



South Shore Charter Public School

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2018-2019 Annual Report

August 1, 2019

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Introduction to the school

Name of School: South Shore Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Norwell, MA
Regional or Non-Regional	Regional	Districts in Region (if applicable)	Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, Whitman
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015
Maximum Enrollment	1,075	Current Enrollment	941 as of 6/30/2019
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days during the 2018-2019 school year	182	Students on Waitlist	711 as of 6/30/2019
School Hours	8:15am-3:00pm	Age of School	24 years
Mission Statement: Inspiring every student to excel in academics, service, and life			

From the Chairman of the Board of Trustees

July 2019

On behalf of the Board of Trustees, I am pleased to present the 24th Annual Report of the South Shore Charter Public School. This year's Annual Report clearly indicates that the School continues to fulfill its core academic mission and all objectives in the School's plan for Organizational Viability and Faithfulness to the Charter have been met. The South Shore Charter Public School has successfully completed its 24th school year of educating students from over 26 sending districts throughout the south shore. Founded in 1995, the School remains one of the oldest charter schools in the Commonwealth of Massachusetts. Although there have been changes over the past two decades, we remain committed to our mission of inspiring every student to excel in academics, service, and life.

It is within this Annual Report that you will find our definition of the word *every*. Our School is a full inclusion school and we continue to serve as a model school for other charter schools and districts. Our English Language Learner population continues to grow, enriching our classrooms and hallways with diverse cultures and languages. And our college preparatory curriculum continues to attract students from all districts. Located in this year's report are these educational milestones:

- Established the Instructional Leadership Team (ILT) to guide the school through curriculum alignment, programming, and project-based learning initiatives
- Launched a new administrative model, including four curriculum coordinators in ELA, math, science, and history
- Implemented a new assessment system in Math for grades 3-12
- Began a new science curriculum for all students in grades K-4
- Increased course offerings for all students 9-12

In addition to the essential work on the curriculum, the School was pleased to implement Restorative Justice for students in grades 5-12 as a natural progression from the Open Circle curriculum which the School continues to offer for students in grades K-4. The impact of the Restorative Justice curriculum may be found in the School's annual discipline report.

As we approach our 25th year, the future of our School is bright. We remain committed to our project-based learning model and the importance of service learning. This year we drafted a new Strategic Plan with the input of multiple stakeholders throughout our school community. We remain a school of choice on the south shore. We look forward to the next school year, and to the many years that will follow, with excitement and anticipation of great moments to come.

Respectfully submitted,

Edwin Rivera

Faithfulness to the Charter

Charter School Performance Criteria Relating to Faithfulness to Charter

Mission, Vision, and Educational Philosophy

The South Shore Charter Public School (SSCPS/the School) has held fast to its mission and educational philosophy of inspiring every student to excel in academics, service, and life. Whether it is working at a food bank, or performing for students in a lower grade, or participating in the annual Jaguar Games, our students hold fast to the principles which founded the school in 1995. Fundamental to the School's mission is a commitment to project-based learning, our unique educational structure which augments a standards-based curriculum with experiential and inquiry-based learning. This innovative approach is most evident in the School's Projects (K-8) and Workshops (9-12). Projects and Workshops are requirements for all SSCPS students and allow exploration within the fields of environmental science and conservation, theatre arts, music, visual arts, communication, and technology. These are an essential part of the School's mission. Projects and Workshops enable students and faculty to build relationships, work together, follow their interests, establish goals, and serve community needs.

The South Shore Charter Public School has completed the third year of enrollment expansion. This has allowed the school community to grow and enhance its programming. As a direct result of increased staffing, the School has been able to offer a wider range of student choice for Projects and Workshops. During the 2018-2019 school year, SSCPS made further curriculum and staffing changes to support rigorous academics in all subjects. SSCPS now has four Curriculum Coordinators in each subject area, Math, English Language Arts, Science, and History, to support vertical alignment for grades K-12 and horizontal alignments within the subject areas. Now in the second full year of *Wit & Wisdom* implementation, students K-4 have seen an increase in reading and writing across the curriculum. In its third year, *Eureka Math* is fully implemented from grades K-7.

This year the school purchased *Edulastic* as an internal assessment system for math, which may also be used in other subject areas. Science introduced *Full Option Science System* (FOSS) as a new curriculum for students in grades K-4. Students in grade 3 were introduced to the standards-based curriculum frameworks and learned the history of Massachusetts, while students in grade 4 learned about geography. In addition to core subject areas, SSCPS has remained committed to visual arts and music and has retained and increased the learning time.

The mission of SSCPS is to support students to excel academically, while serving their communities and preparing for college and career. Beginning in grade 3, each grade regularly holds town meetings. These meetings are led by students elected by the student body. High school students elect a governing student body and a student representative who is a voting member of the Board of Trustees. The School supports college and career readiness by ensuring that each senior completes a college course requirement prior to graduation, takes Ethics and completes a Senior Project during their senior year. This year every graduating Senior completed an internship as their Senior Project through a wide range of placements that included several schools, local businesses, and hospitals. The School continued its dual enrollment program with Massasoit Community College and offered the SAT on-site this year.

Service learning is an essential principle of the School's mission. At SSCPS students learn how to integrate their learning into service for others. All K-12 students must complete community service requirements. Students at all grade levels are provided with opportunities to create, produce, defend their work, collaborate in teams, and serve specific student roles through service learning and Exhibitions of Mastery. At SSCPS students become involved in the community beyond the school walls and learn about the importance of teamwork, communication, service, and organization. Next year the faculty will codify the service learning component of Projects and Workshops in a coherent way to ensure that service learning remains a central component of our mission.

Amendments to Charter

There have been no amendments requested during the 2018-2019 school year.

Access and Equity: Discipline Data

A. South Shore Charter Public School's student discipline data:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04880000&orgtypecode=5&=04880000&>

B. Data for Student Discipline for the 2017-2018 school year as published on the Department of Elementary and Secondary Education website:

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	951	25	0.6	2.4	0
EL	132	4			
Economically Disadvantaged	206	3			
Students with Disabilities	181	7	1.1	3.3	0
High Needs	450	15	0.9	3.1	0
Female	482	7	0.4	1.2	0
Male	469	18	0.9	3.6	0
American Indian or Alaska Native	4	0			
Asian	43	0			
African American/Black	252	6	1.2	2.0	0
Hispanic/Latino	25	0			
Multi-race, Non-Hispanic/Latino	62	2			
Native Hawaiian or Pacific Islander	1	0			
White	564	17	0.5	2.8	0

Student Discipline data for the 2018-2019 school year:

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	940	19	1.2	1.0	0
EL	115	2			
Economically Disadvantaged	184	8	1.0	3.8	0
Students with Disabilities	157	6	3.8	0.6	0
High Needs	450	15	2.0	1.7	0
Female	468	4			
Male	470	15	1.7	1.7	0

American Indian or Alaska Native	4	0			
Asian	48	0			
African American/Black	275	6	0.4	1.0	0
Hispanic/Latino	36	1			
Multi-race, Non-Hispanic/Latino	64	0			
Native Hawaiian or Pacific Islander	9	0			
White	512	13	2.0	0.7	0

C. Please describe what the school is doing to reduce the use of in- and out-of-school suspensions rates and address disparities of rates among subgroups. Please describe how the school monitors its student discipline systems and processes. If applicable, please describe any recent changes in the school's approach to student discipline.

The faculty and staff at SSCPS have done significant work this school year to find new ways to address disciplinary infractions without excluding students from school. The school has made progress in this area this year as we saw a drop in the suspension rate and less disparity between subgroups. Teachers and administrators from all levels of the school attended training on Restorative Justice practices through the Massachusetts Charter Public School Association last year and early in the fall to guide a change in disciplinary practices. All SSCPS teachers, K-12, attended a Restorative practices workshop during our August professional development. The Assistant Principals created a Climate and Culture Committee that included teachers from every Level. The committee met monthly and supported the implementation of restorative circles in grades 3-12 in an effort to prevent the behaviors that lead to disciplinary consequences in the first place. Students and teachers reported that the circles were productive and effective. This work will continue in 2019-2020 as circles become the basis for Advisory programming in grades 5-12. This model is a natural transition from the Open Circle program used in our K-4 classrooms. The Climate and Culture Committee has also reviewed our disciplinary data. This analysis has helped to inform the changes the group is guiding.

Except for in the case of the most serious offenses, SSCPS has instituted alternative consequences for many infractions that once resulted in suspension. These consequences include Saturday detentions, education surrounding the harm caused by the infraction, and service to the community to repair the damage done by the infraction. In most cases, administrators, teachers, parents, and students meet to discuss the behavior and determine the course of action based on the circumstances. When students are excluded from classes, SSCPS has shifted toward using in school suspension more frequently, despite the logistical difficulties.

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)	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.)
Supporting EL students in an inclusive setting.	Culturally and Linguistically Diverse Schools: Leading for English Learner Equity and Achievement	Matthew Tondorf, Director of Learning Services Angie Pepin, Principal	Teams from multiple school districts.	Developed a plan for ELPAC, developed a professional development plan for supporting diverse learners

Supports charter schools in southeast area in building necessary supports for students with low incidence disabilities and ELL needs	Met twice	Matthew Tondorf, Director of Learning Services	Southeastern MA Cluster Partnership Group	Building and development of necessary staffing, fund allotment, and programming for students with low incidence disabilities and ELL needs
Best Practices	Attended and participated in Business Manager/CFO/COO & Business Manager COP meetings	Kristine Bingham, Director of Finance/HR	Massachusetts Charter Public School Association CFO/COO & Business Manager COP	Networking and shared best practices with other charter school peers
Supports charter schools in southeast in building effective guidance programming	Met monthly and attended by the SSCPS Director of Guidance	Mary Carter, Director of Guidance	Southeastern MA Charter School Guidance cluster	Development of programming across guidance departments to support effective practices
Play in Healthcare Environments and Issues for Classroom Teachers	Taught three classes about helping children make meaning through play	Beverly Bruce, Title I Reading Specialist	Wheelock College/BU	Facilitated undergraduate learning of essential issues for children in healthcare environments
Spoke about designing Inclusive practices and supporting sending district in developing professional development opportunities.	Meet monthly with 15-35 special education directors to discuss policy and hot topics in special education. South Shore Special Education Directors Network	Matthew Tondorf, Director of Learning Services	North River Collaborative	Designing inclusive programming & designing professional development for special education staff.

Academic Program Success

Student Performance

A. South Shore Charter Public School's School Report Card:

<http://reportcards.doe.mass.edu/2018/04880550>

A. Fill out the following table with information from the school report card/statewide Accountability Report. **Please do not provide any data that is embargoed as of August 1, 2019.**

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention Reason for classification: Partially meeting targets	Found here: http://profiles.doe.mass.edu/statereport/accountability.aspx [-] Percentile	Meeting [18] percent of Improvement targets

B. Additional Evidence of Academic Progress:

The 2018-2019 school year saw continued expansion of the Advanced Placement program at SSCPS. The school saw continued expansion in course enrollments. During the 2018-2019 school year SSCPS had a total of 91 Advanced Placement course enrollments. This was an 8 percent increase from 84 course enrollments in the 2017-

2018 school year. Course offerings in the building included AP Statistics, AP Calculus AB, AP English Language and Composition, AP English Literature and Composition, AP Computer Science Principles (alternate years), AP Physics (alternate years), AP Politics & Government, and AP Biology. In addition, students are able to take Advanced Placement courses through The Virtual High School. Three additional Advanced Placement courses, AP Chemistry, AP Calculus BC, and AP United States History will be added for the 2019-2020 school year. This year's score distributions are noted in the following table.

Advanced Placement Course	Number of Exams	Average Score	Range
Biology	19	1.95	1-3
Calculus, AB	15	2.6	1-5
Statistics	5	1.4	1-3
Language and Composition	11	2.82	2-4
Literature and Composition	17	2.29	1-4
AP Computer Science Principles	9	3.0	1-5
US Politics and Government	8	1.88	1-4

SSCPS continued fall PSAT/NMSQT administration for students in grade 11 this year. Students in grades 8 and 9 participated in the PSAT 8/9 in the spring while students in grade 10 took the PSAT 10. Details about student performance on the PSAT are available in Appendix A. During professional development time and department meetings, faculty at the high school level continued work analyzing PSAT data to make adjustments to the curriculum across subject areas reflecting areas of concern on the test. They will continue to work with the spring data at the start of the 2018-2019 school year to meet the needs of the current high school population. This year we added a school day administration of the SAT for our 11th grade students to our spring schedule of testing. All of our 11th grade students took the exam. The data will be used by the curricular teams to improve student performance.

Program Delivery

Curriculum, Instructional Model, Assessment

The 2018-2019 school year has been the second year of implementation for the *Wit & Wisdom* program in English Language Arts (ELA). The School has used funds made available by the ESE Expansion Grant to purchase additional copies of textbooks and storybooks. This meant that all students K-4 had fictional storybooks, and nonfiction science and history books in their hands as teachers taught comprehension, content, and written expression during ELA lessons. Students were able to bring these texts home to share with families and encourage the home to school connections. Elementary teachers were better able to encourage independent reading in the classroom. An assessment schedule for K-4 students was created based on the four module structure of *Wit & Wisdom* and was successfully implemented.

Students in the middle school were given their first chance to participate in the National Spelling Bee. Interested students prepared for the school competition during a tiered class Focused Instruction Time (FIT). An exciting final was supported by the middle school student body. Our first representative proudly achieved 12th place in Massachusetts. High school students demonstrated considerable interest in our first participation in the *National Poetry Out Loud* competition where poems were recited by heart before an audience. In alignment with our K-12 learning model, in the fall and spring 9th graders visited K-2 classrooms to read to our youngest students and support their ELA learning. This year ELA faculty participated in *The Peer Observation Program* which was extended to the middle and high school where teachers observed each other's lessons and gave structured feedback.

A math department goal for the 2018-2019 school year was to improve the data infrastructure, analytic capacity, and to promote a culture where all math teachers make data-informed decisions. Through some research, we

decided to purchase *Edulastic*, a computer-based assessment and monitoring tool. Teachers implemented common assessments for end-of-unit tests to ensure that students are accessing the same curriculum, acquire the same knowledge and skills, and take the same assessments with common expectations and level of rigor. With *Edulastic*, teachers received instant access to the assessment data, were able to monitor student progress, and develop action plans to meet struggling student needs. Teachers participated in data meetings throughout the year and were able to have meaningful conversations centered around increasing student achievement and adjusting the instructional practice.

During the 2018-2019 school year implementation of *Full Option Science System* (FOSS) science curriculum on Level II expanded from a partial implementation to a full implementation in both grades 3 and 4 and through the instruction of all the classroom teachers on this level using a six week on, six week off schedule rotating with Social Studies. The FOSS curriculum promotes student learning and higher order thinking through hands-on investigations and questioning. FOSS encourages our students to use the science and engineering practices to be scientists on their own account through questioning, investigation, analyses and to document their findings and understanding in interactive notebooks. The school supported implementation of the program through monthly science meetings as well as an on-site professional development with FOSS focusing on the key features of the FOSS program. Professional development included support for investigations set-up, student accommodations, note booking and an introduction to the components of FOSSWeb. Teachers in grades K-2 were introduced to FOSS through model lessons in spring of 2019; full curriculum implementation is planned for the 2019-2020 school year.

Kindergarten implemented a new curriculum unit using the book *One Bean*. Teachers in grades 5-8 started using *Edulastic* as an on-line assessment tool to both prepare our students and to gather necessary formative data on student performance in preparation for the grade 5 and 8 Next Generation STE MCAS. In high school, Biology teachers attended a Quantitative Skills for Biology workshop to better assist science students in understanding how to use these important math skills in a meaningful way both in and out of the classroom.

Supports for Diverse Learners

SSCPS believes that students learn in a variety of modalities. SSCPS faculty and staff members are expected to deliver instructional and support services that will be the most effective in helping students achieve their maximum level of success in school. SSCPS continues to provide a continuum of services through the Learning Services Department and frequently assesses and fine-tunes its programs to best meet the needs of the current population. SSCPS remains committed to maintaining fully inclusive programming.

The Learning Services Department continues to comply with all Federal and State Special Education Laws and Regulations and remains committed to meeting the individual needs of all students in the least restrictive setting. One ELL teacher is seeking certification this summer, having worked the previous year under a waiver. One Learning Services teacher is completing their final MTEL and has worked this past year under the supervision of a licensed Special Education teacher. All other Learning Services staff and ancillary service providers are certified, licensed, and/or highly qualified in the State of Massachusetts.

To identify English Language Learners (ELL), SSCPS assesses language proficiency for all new students whose families are identified as speaking a language other than English on the Home Language Survey. SSCPS uses the ACCESS testing to identify the amount of support and level of proficiency for each of the identified ELL students. ELL teachers provide service to students through a combination of in class and small group pull-out support. The ELL Learning Services team is continually adjusting its model of delivery to meet the needs of this rapidly growing population at SSCPS. The ELL department piloted the first after-school support program for Title III students and will continue with the first summer institute to provide additional support this summer. This past year the ELL department spent a great deal of time, starting summer 2018, in developing an ELL curriculum. The ELL teachers in grades K-4, took the new *Wit & Wisdom* curriculum and adapted it to provide support and instruction for our English Language Learners. ESL teachers piloted a new National Geographic Curriculum and grades 5-12 began working on Language Live as another tool to support student language development.

The Learning Services team continues to work to support the growing special education population at SSCPS. Pushing into common planning time and collaborating with the general education teachers helps support the School's dedication to inclusive education. To help increase Tier 1 and Tier 2 supports, special education teachers, general education teachers, and ELL teachers work diligently to provide these supports during FIT time, for all students. This year the scheduling of the FIT block was changed to allow for K-12 service provider to have time slots to service Special Education and ELL students during this block, reducing the amount of time these students spent away from general education coursework.

Social, Emotional, and Health Needs

The South Shore Charter Public School remains committed to the social and emotional health needs of the students, faculty, and staff. This year student leaders in the *Game Change* program completed their third year of participation. Over the past three years a group of 30 high school students and 12 faculty members have been trained in anti-violence strategies. The focus of the training has been on domestic violence prevention and healthy relationships. Using the *Mentors in Violence Prevention* curriculum, students have worked hard over the past three years disseminating their work to students from grades 8 to 12. During a capstone meeting in October, students were presented with the *Game Change Leadership Award* by the Attorney General's Office.

The *Game Change Leadership Award* is just one example of how students at SSCPS take the lead to increase awareness of issues surrounding our students and the society in which they live. Throughout the school year students served as role models and developed educational programming and workshops for their peers. In November the Black Student Union (BSU) and the Gender Sexuality Alliance (GSA) ran presentations to all high school students as part of *Student Awareness Day*. In preparation for the day students designed nine 15 minute sessions addressing issues such as racial profiling, equal opportunity, stereotyping, gender inequality, relationship violence, and the weight of language. During these sessions students engaged their peers in exercises that pushed for others to take on alternative perspectives, careful analysis of situations, and the consideration of historical context and societal influence. The BSU and the GSA continued this work throughout the year on other Levels. In February the BSU presented to Levels II, III, IV, and to the high school faculty. In April the GSA presented to Level IV and participated in *Ally Week* which ended with the *Day of Silence* on May 4, 2019. The work continued during Advisory where students engaged in difficult conversations with faculty and with their peers.

This year the School contracted with Riverside Community Care to enlist the organization's assistance for students and staff to cope with the death of a student in the fall. In addition to immediate counseling services being made available in the aftermath, other services were contracted later in the year. Riverside facilitated faculty and staff meetings and organized coping groups for students. Working with student support services, faculty and staff were able to offer additional emotional support for students who were struggling. In January the School collaborated with Massachusetts Aggression Reduction Center (MARC) to offer a school program in the area of school program in the area of bullying and cyberbullying education and prevention. The School has continued this work with Dr. Elizabeth Englander, a professor of Psychology at Bridgewater State University. MARC training included an assembly for students in grades 7 and 8 and an assembly for students in grades 4 to 6. These assemblies and follow up lessons assist the student population with understanding the social, emotional, and economic impacts of bullying in the classroom.

This year there was an influx of new students at the middle and high school. Faculty and students continue to work together to help acclimate new members of the community to the school culture. The Advisory program on Levels III, IV, and high school, focus on community expectations for the school year. This work is ongoing. New structures, such as providing new students with mentors during an established Focused Instructional Time group, focused on school culture and navigating the unique landscape that is SSCPS.

Organizational Viability

Organizational Structure

During the 2018-2019 school year SSCPS continued the transition to a new administrative structure to meet the needs of a growing student body. The school added four new K-12 curriculum coordinators in ELA, math, science, and history. The School established the Instructional Leadership Team which serves as a vehicle to support teachers and continues the work of curriculum revision and alignment.

Financial Viability

The Operational Budget for FY19 was developed using prior year tuition trend analysis and information gleaned from the ESE tuition revenue projections. This operational budget used \$13,825 per pupil for our projected revenues based on 965 students. The ESE projected in March 2019 that our average ending per pupil revenue will be \$14,584. At the end of the academic school year, the School's enrollment was 941 and the school projects an additional \$453,000 in additional tuition revenues. The school received its 2nd year Charter School Program Grant in the amount of \$200,000 to continue to assist with expansion expenses.

Parent Survey

The results of the Annual SSCPS Parent Satisfaction Survey were based upon 106 responses from approximately 615 families. The 17% response rate is down from last year's response rate of 38%, but closer to the response rate in 2017 of 23%. The bump in responses last year was attributed to families input regarding enrollment increases, administrative staffing changes, and concerns regarding the Parents Association. This year those issues have reached resolution and parent voice has been more focused on the larger picture and strategic planning. Although the response rate was lower this year, the survey results were similar. Data from the survey continues to assist strategic planning, determining educational programming, defining school culture, and determining the School's greatest needs. Families continue to express support for a regulation gym space, athletic fields, and increased outdoor space. The School is aware of the need for a library and learning commons at the high school, and of the need to increase staffing and resources in the area of information technology. Information from the survey will continue to be used to set priorities and plan for next year and the years ahead.

Parent Survey Question 4:

SSCPS offers a rigorous academic program that prepares students well for future schooling.

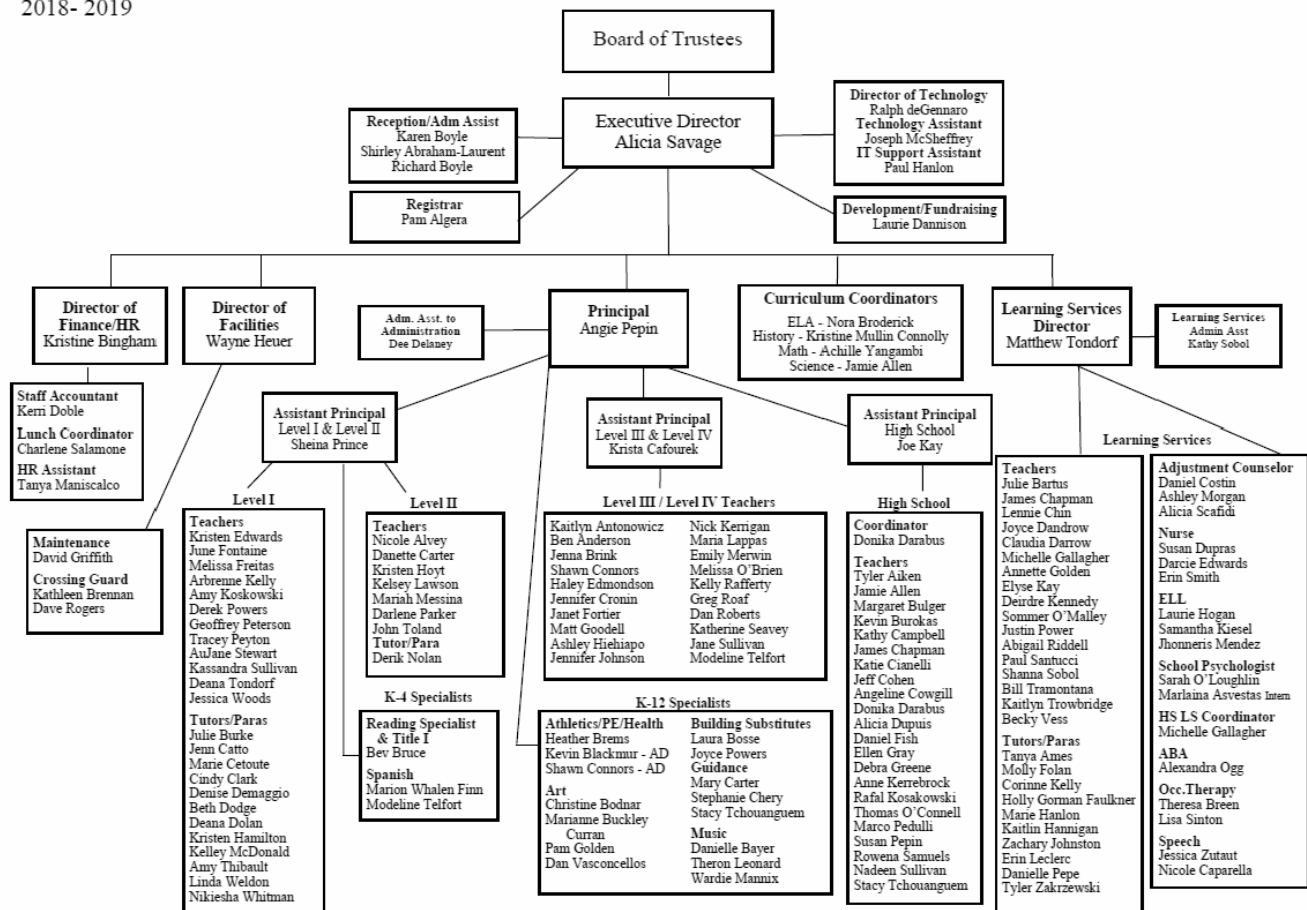
Subject	Agreed/Strongly Agreed 2018	Agreed/Strongly Agreed 2019	+/-
English Language Arts	91.7	92.47	+.77
Mathematics	92.69	93.41	+.72
Science	89.26	90.11	+.85
Social Studies	94.6	94.45	-.15
Spanish	89.11	85.56	-3.55
The Arts	85.07	83.52	-1.55

Survey results indicate the degree to which families approved of the academic programming offered by the South Shore Charter Public Schools. 92.47 percent *Agreed* or *Strongly Agreed* that "SSCPS offers a rigorous academic program that prepares students well for future schooling" in English Language Arts. 93.41 percent *Agreed* or *Strongly Agreed* the same for Mathematics. Both Math and ELA had a higher percentage of parent approval than in FY2018. Another increase in parental support was in Science, with 90.11 percent of parents selecting *Agreed*

or *Strongly Agreed*. A belief that the rigor of the Social Studies program was evident as 94.45 percent of families indicated *Agreed* or *Strongly Agreed*. 85.56 percent *Agreed* or *Strongly Agreed* the same for Spanish and 83.52 percent *Agreed* or *Strongly Agreed* for the Arts, a drop in both cases but well within the margin of error.

Organization Chart

South Shore Charter Public School
2018- 2019



Budget and Financial Reports

Financial Profile

The following five pages show the unaudited draft financial statements for the fiscal year ending June 30, 2019 including depreciation expenses. These include the FY19 Statement of Financial Position, FY19 Statement of Activities and Changes in Net Assets, and the FY20 Approved Operating Budget. The school's independent audit will be completed by October 31, 2019. This audit will be provided to the Department of Elementary and Secondary Education, the Legislature's Joint Committee on Education, Arts and Humanities, members of the SSCPS Board of Trustees, the Office of the State Auditor, and the State Inspector General's office. If you wish a copy, please call the Business Office at 781-982-4202 x106.

UNAUDITED

Statement of Financial Position For the period ending June 30, 2019

DRAFT

CURRENT ASSETS

Cash	\$5,004,809
Deposits & Prepaid Expenses	227,242
Accounts Receivable	21,161
Grants/Tuition Receivable	<u>1,303,280</u>
Total Current Assets	<u>\$6,556,492</u>

Property & Equipment

Furniture & Equipment	\$299,157
Technology	1,217,865
Vehicles	343,974
Building & Improvements	4,992,513
Loan Fees-Old	17,100
Accumulated Depreciation	<u>(2,990,981)</u>

Net Property & Equipment

\$3,879,628

Other Assets

Allowance for Doubtful Accts	<u>0</u>
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TOTAL ASSETS

\$10,436,120

CURRENT LIABILITIES

Accounts Payable & Accrued Expenses	\$1,143,810
Due to Others	87,755
Deferred Rent	348,605
Auto Loan	<u>0</u>

Total Current Liabilities

\$1,580,170

Net Assets (Equity)

Retained Earnings	\$8,425,606
Opening Balance Equity	176,002
Temporarily Designated	14,809

Net Income/Loss

Net Income	<u>\$239,533</u>
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Total Equity

\$8,855,950

TOTAL LIABILITIES & EQUITY

\$10,436,120

UNAUDITED Statement of FY19 Activities and Changes in Net Assets DRAFT

For the period ending June 30, 2019

FY19 APPROVED BUDGET FY19 ACTUAL EXPENDITURES

OPERATING REVENUES:

Tuition	\$13,341,125	\$13,794,658
Grants-State	0	4,363
Grants-Federal	541,204	590,838
Grants-Private	85,000	84,549
Nutrition Funding-State & Federal	86,500	94,487
Program Fees	123,500	117,752
Contribution/Fundraising	15,000	16,322
Interest Income	10,000	61,276
<u>Other-Medicaid Reimbursement</u>	<u>15,000</u>	<u>51,677</u>
Total Operating Revenues	\$14,217,329	\$14,815,922

OPERATING EXPENDITURES:

Administration

Salaries-Administrative Professional	\$143,778	\$119,446
Salaries-Administrative Support/Clerical	159,458	164,247
Salaries-Business Office	189,285	206,957
Salaries-Technology	157,150	160,820
Salaries-Development	58,450	58,450
Accounting-Audit	28,000	35,422
Legal	20,000	18,062
HR/Payroll	50,000	61,751
Other Professional Consulting Services	5,000	38,023
Information Management & Technology	64,256	79,627
Office Supplies & Materials	85,800	89,806
Professional Development (Admin & Board)	13,825	16,182
Dues, Licenses, & Subscriptions	25,000	25,839
Recruitment & Advertising	5,000	6,321
Travel Expenses (Staff & Board)	3,000	13,516
Bank Charges-Current (Short Term)	1,000	1,567
<u>Other: School Wide Events</u>	<u>30,000</u>	<u>41,921</u>
Total Administrative Expenses	\$1,039,002	\$1,137,957

Instructional Services

Salaries-Teachers	\$5,292,910	\$5,542,503
Salaries-Specials	284,040	349,668
Salaries-Instructional Leaders	894,925	731,043
Salaries-Other (Guidance/Counseling/Psych)	480,209	453,240
Salaries-Other LS Prof (Speech/OT/BCBA)	302,252	345,047
Salaries-Other (K-12 Building Subs/Afterschool)	108,720	123,167
Salaries-Paraprofessionals	434,058	445,488
Salaries-Teaching Tutors	217,766	202,497
Salaries-Support/Clerical	127,276	128,172
Contracted Services-Instructional	121,000	105,665
Instructional Tech in Classroom	51,970	79,627
Instructional Supplies & Materials	188,900	297,032
Testing & Assessment	28,800	20,271
Professional Development	72,100	53,630
Dues, Licenses & Subscriptions	2,000	8,731
Staff Stipends in addition to Base Salary	10,000	15,000
<u>Other- Furniture</u>	<u>23,000</u>	<u>43,678</u>
Total Instructional Services	\$8,639,926	\$8,944,459

<i>Other Student Services</i>		
Salaries-Food Services	\$49,395	\$49,935
Salaries-Coaching/Athletics	53,000	44,700
Salaries-Health Services	118,891	134,283
Salaries-Transportation	34,560	34,754
Salaries-Stipends Student Activities	11,750	30,040
Food Services	130,000	127,109
Athletic Services	40,170	31,830
Other-Student Award	3,000	2,750
Other-Field Trips	50,000	58,896
<u>Other-Student Transportation</u>	<u>20,000</u>	<u>20,972</u>
<i>Total Other Student Services</i>	<i>\$510,766</i>	<i>\$535,269</i>
 <i>Operation & Maintenance of Plant</i>		
Salaries-Operation & Maintenance of Plant	\$171,126	143,886
Utilities	213,000	229,937
Maintenance of Building & Grounds	266,700	325,415
Maintenance of Equipment	10,940	16,356
Rent/Lease of Buildings & Grounds	1,219,357	1,337,184
Rent/Lease of Equipment	17,952	18,642
<u>Furniture Replacement</u>	<u>2,000</u>	<u>2,000</u>
<i>Total Operation & Maintenance of Plant</i>	<i>\$1,901,075</i>	<i>\$2,073,420</i>
 <i>Fixed Charges</i>		
Payroll Taxes	\$229,350	\$197,948
Fringe Benefits (includes MTRS in-kind)	1,141,265	3,372,748
Insurance (Non-Employee)	50,000	50,606
Other: Depreciation Expenses	465,000	451,937
Other: Contingency	200,000	0
<u>Other: Short Term Interest/Bad Debt</u>	<u>2,500</u>	<u>3,900</u>
<i>Total Fixed Charges</i>	<i>\$2,088,115</i>	<i>\$4,077,139</i>
 <i>Total Operating Expense</i>	 <i>\$14,178,884</i>	 <i>\$16,768,244</i>
<i>Net Ordinary Income/Loss</i>	<i>\$38,445</i>	<i>(\$1,952,322)</i>
In-Kind Donations	0	1,900
<u>Net Other Income-MTRS In-kind</u>	<u>0</u>	<u>\$2,189,956</u>
<i>Net Income</i>	<i><u>\$38,445</u></i>	<i><u>\$239,533</u></i>
 <i>QUASI CASH PROFIT/LOSS CALCULATION:</i>		
Add back Depreciation	\$465,000	\$451,937
Add back Deferred Rent	40,584	43,368
Less: Capital Technology	(80,000)	(129,263)
Less: Capital Vehicles	(35,000)	(29,294)
<u>Less: Capital Building Improvements</u>	<u>(350,000)</u>	<u>(677,710)</u>
 <i>Subtotal</i>	 <i><u>\$40,584</u></i>	 <i><u>(\$340,962)</u></i>
Restricted for Capital Reserves	(\$50,000)	0
 <i>Total Quasi Cash Reserves Profit or Loss</i>	 <i><u>\$29,029</u></i>	 <i><u>(\$101,429)</u></i>

FY20 Approved Operating Budget

OPERATING REVENUES:

Tuition	\$15,000,000
Grants - State	0
Grants - Federal	378,700
Grants - Private	85,000
Nutrition Funding - State & Federal	96,700
Program Fees	125,000
Contributions/Fundraising	15,000
Investment Income	50,000
<u>Other: Medicaid Reimbursement</u>	<u>30,000</u>
<i>Total Operating Revenues</i>	<i>\$15,780,400</i>

OPERATING EXPENDITURES:

Administration

Salaries - Administrative Professional	\$123,484
Salaries - Administrative Support/Clerical	163,556
Salaries-Business Office	217,858
Salaries-Technology	161,380
Salaries-Development	61,408
Accounting-Audit	30,000
Legal	10,000
HR/Payroll	50,000
Development	1,500
Other Professional Consulting Services	5,000
Information Management and Technology	65,947
Office Supplies and Materials	79,924
Professional Development (Admin & Board)	12,000
Dues, Licenses, and Subscriptions	26,000
Recruitment & Advertising	6,500
Travel expenses for staff/Board	3,000
Bank Charges - Current (Short Term)	2,000
<u>Other: School Wide Events</u>	<u>27,000</u>
<i>Subtotal Administrative Expenses</i>	<i>\$1,046,557</i>

Instructional Services

Salaries - Teachers	\$6,210,042
Salaries - Specialist	275,531
Salaries - Instructional Leaders	700,511
Salaries - Other (Prof Guidance/Counseling/Psych)	508,414
Salaries - Other LS Prof (Speech/OT/BCBA)	313,392
Salaries - Other (K-12 Building Subs)	110,175
Salaries - Paraprofessionals	497,714
Salaries - Teaching Tutors	246,952
Salaries - Support/Clerical	164,258
Salaries - Stipends	51,000
Contracted Services- Instructional	106,000
Instructional Technology in Classrooms	34,276
Instructional Supplies & Materials	158,940
Testing & Assessment	29,350
Professional Development	92,680
Dues, Licenses, and Subscriptions	5,250
<u>Other: Classroom Furniture</u>	<u>28,500</u>
<i>Subtotal Instructional Services</i>	<i>\$9,532,985</i>

Other Student Services

Salaries-Food Services	\$55,383
Salaries-Coaching/Athletics	53,750
Salaries-Health Services	158,152
Salaries-Transportation	43,000
Salaries- Stipends Student Activities	27,000
School Meals	140,000
Health Office Supplies	4,000
Athletic Services	38,670
Other: Student Award	3,000
Other: Transportation (Athletics/Events)	21,000
<u>Other: Field Trips</u>	<u>36,200</u>
<i>Total Other Student Services</i>	<i>\$580,155</i>
<i>Operation and Maintenance of Plant</i>	
Salaries - Operation and Maintenance of Plant	\$215,556
Utilities	274,170
Maintenance of Buildings & Grounds	291,380
Maintenance of Equipment	22,340
Rental/Lease of Buildings & Grounds	1,374,692
Rental/Lease of Equipment	23,708
<u>Furniture Replacement</u>	<u>2,000</u>
<i>Subtotal Operation & Maintenance of Plant</i>	<i>\$2,203,846</i>
<i>Fixed Charges</i>	
Payroll taxes	\$271,699
Fringe Benefits	1,404,688
Insurance (non-employee)	50,000
Other: Depreciation	485,000
Other: Contingency	200,000
<u>Other: Short Term Interest/Bad Debt</u>	<u>5,000</u>
<i>Total Fixed Charges</i>	<i>\$2,416,387</i>
<i>Total Operating Expenditures</i>	<i>\$15,779,930</i>
<i>Total Profit or Loss</i>	<i><u>\$470</u></i>
<i>Quasi Cash Calculation</i>	
Add back Depreciation	\$485,000
<u>Add back Deferred Rent</u>	<u>24,665</u>
<i>Subtotal</i>	<i>\$509,664</i>
Less: Capital Building Improvements	(\$419,000)
<u>Less: Capital Technology</u>	<u>(91,000)</u>
<i>Subtotal</i>	<i>(\$510,000)</i>
<i>TOTAL QUASI CASH AVAILABLE FOR UNRESTRICTED RESERVES</i>	<i><u>\$135</u></i>

CAPITAL PLAN

The South Shore Charter Public School will continue operating in three locations. The main building was built in the early 1980's, is a 53,000 square foot former commercial office building which will serve students in grades K-8. Some of the operating systems are working beyond their useful life and are in need of replacement or energy efficient upgrades. Our High School and some administrative offices are located in additional leased space utilizing 33,904 square feet in the same office park as the K-8 and PE/Art buildings. The school also leases a 3,200 square foot building for our K-12 physical education and art program. The school continues to look for additional space in our high school location for programming. The following is a list of capital expenditures or projects the school will use capital reserves on:

FY20 Current Planned Capital Expenditures

Description Status Schedule	Est. Cost	How Financed?	Reserve \$
In FY20, the school will invest in new capital equipment, technology, and furniture and fixtures.	\$148,000	FY20 Annual Capital Budget	
In FY20, the school will renovate existing music room.	\$20,000	FY20 Annual Capital Budget and private grant donation	
In FY20, the school will upgrade emergency communication system.	\$25,000	FY20 Annual Capital Budget	

K-8 Building System and Equipment Replacements

Description Status Schedule	Est. Cost	How Financed?	Reserve \$
Generator Replacement-Made repairs in FY19. Will look at options to replace in FY21.	\$95,000	Cash Reserves	\$531,784
In FY20 the Cooling Tower will be replaced.	\$120,000	FY20 Annual Capital Budget	
HVAC Heat Pump Replacement-As Needed	\$25,000	Annual Capital Budget.	

K-8 Exterior Improvements

Description Status Schedule	Est. Cost	How Financed?	Reserve \$
Exterior site work is needed for parking lot repaving, relining, curbing and outdoor lighting improvements need to be completed.	\$60,000	Cash Reserves	\$531,784

Masonry work is needed to repoint and repair brick facade of back of building	\$70,000	Cash Reserves	\$531,784
All Buildings-Security Upgrade			
Description Status Schedule	Est. Cost	How Financed?	Reserve \$
The school seeks to improve security at all locations by upgrading all exposed windows and glass doors vestibules with new security glass/film.	\$221,000	The school will research grants to fund this.	\$531,784
Long Range Planning			
Description Status Schedule	Est. Cost	How Financed?	Reserve \$
Long Range goal of purchasing building and fields to support all K-12 programs at SSCPS.	\$25,000,000	Bank Financing	

Appendix A

Accountability Plan Evidence 2018-2019

Faithfulness to Charter

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: SSCPS will provide students with rigorous academics across a broad curriculum combined with project-based learning.		
Measure: Each year a minimum of 95% of SSCPS students will successfully complete Project and Workshop requirements, Portfolio requirements, and the Exhibitions of Mastery.	MET	As evidenced by rubrics for Exhibitions of Mastery, indicators of competency for student Portfolios, and Project/Workshop grades, 99% of students met Project/Workshop requirements, 98% met Portfolio requirements, and 99% successfully completed Exhibitions of Mastery.
Measure: Annually, all high school students, including High Needs students, will have access to Honors and Advanced Placement coursework. One quarter of the DESE classified High Needs students will be in Honors and/or AP courses.	MET	Honors and AP courses are available at every high school grade level. Sixty-three out of 127, or 50 percent, of the High Needs high school students at SSCPS were enrolled in Advanced Placement and/or Honors level coursework for the 2018-2019 school year. This is a nine percent increase from the 2017-2018 school year.
Measure: SSCPS will administer PSATs in grades 9-11 and 90 % of ninth grade students will take the PSAT. SSCPS students will score higher in the	PARTIALLY MET	Sixty-four ninth grade students, or 96%, took the PSAT. This year marked the third year in which eighth graders participated in

aggregate than their grade level peers at the state and national levels as indicated by The College Board data and comparative analysis.		PSAT testing and the first year that 11th grade students participated in SAT school day. In the aggregate students in grades 8, 9, and 10 performed above their national peers. In grade 11 the mean PSAT score was below both the state and national averages. Sixty-eight 11th students, or 92%, participated in the spring SAT school day administration. The mean SAT score for SSCPS students was 49 points above the state average and seven points above the national average.
Objective: SSCPS will continue support the social emotional needs of all students.		
Measure: Annually, 90% of students report feeling physically and emotionally safe at school.	MET	In a climate and culture survey administered to all students in May and June, 90% of respondents (n=596) responded with agree or strong agree to the statement, "I feel safe in my school." The remaining respondents chose disagree or strongly disagree.
Measure: Annually, 75% of new students, with particular focus on incoming students at the upper levels, report that SSCPS feels safer and more welcoming than their previous school.	MET	In a climate and culture survey administered to students in grades 5-12, 75% of respondents (n=51) chose agree or strongly agree in response to the statement, "SSCPS feels safer and more welcoming than my previous school."

Objective: Annually, SSCPS students will all participate in age-appropriate levels of community service as set in the Exit Standards of the Student Handbook.		
Measure: Annually, 90% of all students will meet the community service requirement for each grade level (K-12) as outlined within the student handbook.	MET	95% of students completed their community service requirement. All graduating students met their high school community service requirement of 120 hours.

Academic Program Success (*if applicable*)

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: SSCPS will support college and career readiness through an internship program and community college dual enrollment opportunities.		
Measure: 100% of SSCPS seniors will participate in an off campus Senior Internship Project or Independent Study and present their experience and research to peers and faculty as a requirement for graduation.	MET	All graduating Seniors completed a Senior Project and presented their work to an audience of their peers and teachers.
Measure: 100% of students will complete and achieve a grade of C or better in at least one college level course prior to graduation.	MET	Three students with an IEP waiver in this year's graduating class did not take college level courses. All remaining members of the Senior class met this graduation requirement. This year marked our third year of offering Massasoit Community

		College courses on our campus.
Objective: SSCPS will have an integrated K-12 academic program.		
Measure: The faculty will annually revisit and revise the curriculum both horizontally and vertically to ensure that students meet or exceed the goals set in the Massachusetts Curriculum Frameworks during year long, departmental professional development. The faculty and administration will verify this alignment.	MET	Frequency of department meetings increased from monthly to weekly during the 2018-2019 school year. Teachers worked under the direction of four new curriculum coordinators to ensure that the curriculum is aligned to standards and that it builds to a culminating college level course. This year particular attention was paid to creating a series of formative and summative assessments to measure student progress toward mastery of the state standards.
Measure: 25% of Projects and Workshops will engage in cross-grade level activities over the course of the school year.	MET	Twenty-seven out of 44, or 63% of Projects and Workshops engaged in cross level activities over the course of the year. This activity was recorded on the school calendar and in the end of year reflections completed by Project and Workshop leaders.

Organizational Viability (*if applicable*)

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: SSCPS collaborates with districts and other charter schools to share innovative practices and provide models for best practices.		
Measure: At least five staff members per year will disseminate SSCPS's model by presenting best practices at educational consortiums and conferences.	PARTIALLY MET	Two staff members presented best practices this school year. The Director of Learning Services presented best practices in special education to the Special Education Directors group through the North River Collaborative. The Reading Specialist presented at Wheelock College/Boston University on the role of play in child development.
Measure: SSCPS staff members will collaborate with others in the charter school network and with sending districts on at least four separate occasions to promote best practices for High Needs students throughout the school year.	MET	The English Language Arts team visited classrooms in Hingham and met with teachers to discuss best practices in delivering ELA curriculum to all students with a focus on the secondary level. The Guidance team worked with the Southeastern Cluster of the Massachusetts Charter Public School Association Guidance team on the development of programming across guidance departments to support effective practices for all students. The Director of Learning Services worked with the North River Collaborative Special Education Directors group to discuss best practices and

		<p>professional development surrounding students with special needs. In attending Culturally and Linguistically Diverse Schools: Leading for English Learner Equity and Achievement, the Director of Learning Services and Principal worked with teams from district schools to develop plans for starting an ELPAC and providing professional development for teachers about supporting EL students.</p>
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Recruitment Plan 2018-2019

School Name: South Shore Charter Public School

2018-2019 Implementation Summary

The student population of the South Shore Charter Public School continues to reflect the diversity of all twenty-six sending districts on the south shore. The School continues to recruit and enroll students from a wide range of socio-economic, linguistic, and cultural backgrounds. The School actively solicits prospective students from all designated sending districts, and has seen increasing interest and applications from students in Weymouth, Randolph, and Brockton.

Enrollment demographics illuminate that the *First Language Not English* and *English Language Learner* student populations continue to show the most significant increases over a five-year trajectory. This increase is due to more accurate identification methods as well as increases in these populations. As ESE CHART data indicates, the *First Language Not English* student population has increased from 0.4 in FY12 to 22.1 in FY16, 27.0 in FY17, to 32.1 in FY18, and 36.1 in FY19. Comparatively, statewide this specific student population has shown a smaller increase from 16.7 in FY12 to 19.0 in FY16, 20.1 in FY17, 20.9 in FY18 and 21.9 in FY19. The Comparison Index is 9.4 in FY12, to 11.3 in FY16, 12.9 in FY17, 13.8 in FY18, and 14.7 in FY19.

Weymouth, currently the School's largest sending district, has a *First Language Not English* student population growth of 5.5 in FY12, to 8.6 in FY16, 9.8 in FY17, 10.7 in FY18 and 11.8 in FY19. Randolph, the School's second largest sending district with a higher number of students in the *First Language Not English* category, has a student population growth of 38.0 in FY12, to 35.5 in FY16, 36.6 in FY17, 37.5 in FY18 and dropping to 37.0 in FY19. These four comparative indicators demonstrate less growth in the *First Language Not English* student population than the South Shore Charter Public School. Similarly, the population of students categorized as *English Language Learners* has increased from 0.4 in FY12 to 10.1 in FY16, 15.8 in FY17, decreasing to 13.8 in FY18, and 12.2 in FY19. The slight decrease is due to students moving out of ELL services as determined by WIDA ACCESS scores. Comparatively, statewide this student population has had a smaller overall increase from 7.3 in FY12 to 9.0 in FY16, 9.5 in FY17, 10.2 in FY18 and 10.5 in FY19. The Comparison Index is 3.8 in FY12 to 8.6 in FY16, dropping to 5.0 in FY17, 6.2 in FY18, and 6.3 in FY19. Weymouth has experienced a much smaller overall growth in the *English Language Learner* population, 2.1 in FY12 to 3.1 in FY16, 3.4 in FY17, 3.6 in FY18, and 3.8 in FY19. Randolph has experienced some growth, 10.3 in FY12 to 12.7 in FY16, 12.2 in FY17, 15.7 in FY18, dropping to 15.3 in FY19.

The South Shore Charter Public School has experienced significant growth in the *Students with Disabilities* subgroup. This subgroup was 12.2 in FY12 and has grown significantly reaching 16.2 in FY15. Following the FY15 surge, the School has experienced a slight decrease in students of that subgroup, 14.7 in FY16, 15.7 in FY17, and up again to 16.7 in FY18 and FY19. This number is greater than the Comparison Index of 10.8 in FY12 to 11.3 in FY16, 12.0 in FY17, 12.7 in FY18, and 12.9 in FY19.

In FY15 ESE reformulated the data point resulting in *Low Income* becoming reclassified to *Economically Disadvantaged*.

According to CHART data, the School went from a 19.7 percent eligibility for *Free Lunch* and a 9.2 eligibility for *Reduced Lunch* to a 9.5 student classification in 2015 and a 10.6 percent student classification in 2016 called *Economically Disadvantaged*. In FY17 that indicator was 14.5 percent, in FY18 the indicator is up to 18.3, and in FY19 the indicator is 19.6.

Analyzing CHART data has enabled the School to determine which recruitment strategies have proven successful and how best to enhance what has worked. This year was the third year of the South Shore Charter Public School's enrollment expansion. This allowed the school to enroll more students at all grade levels, particularly in Kindergarten as well as grades seven, eight, and nine. The School has increased the use of social media and online strategies to reach out to communities and all learners. This past year the South Shore Charter Public School participated in aggressive recruitment at the two enrollment open houses, assisting families with the new online application process on the spot. Information was orally presented to families in English and Haitian Creole. The local media was used which included advertisements, calendar postings, and news articles. The School's website was updated to facilitate the application process, means of translation and enrollment could now be done completely online. There was an additional increase in community outreach during the school events including local volunteer and community service initiatives, the road race, art shows and theatre performances, as well as cultural evening celebrations. The School newsletter, the *Weekly Update*, was redesigned this year and made available to prospective families in multiple languages and posted on *Twitter*, *Facebook*, and *Instagram*.

Following this series of intensive recruitment efforts, the total number of applications received was 929. Weymouth was the top applicant district, followed by Randolph and Brockton. Randolph and Brockton remain the School's top sending districts with the highest ELL and FLNE student populations. This year's applicant pool has continued to grow the diversity of the student population.

General Recruitment Activities for 2018-2019

The South Shore Charter Public School actively solicits prospective students from the sending districts of Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, and Whitman. The educational program continues to attract students from all sending districts, of all educational special needs, and with great socio-economic and linguistic variety. Families throughout the south shore understand that the South Shore Charter Public School is a full inclusion school. This approach continues to attract a significant number of families from districts where specific subgroups do not meet the target toward narrowing proficiency gaps.

The South Shore Charter Public School continued and enhanced recruitment strategies that have proven effective in attracting a diverse student population. During the 2018-2019 academic year, the School held two open houses, advertised in the local media, continued to broaden an aggressive social media enrollment campaign, posted informational films from the School, and expanded community outreach through numerous events, including the road race and project-based community service. Both Open Houses were well attended and provided families with the opportunity to apply on the spot. This is the second year of the School's online application process. Those families that were unable to utilize the online application at home were able to do so on site.

General recruitment activities for the 2018-2019 academic school year include:

1. Two enrollment open houses (a Saturday in November and an evening in January)
2. Full use of local media including advertisements, calendar postings, and news articles
3. Promotions on social media and the school website
4. Community outreach events including community service in sending districts, the road race, and evening celebration events including a multicultural celebration night, theatrical productions and musical performances
5. Ongoing posting of the School's newsletter, the *Weekly Update*, on social media platforms *Twitter*, *Facebook*, and *Instagram* which may be translated into multiple languages

Recruitment Plan – Strategies

Special education students/students with disabilities

(a) CHART data	(b) 2018-2019 Strategies
<p>School percentage: 16.7 GNT percentage: 12.8 CI percentage: 12.9</p> <p>The school remains above GNT percentages and above CI percentages</p>	<p>Met Gap Narrowing Target (GNT)/Comparison Index (CI): no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Learning Services Director will continue to attend South Shore Special Education Administrative Council meetings and promote school as a placement opportunity for special education students • IMPACT parent meetings will be held where outreach and recruitment efforts are spread • Learning Services Director and Special Education faculty members will attend all recruitment events including Open Houses with a designated room and informational presentation from the Learning Services Department • Continue informational posts on School's social media pages and website • Reinforce positive relationships with sending districts seeking to reduce the financial impact of special education students within traditional school districts • Utilize resources within MCPSA Model School initiative to improve outreach to prospective families • Host guest speakers with areas of expertise in Learning Services topics for parents and guardians

English Language Learners

(a) CHART data	(b) 2018-2019 Strategies
<p>School percentage: 12.2 GNT percentage: 4.2 CI percentage: 6.3</p> <p>The school remains above GNT percentages and above CI percentages</p>	<p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Increase the venues for formal and informal Title I outreach • Enhance International Food Night and Literacy Night to accommodate a greater number of families and increase cross-cultural interaction • Move International Food Night off campus in Norwell to Stetson Hall in Randolph • Increase dissemination of enrollment information in communities and sending districts where ELL populations are most evident • Maintain website to ensure continued translation abilities • Continue to use and update format of school newsletter that is able to be translated into multiple languages • Develop a school presence on targeted radio stations

Economically Disadvantaged

(a) CHART data	(b) 2018-2019 Strategies
<p>School percentage: 19.6 GNT percentage: 18.7 CI percentage: 23.3</p> <p>The school is above GNT percentages and below CI percentages</p>	<p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Increase website accessibility and electronic application process at school and during open house event • Increase transportation options and provide more detailed carpooling information on website • Target enrollment outreach to sending districts with the highest number of families whose children are eligible for free or reduced lunch

	<p align="center">(c) 2018-2019 Additional Strategies if needed</p> <p>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"> • Continue to reduce or waive athletic fees for students eligible for free or reduced lunch • Increase financial aid for field trips and extracurricular activities • Target to neighborhoods with the highest populations of economically disadvantaged students with a direct mailer (New for 2019-2020)
Students who are sub-proficient	<p align="center">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Continue to work with sending districts to identify students who are struggling within traditional district schools • Provide school tours and transcript reviews prior to admission acceptance • Deploy IMPACT to reach out to families of struggling students in district schools • Continue to promote the school as inclusive at all enrollment events and online
Students who have dropped out of school	<p align="center">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Solicit applications for grades 10, 11, and 12 from local agencies and sending districts • Articulate possible tracks to graduation using dual enrollment, online coursework, and credit recovery • Further develop the School's relationship with Wellspring and sending districts

Retention Plan 2018-2019

2018-2019 Implementation Summary

The South Shore Charter Public school experienced an increased rate of attrition in 2019 from 7.4 percent in FY18 to 12.2 percent in FY19, as of October 1, 2018. The statewide average is 8.4 percent and includes both district and charter public schools. The School's 4.8 percent increase is attributed to some key factors. 1. New students who accepted an invitation, enrolled, but did not attend classes and instead remained in their sending school. 2. Families dissatisfied with the School's increased enrollment. 3. Disagreement amongst members of the Parents Association regarding their leadership in FY18. 4. Families concerned by the increased diversity of the school and/or the inclusion model.

The current retention rate is 87.8 percent. As CHART data indicates, the retention rate for student subgroups is slightly higher. The retention rate for *English Language Learners* is 93.7 percent. This is higher than the statewide average retention rate of 86.7 percent. The School's retention rate for students in the *High Needs* category is 90.6 percent, higher than the statewide average rate of 90.1 percent. The School's retention rate for students in the *Low Income* subgroup has remained the same at 93.5 percent, higher than the statewide average of 89.4 percent. The retention rate for *Students with Disabilities* is 85.8 percent. This is lower than the statewide average retention rate 90.7 percent.

To encourage student retention, the School will continue to offer a wide variety of programming and extracurricular opportunities to engage all learners. Supplemental education services include before and after school tutorials, increased summer support services, free tutoring for students academically at-risk, and extended day opportunities. Students continue to be able to participate in after school athletics and before school music programs.

The music and art programs have experienced their second year of significant growth, with more growth planned for 2019-

2020. The School continues to enhance its unique model of experiential education which is inquiry-based and student driven. Projects and Workshops remain a means of high student engagement and deep exploration of areas of academic, artistic, or musical interest.

Faculty professional development this year was focused on social emotional health as well as curriculum planning and development with a focus on the English Language Arts curriculum *Wit & Wisdom* in grades K-6 and the third year of Eureka Math in grades K-6. This year the School implemented a new science curriculum for the lower grades (FOSS) and will continue with that implementation next year. Last year the School has been a leader and participant in the MCPSA Model School Initiative. This year the focus on targeted instruction for all students through the inclusion model has continued. Yearly professional development includes writing across the curriculum, course development for Projects and Workshops, curriculum alignment to the Massachusetts frameworks, looking at student work and data analysis, and individual, as well as group student goal setting. The School has combined the social/emotional support with increased rigor to give students the tools they will need to succeed in a college preparatory academic setting.

The student to teacher ratio and class size remains small; and class sizes of six to ten students for at-risk populations. During the 2019-2020 school year there will be four kindergarten classrooms with a student teacher ratio of 10 to 1. The student teacher ratio at all other grades will remain low averaging 10.6 to 1.

Parents continue to be recognized as partners in their child's education. In addition to the *Weekly Update*, the School will maintain the website, and increase email communication to facilitate communication. The number of outreach events has remained high. This year, International Food Night was a tremendous success with over 250 attendees. The School's calendar is comprehensive and reflects the interests of all members of the school community.

Overall Student Retention Goal

Annual goal for student retention (percentage):	90 %
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Retention Plan –Strategies

Special education students/students with disabilities

(a) CHART data

School percentage: 14.3%
Third Quartile: 12.3%

The school is above third quartile percentages.

(b) 2018-2019 Strategies

- Encourage families of accepted students to meet with school administration to review and plan for IEP needs before the first day of class
- Continue to use strategies learned in the MCPSA Model School initiative, including school wide professional development to include:
 1. Increased differentiation within the classroom
 2. Developing the inclusive classroom with individual student needs
 3. Target assistive technology to improve student development
- Increase RTI on lower levels
- Small class size for all students, 19 for all kindergarten students
- Three Student Support Teams that identify and support at-risk students
- Data teams and a system of data meetings that identify at risk students and devise interventions, including reading intervention
- Increase summer support services available for students
- Student to student mentoring programs across grade levels
- Increase in Learning Services faculty, including faculty ABA certified tutors
- Increase staffing including related services: OT, SLP, BCBA

Limited English-proficient students/English learners

<u>(a) CHART data</u>	<u>(b) 2018-2019 Strategies</u>
<p>School percentage: 6.3%</p> <p>Third Quartile: 14.3%</p> <p>The school is below third quartile percentages.</p>	<p><i>Below third quartile: no enhanced/additional strategies needed</i></p> <ul style="list-style-type: none"> ● Increase summer school programming ● Continue increased use of Language Objectives in classrooms throughout the School, focus on writing across the curriculum. Include these in goal setting meetings ● Continue to support the School's three full time ESL teachers to meet the needs of the growing ELL population ● Support professional development for all faculty members who have completed the DESE Massachusetts Sheltered English Instruction Teacher Endorsement Course since FY14 ● Direct implementation of SEI strategies introduced in SEI Endorsement course: <ol style="list-style-type: none"> 1. Three tiered vocabulary 2. Sentence frames 3. Identifying and analyzing text features 4. Think aloud strategies 5. Reciprocal teaching 6. Partner reading 7. Modeling text analysis 8. Text structure 9. Double journal entries 10. Cognate study

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

<u>(a) CHART data</u>	<u>(b) 2018-2019 Strategies</u>
<p>School percentage: 6.5%</p> <p>Third Quartile: 13.6%</p> <p>The school is below third quartile percentages.</p>	<p><i>Below median and third quartile: no enhanced/additional strategies needed</i></p> <ul style="list-style-type: none"> ● Increase opportunities for Title I instruction ● Enhanced sponsorship of academic family outreach, including Literacy and International Nights, bringing these nights to the community ● Free after school tutoring for all academically at-risk students in grades 3-10 ● Free after school homework help for income eligible students ● Saturday School for middle and high school students with missing assignments ● Extended day scholarships available for students grades K – 6 ● Computer lab and extra help for all high school students after school ● Increased opportunities for free or reduced rate athletic fees and extracurricular events
<p>Students who are sub-proficient</p>	<p><u>(d) 2018-2019 Strategies</u></p> <ul style="list-style-type: none"> ● Professional development targeted toward increased differentiation within classrooms ● Continued use of additive technology within the classrooms and after school to improve academic achievement ● Continued use of data to establish and analyze student performance in Focused Instructional Time for Response to Intervention all school programming and within classrooms ● Small class size of 6 – 10 students for academically at risk students

	<ul style="list-style-type: none"> • Teacher mentors through a school wide advisory program • Three Student Support Teams that identify and support at-risk students • Data teams and a system of data meetings that identify at risk students and devise interventions, introduction of <i>Edulastic</i> in FY19 • Student support programs offered during the summer to prevent a drop in reading development and math skills
Students at risk of dropping out of school	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Three Student Support Teams that identify and support at-risk students • Increase in guidance positions to broaden the scope of student support • Professional development targeted toward building resiliency in students • Summer support and 360 services available for students • Graduation plans and timelines to include credit recovery, summer college coursework, and online coursework • Outreach to families through home visits and extra-curricular activities • Increased college preparation support through outside agencies
Students who have dropped out of school	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Extensive home visits and ongoing consultation with student and parents • Frequent goal-setting meetings with student and parents or guardians to establish a graduation timeline • Develop a student schedule based upon traditional coursework, online learning, and credit recovery • Increase individual student mentoring through student support services and an advisory program

Appendix C

School and Student Data Tables

South Shore Charter Public School's report card link:

<http://reportcards.doe.mass.edu/2018/04880550>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2019 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	273	29
Asian	52	5.5
Hispanic	44	4.6
Native American	3	.3
White	504	53.6
Native Hawaiian, Pacific Islander	1	.1
Multi-Race, Non-Hispanic	64	6.8
Special Education	173	18.3
Limited English Proficient	140	14.9
Economically Disadvantaged	273	29

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Alicia Savage Executive Director	Responsibility for the day-to-day operation and oversight of SSCPS.	7/1/2010	Current
Angie Pepin K-12 Principal	Educational leader and has responsibility for decisions for grades K-12.	7/1/2018	Current
Sheina Eugene-Prince K-4 Assistant Principal	Assists the K-12 Principal with supervisory and administrative duties. essential to the efficient operation of the K-4 program.	7/1/2018	Current
Krista Cafourek 5-8 Assistant Principal	Assists the K-12 Principal with supervisory and administrative duties. essential to the efficient operation of the 5-8 program.	12/8/2017	Current
Joseph Kay HS Assistant Principal	Assists the K-12 Principal with supervisory and administrative duties essential to the efficient operation of the High School program.	8/1/2017	Current
Jamie Allen K-12 Science Curriculum Coordinator	Provides leadership for planning, development, implementation, and evaluation of all Science instruction and curriculum.	8/1/2018	Current
Hanora Broderick K-12 ELA Curriculum Coordinator	Provides leadership for planning, development, implementation, and evaluation of all ELA instruction and curriculum.	8/1/2018	Current
Kristen Mullin-Connolly K-12 History Curriculum Coordinator	Provides leadership for planning, development, implementation, and evaluation of all History instruction and curriculum.	8/1/2018	Current
Achille Yangambi K-12 Math Curriculum Coordinator	Provides leadership for planning, development, implementation, and evaluation of all Math instruction and curriculum.	8/1/2018	Current
Matthew Tondorf Dir. of Learning Services	Provides oversight to the Sped Dept., 504 Services, student assessment and ESL/ELL Services.	9/1/2011	Current
Kristine Bingham Director of Finance/HR	Responsible for financial, payroll, HR, public procurement, and business aspects of SSCPS.	4/17/2000	Current
Ralph deGennaro Director of Research, Information, Technology, and Communication	Responsible for executing a technology program vision, establish policies, facilitate planning and oversee technology at the school wide level.	8/15/2011	Current
Mark Flanagan	Responsible for building safety and facilities operations and maintenance.	4/28/2008	9/1/2018
Wayne Heuer Director of Facilities	Responsible for building safety and facilities operations and maintenance.	10/8/2018	Current

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for departure
Teachers	90	3	5	Six employees chose to end employment and two part time positions were not renewed
Other Staff	44	3	8	Nine Employees chose to end employment and two employment contracts were not renewed
Administration	22	2	0	Employees chose to end employment

Administration: Alicia Savage completed her ninth year as Executive Director serving the third year of her renewed employment contract through June 30, 2019. In the Spring of 2019, the Board of Trustees approved a three year renewal of the Executive Director's employment contract through June 30, 2022.

Faculty/Staff: In FY19, the school continued with our expansion. With the increase in students, additional staffing was required. The administrative team expanded in 2018-2019 to include the addition of four new K-12 Curriculum Coordinators, a new Director of Facilities, and a new Technology Support Assistant.

The school hired an additional ten teachers, five instructional support staff (aides/para), a new college and career counselor, a part time school nurse, and school adjustment counselor to support the needs of our expanded program. The Learning Services department hired additional Speech and Occupational Therapists and a School Psychologist Intern. Additional one to one aides were needed to work with students needing additional supports. The School had one administrator and six faculty members take FMLA during the year that required long term substitutes.

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2019	14
Minimum number of board members in approved by-laws	12
Maximum number of board members in approved by-laws	18

Complaints to the Board of Trustees - There were no official complaints.

BOARD MEMBERS FOR THE 2018-19 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Leslie Alden	Trustee	Executive Development Chair Personnel	2 three-year	07/2017-06/2020 07/2014-06/2017
Heidi Aylward	Parent Rep	Parent Association	1 one-year	07/2018-06/2019
Kaitlyn Cianelli	Faculty Rep	Development Governance	1 three-year	07/2016-06/2019
Daniel Falkner	Trustees	Finance Ad Hoc Strategic Plan Ad Hoc Facilities	2 three-year 2 two-year	07/2017-06/2020 07/2013-06/2016 07/2007-06/2009 07/2005-06/2007
Peter Farrell	Trustee	Development Governance Ad Hoc Facilities	1 three-year 2 one-year	07/2017-06/2020 07/2016-06/2017 03/2016-06/2016
Bethanie Glass	Trustee	Governance Personnel	2 three-year	07/2018-06/2021 Resigned 5/2019 07/2015-06/2018
Prudence Goodale	Trustee	Governance Chair Development Finance	1 three-year	07/2016-06/2019
Nora Jordan	Trustee	Development	1 one-year	07/2018-06/2019

Emily Merwin	Faculty Rep	Ad Hoc Field Trip	1 three-year 2 two-year	10/2017-06/2020 07/2009-06/2011 07/2011-06/2013
Edwin Rivera	Treasurer	Executive Finance Chair Personnel	2 three-year	07/2017-06/2020 07/2014-06/2017
Jeffrey Seglin	Chair	Executive Ex Officio Member on all Committees	3 three-year	07/2016-06/2019 07/2009-06/2013 05/2006-06/2009
Nancy Seglin	Clerk	Executive Personnel Chair Governance	2 three-year	07/2016-06/2019 07/2013-06/2016
William Smyth	Vice Chair	Executive Governance Finance	4 three-year 1 two-year	07/2017-06/2020 07/2014-06/2017 07/2007-06/2010 07/2004-06/2007 10/2002-06/2004
Molly Sullivan	Student Rep	Ad Hoc Field Trip Governance	1 one-year	07/2018-06/2019
Kathleen Trask	Trustee	Finance Governance	1 three-year	07/2018-06/2021
Vincent Walsh	Trustee	Finance Governance	1 three-year 1 one-year	07/2018-06/2021 12/2017-06/2018
David Whitemyer	Trustee	Executive Chair Ad Hoc Facilities Ad Hoc Field Trip	1 two-year 3 three-year 1 one-year	07/2017-06/2019 07/2014-06/2017 07/2011-06/2014 07/2008-06/2011 07/2007-06/2008

Appendix D Additional Required Information

Key Leadership

Position	Name	
Board of Trustees Chairperson	Edwin Rivera	New
Charter School Leader	Alicia Savage	No Change
Special Education Director	Matthew Tondorf	No Change
MCAS Test Coordinator	Angie Pepin	No Change
SIMS Coordinator	Pam Algera	No Change
English Language Learner Director	Matthew Tondorf	No Change
School Business Official	Kristine Bingham	No Change
SIMS Contact	Pam Algera	No Change

Enrollment

2019-2020 Enrollment Lottery

Action	Date(s)
Student Application Deadline	February 24, 2020
Lottery	March 4, 2020