able to assist with recruitment
- Collegiate has purchased the 3rd party mailing list to inform local residents about the school
- Collegiate utilized several online platforms for advertisements, including Facebook and Google.

**Recruitment Plan – 2020-2021 Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p>School percentage: 7.4%  GNT percentage: 10.8%  CI percentage: 13.1%</p> <p>The school is <b>below</b> GNT percentages and <b>below</b> CI percentages</p>	<p align="center"><b>(b) Continued 2019-2020 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• One fall and one spring open houses for students and parents receiving Special Education Services and/or English as a Second Language programming.</li> <li>• MTSS Process to begin screening for possible, greater intervention through Special Ed. Dept.</li> <li>• Informative newsletters and advertisements for CCSL displayed in high-traffic areas throughout Lowell and in places such as the YMCA, Boys and Girls Club</li> <li>• CCSL’s website and Facebook page contribute to awareness of services and programs at CCSL</li> </ul>
	<p align="center"><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI:</p> <ul style="list-style-type: none"> <li>• Tab on the CCSL website (under About Collegiate) (all well as having available literature in the Main office) that includes the following information:</li> <li>• Procedural Safeguards (all languages from DESE)</li> <li>• IEP Process handout; parent friendly</li> <li>• Relevant literature via DESE; links on CCSL website and handouts in the Main Office</li> </ul>

**Limited English-proficient students/English learners**

<p><b>(a) CHART data</b></p> <p>School percentage: 24.5%  GNT percentage: 21.6%  CI percentage: 24.4%</p> <p>The school is <b>above</b> GNT percentages and <b>above</b> CI percentages</p>	<p align="center"><b>(b) Continued 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Yearly advertisement fliers in English, 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.</li> <li>• Tri-fold brochures in English, Spanish, Khmer, and Portuguese which provided more information about the different services available for ELL students.</li> <li>• CCSL bilingual recruitment team visited and presented at different early childhood open houses (during the enrollment periods) and collaborated with local community organizations to inform and recruit prospective students.</li> <li>• Annual advertisement (set up an information booth) at the Southeast Asian Water Festival, African Festival, and Puerto Rican Festival</li> <li>• Scheduled/invited LPAC Meeting</li> <li>• International Festival advertised community-wide</li> <li>• African American Voices celebration</li> </ul>
	<p align="center"><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: Not applicable</p>

**Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)**

<p><b>(a) CHART data</b></p> <p>School percentage: 45.9%  GNT percentage: 43.1%  CI percentage: 52.8%</p>	<p align="center"><b>(b) Continued 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• After school tutoring program</li> <li>• Extended day program</li> <li>• Free/reduced price Breakfast program offered</li> <li>• Summer program</li> </ul>
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<b>Recruitment Plan – 2020-2021 Strategies</b> <b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
<p>The school is <b>above</b> GNT percentages and <b>below</b> CI percentages</p>	<p style="text-align: center;"><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet CI:</p> <ul style="list-style-type: none"> <li>• Place informational posters advertising CCSL in local preschools and daycares that serve low-income families: YMCA, CTI - Head Start, CTI-Family and Children, CTI – Fuel Assistance, Lowell Department of Children and Families, Lowell Career Center</li> <li>• Attending community events at the churches and temples, Acre Family Event</li> <li>• 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.</li> <li>• Due to the school effort to run CEP reports at more than times a year, CCSL is continuing to increase the percentage of students who eligible free meals through Community Eligibility Program.</li> </ul>
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• Place informational posters advertising CCSL in local preschools and daycares from which most students will enter the districts’ public schools: YMCA, CTI.</li> <li>• Place informational posters advertising CCSL in local public libraries and City Hall</li> <li>• Share information on school website regarding MCAS performance at SABIS® schools in Springfield and Holyoke</li> </ul> <p style="text-align: center;"><b>2020-2021 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• Multi-Tiered Support System and intensive instruction (push in, pull out)</li> <li>• Diagnostic exams to place students in grade level geared to their needs</li> <li>• Parent meetings upon request with AQC, SMC, SEAC and follow up</li> <li>• PD for teachers on differentiation strategies to reach all students</li> <li>• Social Worker communication with teachers on strategies to support individual students</li> </ul> <p style="text-align: center;"><b>2020-2021 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>
<p style="text-align: center;"><u>Students who have dropped out of school *only schools serving students who are 16 and older</u></p>	<p style="text-align: center;"><b>(f) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not Applicable</li> </ul> <p style="text-align: center;"><b>2020-2021 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• Provide after-school tutoring at no cost to all students at risk of failing English Language Arts and/or mathematics</li> <li>• Provide Tier 2 and 3 supports in English Language Arts and mathematics through the CCSL Multi-Tiered System of Support (MTSS) system</li> <li>• Weekly data analysis and follow-up on students at risk with parents by the administrative team at least once a month</li> <li>• Give students the opportunity to consult with the CCSL Social Work team as applicable</li> <li>• Offering retakes for SABIS® internal exams for all students who did not pass in English Language Arts and mathematics</li> <li>• Offer MCAS additional help during April vacation for students who are at academic risk</li> </ul>

**Recruitment Plan – 2020-2021 Strategies**

**List strategies for recruitment activities for each demographic group.**

**OPTIONAL**

Other subgroups of students who should be targeted to eliminate the achievement gap

**(g) Continued 2019-2020 Strategies**

- Not Applicable

## Retention Plan 2020-2021

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2019-2020 Retention Plan.

### 2019-2020 Implementation Summary:

- Kept the parents and community informed about the school events via the school website, Facebook, Twitter, phone calls, emails, text messaging, and reminders that were sent home in the students' folders
- SABIS® Digital Platform helps parents to keep track on their child/children's progress and any concerns that they need to be aware of
- Advance academic curriculum
- Extended Day Program
- After school extracurricular activities
- Foreign language at young ages
- SABIS® PrepList
- After School Tutoring
- MCAS Boot Camp
- Saturday Academy
- More cultural events since CCSL is a diverse school
- Open Houses and Parent-Teacher Conferences
- Parents involvement in the school events

Overall Student Retention (2019-2020 Actual)	
Actual student retention (percentage):	94.4%
Overall Student Retention Goal	
Annual goal for student retention (percentage):	95.0%

### Retention Plan – 2020-2021 Strategies

List strategies for retention activities for each demographic group.

#### Special education students/students with disabilities

<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 17.8% Third Quartile: 11.5%</p> <p>The school's attrition rate is <b>above</b> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2019-2020 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: Not applicable</p> <ul style="list-style-type: none"> <li>• Parent Seminar on MCAS expectations</li> <li>• After-school tutoring program</li> <li>• MCAS preparation program, known as MCAS Boot Camp</li> <li>• Additional intensive classes for Math and English</li> <li>• Multi-Tiered Support System (MTSS)</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Above third quartile:</p> <ul style="list-style-type: none"> <li>• The school will offer all students after school tutoring for students in grades 5-12. (1 year)</li> <li>• The school may offer before school tutoring for students in grades K-4. (1 year)</li> <li>• High school students with an average below a seventy in a core subject will be required to attend after school sessions. (1 year)</li> <li>• The school will offer ELL assistance sessions during school vacation weeks, after school and/or on Saturdays. (1 year)</li> </ul>
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**Retention Plan – 2020-2021 Strategies**

List strategies for retention activities for each demographic group.

**Limited English-proficient students/English learners**

<p><b>(a) CHART data</b></p> <p>School percentage: 8.6% Third Quartile: 15.7%</p>	<p><b>(b) Continued 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>• Newsletter and other communications translated into Spanish and Khmer</li> <li>• Highly Qualified English Language Learners staff who are fully certified to fulfill their positions</li> </ul>
<p>The school's attrition rate is <b>below</b> third quartile percentages.</p>	<p><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: Not applicable</p>

**Students eligible for free or reduced lunch (low income/economically disadvantaged)**

<p><b>(a) CHART data</b></p> <p>School percentage: 8.5% Third Quartile: 12.9%</p> <p>The school's attrition rate is <b>below</b> third quartile percentages.</p>	<p><b>(b) Continued 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• After-school tutoring program</li> <li>• Extended day program</li> <li>• Fee/Reduced price Breakfast program offered</li> <li>• Summer program</li> </ul> <p><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: Not applicable</p>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• Parent Seminar on MCAS expectations</li> <li>• After-school tutoring program</li> <li>• MCAS preparation program, known as MCAS Boot Camp</li> <li>• Additional intensive classes for Math and English</li> <li>• Multi-Tiered Support System (MTSS)</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide after-school tutoring at no cost to all students at risk of failing English Language Arts and/or mathematics</li> <li>• Provide Tier 2 and 3 supports in English Language Arts and mathematics through the CCSL Multi-Tiered System of Support (MTSS) system</li> <li>• Weekly data analysis and follow-up on students at risk with parents by the administrative team at least once a month</li> <li>• Give students the opportunity to consult with the CCSL Social Work team as applicable</li> <li>• Offering retakes for SABIS® internal exams for all students who did not pass in English Language Arts and mathematics</li> <li>• Offer MCAS additional help during April vacation for students who are at academic risk</li> </ul>
<p><u>Students who have dropped out of school</u> *only schools serving students who are <u>16 and older</u></p>	<p><b>(f) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
<p><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>(g) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>

**APPENDIX C**  
School and Student Data Tables

Collegiate Charter School of Lowell's student demographic enrollment data link:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=35030000&orgtypecode=5>

<b>STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS</b>	
Race/Ethnicity	% of School
African American	20.1%
Asian	27.3%
Hispanic	35.4%
Native American	0.1%
White	13.8%
Native Hawaiian, Pacific Islander	0%
Multi-race, non-Hispanic	3.3%
Selected Populations	% of School
First Language not English	31.2%
English Language Learner	24.5%
Students with Disabilities	7.4%
High Needs	68.3%
Economically Disadvantaged	49.5%

<b>ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR</b>			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Dr. Laurie Hodgdon, Director	Directs school operations	July 2018	n/a
Mr. Khalid Shehemi, Director of Academics, Academic Quality Controller, Grade 9	Directs academics and curriculum for grades K-9	July 2019	n/a
Mrs. Siobhan Quinlan, Academic Quality Controller, Grades 6-8	Directs academics and curriculum for grades 6-8	July 2016	n/a
Mrs. Marisa Consolazio, Academic Quality Controller, Grades 3-5	Directs academics and curriculum for grades 3-5	July 2019	n/a
Mrs. Megan Gaudreau, Academic Quality Controller, Grades K-2	Directs academics and curriculum for grades K-2	July 2018	n/a
Mr. Carl Nystrom, Business Manager	Manages business and finance	August 2017	n/a
Mrs. Lisa Driscoll, Special Education Academic Coordinator	Oversees Special Education program and personnel	July 2018	n/a
Mrs. Ellen Brady, English Language Learners Coordinator	Oversees ELL program and personnel	August 2018	n/a
Ashley Bailey, Student Life Coordinator	Oversees the SABIS Student Life Organization®	July 2019	n/a

<b>TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2019-2020 school year</b>	<b>Departures during the 2019-2020 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure*</b>
Teachers	50	13	1	Termination 7 Resignation 7
Other Staff	55	5	0	Termination 1 Resignation 4

<b>BOARD AND COMMITTEE INFORMATION</b>	
Number of commissioner approved board members as of August 1, 2020	6
Minimum number of board members in approved bylaws	5
Maximum number of board members in approved bylaws	13

<b>BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (start and end date)</b>
Mr. Walter McGrail	President	-	3	7/2019 - 7/2022
Mrs. Kathleen McCarthy	Vice President	Academic	3	7/2019 - 7/2022
Mr. Brian Chapman	Member	Governance	3	7/2019 - 7/2022
Mr. Alan Miller	Treasurer	Finance	3	7/2019 - 7/2022
Mr. Pravin Patel	Member	Finance	3	7/2019 - 7/2022
Ms. Erika Souza	Secretary	Academic/Governance	3	7/2020 – 7/2023

<b>BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR</b>	
<b>Date/Time</b>	<b>Location</b>
July 21, 2020 @ 6pm	Online via phone/video
August 18, 2020 @ 6pm	Online via phone/video
September 15, 2020 @ 6pm	At Collegiate, or held online
October 20, 2020 @ 6pm	At Collegiate, or held online
November 17, 2020 @ 6pm	At Collegiate, or held online
December 15, 2020 @ 6pm	At Collegiate, or held online
January 19, 2021 @ 6pm	At Collegiate, or held online
February 9, 2021 @ 6pm	At Collegiate, or held online
March 16, 2021 @ 6pm	At Collegiate, or held online
April 13, 2021 @ 6pm	At Collegiate, or held online
May 18, 2021 @ 6pm	At Collegiate, or held online
June 15, 2021 @ 6pm	At Collegiate, or held online

## Appendix D

### Additional Required Information

#### Key Leadership

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Mr. Walter McGrail	<a href="mailto:w_mcgrail@yahoo.com">w_mcgrail@yahoo.com</a>	No Change
Charter School Leader/MCAS Test Coordinator	Dr. Laurie Hodgdon	<a href="mailto:lhodgdon@sabis.net">lhodgdon@sabis.net</a>	No Change
Assistant Charter School Leader	Mr. Khalid Shehemi	<a href="mailto:kshehemi@sabis.net">kshehemi@sabis.net</a>	No Change
Special Education Director	Mrs. Lisa Driscoll	<a href="mailto:ldriscoll@sabis.net">ldriscoll@sabis.net</a>	No Change
SIMS/SCS/Admissions and Enrollment Coordinator	Mrs. Chanphaly Ouk	<a href="mailto:couk@lowell.sabis.net">couk@lowell.sabis.net</a>	No Change
English Learner Program Director	Mrs. Ellen Brady	<a href="mailto:ebrady@lowell.sabis.net">ebrady@lowell.sabis.net</a>	No Change
School Business Official	Mr. Carl Nystrom	<a href="mailto:cnystrom@sabis.net">cnystrom@sabis.net</a>	No Change

#### 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	2020-2021 School Year Date(s)
Student Application Deadline	February 26, 2021
Lottery	March 6, 2021

#### Conditions

No conditions.

#### Complaints

No complaints.

Attachment 1: Organizational Chart

COLLEGIATE CHARTER SCHOOL OF LOWELL LEADERSHIP TEAM  
2019-2020

