



Hung Mai
Chair, Board of Trustees

Diana Lam
Interim Head of School

Lowell Community Charter Public School
206 Jackson Street
Lowell, MA 01852

Telephone: 978-323-0800

Fax number: 978-323-4600

Website: www.lccps.org

Contact email: diam@lccps.org

Annual Report

2015-2016

Submitted
July 31, 2016

Table of Contents

Introduction to the School	
Letter from the Chair of the Board of Trustees	
Faithfulness to Charter	1
Mission and Key Design Elements	1
Access and Equity: Recruitment and Retention Plan	6
Dissemination Efforts	6
Academic Program Success	7
Student Performance	7
Program Delivery	7
Social, Emotional, and Health Needs	10
Organizational Viability	11
Organizational Structure of the School	11
Budget and Finance	12
Appendices	18
Appendix A: Accountability Plan Evidence	18
Appendix B: Charter School Recruitment and Retention Plan	21
Appendix C: School and Student Data Tables	26
Appendix D: Additional Required Information	29
Attachments	30
Attachment A: Galileo Data Results 2015-2016	30
Attachment B: Organizational Chart	31
Attachment C: 2015-2016 Professional Development Calendar	32

Introduction to the School

Name of School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	206 Jackson Street Lowell, MA 01852
Regional or Non-Regional?	Non Regional	Districts in Region (if applicable)	N/A
Year Opened	2000	Year(s) Renewed (if applicable)	2005, 2010, 2015
Maximum Enrollment	800	Current Enrollment	760
Chartered Grade Span	K1 – 8	Current Grade Span	K1 - 8
# of Instructional Days per school year	185	Students on Waitlist	335
School Hours	7:50 a.m. – 3:45 p.m.	Age of School	16 years old

Mission Statement

The mission of Lowell Community Charter Public School is to graduate creative, confident and independent thinkers, global citizens and leaders who give back to their community. We will provide a comprehensive education giving students the knowledge, skills and ways of thinking that ensure their success in high school and preparation for the opportunity to go on to college. We expect our students to strive for excellence in academic achievement and personal conduct within a joyful, supportive culture. The diversity within our students, staff, families and community and the many nations from which we come is a source of strength and an opportunity for learning.

Guiding Beliefs

We believe in:

1. *High Expectations:* All children are unique and can learn at high levels when their talents are recognized, supported, and challenged.
2. *Excellence in Teaching and Learning:* Our students are engaged in a rigorous curriculum and meaningful learning.
3. *Nurturing:* Our school must be a safe and nurturing environment for all members of the school community.
4. *Accountability:* The school and the students share responsibility for students' learning and conduct.
5. *Partnerships:* Parents are their children's first teacher and know their children best. The home, LCCPS, and community work together as partners to ensure the education of all children.
6. *Cultural Proficiency:* Integrity, respect, cooperation, and appreciation of diversity are essential to a healthy LCCPS community.
7. *Balance:* Academics, the arts, technology, athletics, and wellness are all important ingredients of a well-rounded LCCPS education.
8. *Contribution:* Our school will prepare students to be life-long learners, creative thinkers, and contributing participants in a multicultural world.

LCCPS Diversity Statement

At LCCPS diversity is valued in everything we do. As a teaching and learning community, our diversity is our strength. We believe in excellence and that by embracing our diversity, we enhance the high quality education we provide to every LCCPS student.

Our vision of diversity is founded upon the following values:

- Cultural competency, or the understanding and respecting of others' cultures, is critical in order to attain academic excellence for all students
- A diverse community of students, parents, and staff is an asset to and a strength of LCCPS
- Diversity includes individual differences (i.e. personality, learning styles, and life experiences) and group/social differences (i.e. race/ethnicity, class, gender, gender identity, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)
- A diverse community promotes creativity, and fosters new ideas and ways of looking at the world
- Diversity is essential for success in the workplace
- Bilingualism and multilingualism are assets

Diversity in Operation

Embracing diversity can only occur if it is present in the everyday life of a school, and at all levels. At LCCPS, we commit to the following practices that embody our belief that diversity is one of our greatest assets:

- Students learn about diversity and diverse cultures, not solely through events but also through having diversity embedded across the curriculum and disciplines
- Diversity of thought is promoted through debate, discussion, and dialogue. Commonalities and differences are intentionally and openly discussed
- School leaders, faculty and trustees engage in developing their cultural competency as part of their regular practice
- The school community is ever mindful of using language that is inclusive, and that does not intentionally or unintentionally demean another's identity
- The school's entrance, hallways, classrooms, and gathering spaces reflect the diversity of enrolled students and the school community
- The professional faculty and staff and the board of trustees represent the diversity present among students, parents, caregivers, and the community



206 Jackson Street Lowell, MA 01852

Phone (978) 323-0800

Fax (978) 323-4600

www.lccps.org

July 30, 2016

On behalf of the Board of Trustees, the faculty and staff, and the families and students of Lowell Community Charter Public School (LCCPS), I am pleased to present this year's Annual Report. This has been a year of great accomplishment and great change at LCCPS, and I am proud to say that the LCCPS community has met the many challenges we have faced with grace and grit. As we enter in to a new era at LCCPS, we can look back at what we have achieved with satisfaction and look forward to a bright and exciting future in which we will continue to serve the diverse community of Lowell with passion and dedication.

In reflecting on the past year, it is clear that we have made great strides in meeting the lofty goals we have set for ourselves as a school community. Many of these achievements came after protracted challenge and required resilience and strength from students, staff and families, and we are inspired and honored by their commitment to LCCPS. Highlights from this year include:

- A 4th year of Level 1 status for LCCPS and strong success on PARCC testing
- The renovation of our newly-purchased middle school space and the opening, in January, of a new middle school wing
- The restoration of our 8th grade class and the graduation of the complete class of 66 students in June
- The successful implementation of a transition program that allowed those students to attend a diverse group of high-performing high schools
- Successful completion of a Coordinated Program Review that encompassed Civil Rights and the ELL and SPED programs and of a Program Review for our Title I and Title IIA programs, all with no major findings – an incredible accomplishment!

It is always important – and especially so during times of transition – to stay focused on our goals and to ensure that we are staying true to our mission. In the coming year, we will be keeping several priorities at the forefront of our work. As we say goodbye to the leader who piloted our turnaround program and welcome an interim head of school in to our community, we are deeply aware of the importance of maintaining consistency and stability for our students and families as we embark on the process of finding a new leader. We are also conscious of the need to maintain the highest standards both in and outside the classroom, even in the face of challenges. This year, we are focused on:

- Searching for and finding a new head of school who will help us continue to grow and develop as a school of excellence in service of our unique and diverse community
- Refining a middle school culture that meets the socio-emotional needs of this unique age group while maintaining a strong focus on academic achievement and leadership development that effectively prepares our students for high school

The history of LCCPS is a story of relentless dedication to the improvement of lives through education. It is a story of obstacles overcome, of perseverance and of strength in the face of adversity. Today, we are in a place of achievement and stability that exceeds anything we could have imagined when the school was founded. As we transition to new leadership, we look forward to growing on that foundation and building on that strength.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Hung Mai', is written in blue ink.

Hung Mai
Chair, Board of Trustees
Lowell Community Charter Public School

Accountability Plan Objectives and Measures

See the chart provided in Appendix A for specifics on the school's approved Accountability Plan for the 2015-2016 school year.

Charter School Performance Criteria Relating to Faithfulness to the Charter

Mission and Key Design Elements

At LCCPS, we are extremely focused on our mission and values. Under the leadership of our Board of Trustees, we have identified and championed three key values that shape our work on a daily basis – leadership, achievement and excellence. In our mission statement, we clarify how these goals shape our practice with students at every level. In the classroom and in our culture, we emphasize high expectations for academic rigor and respectful behavior with a focus on the development of leadership skills, and support for individual student needs. We celebrate our diversity both in and out of the classroom and we work to build a supportive community that engages families and the wider Lowell community in our work and connects our students to the larger world.

We are faithful to our key beliefs and values and all decisions are made in concert with our mission statement and our diversity statement. In 2015, we created a new accountability plan, and so our key design elements have been updated to reflect the position that the school is now in. In 2010, we were a school in turnaround, facing the threat of closure. In 2016, we are in our 4th year at Level 1 and LCCPS is, in so many ways, an incredible success story. The hard work of our Board, our leadership, and our staff, and the support of our families and our community have brought us to a place of great success and we are dedicated to continuing our gains in stability and achievement.

In considering how our school has evolved over the past five years, our new accountability plan reflects some adjustments to our key design elements. The new elements are discussed below.

1. Promotion of Student Leadership Skills

Building leadership skills is one of the cornerstones of our educational model at LCCPS. We follow the Franklin-Covey Leader in Me program at LCCPS, and at the end of last year, we won the designation of Lighthouse School, becoming the first school in Massachusetts to achieve that distinction. This year, we improved our integration of leadership skill-building in the following ways:

- More than 95% of students served in a leadership role during the school year.
- All teachers in grades 1-8 direct taught the 7 Habits during the first 8 weeks of the school year. In the lower grades, activity books, lessons and other activities were used to integrate the Habits into learning and classroom practice. In the upper grades (6-8), students had a dedicated leadership block in their schedules in which they worked on LEAD activities and built leadership skills. Upper grade students began the week with DEAP (Drop Everything and Plan) meetings.
- The 7 Habits are embedded in classroom practice. Teachers receive training on using the habits in lesson plans – such as identifying the habits in the actions of book characters, as well as on rewarding and reinforcing positive behaviors, such as using synergy or being proactive.
- Leadership Days were held for K-3 and 4-8 students separately. The 4-8 students planned and led their Leadership Day, which was enhanced by visits from several community leaders, including State Representative Rady Mom. The K-3 students led their Leadership Day for the first time, and also had a local community leader come in to speak.
- Lighthouse Teams for grades 5-8 were active throughout the year, beginning with elections in the fall. Lighthouse Team students were active in numerous school activities and served as leadership role models for all students.
- All students in grades K-8 kept a leadership notebook in which they set and tracked personal and academic goals. The progress they recorded was shared at student-led parent conferences in the spring.

- 7th and 8th grade students participated in a retreat program at the beginning of the school year that focused on team-building and leadership development. The retreats – a 2-day, overnight program for the 8th grade and a full day for 7th grade – were hosted by Nature’s Classroom.

2. Cultivating and Sustaining Parent Engagement

We believe that parent engagement is critical to maintaining a healthy school community and ensuring student success. We use a number of mechanisms to build and sustain strong relationships with parents.

This year, we developed parent engagement in the following ways:

- A robust and active Lighthouse Parent group which met on a monthly basis to discuss topics of relevance, including the 7 Habits; understanding PARCC scores; bullying and hazing in schools, including new state regulations; volunteer opportunities at LCCPS; the formation of a sports booster program to support fundraising for our athletics department; the building of a new playground at LCCPS.
- Special events for parents and families. One of the most popular of these is our annual International Potluck event, which is attended by more than 200 family members. Other events include Books for Bingo, a literacy event, and the annual Jambra-ree, organized with our local neighborhood association, attended by more than 700 students, parents and community members.
- This year, we participated in the Million Father March in September, in which fathers brought their children to school and greeted all students as they entered. The event was organized as a nationwide drive to engage more fathers in their children’s education, and we had an immensely positive response from the dozens of fathers who took the time to join us that morning.
- Curriculum nights for each grade level. The theme for these tracks to particular subjects that students are studying and the events give parents a chance to engage more deeply with their child’s classroom learning. Hundreds of parents attend each event and students greatly enjoy sharing their learning with their families. Examples include:
 - o 6th grade’s World’s Fair: students prepare a poster board presentation about a particular country and share facts and history of that country with visitors. They also wear traditional clothing, prepare traditional foods and share the arts and culture of the people of the country they studied.
 - o 2nd grade’s Living Wax Museum: students study one particular historical figure and prepare a costume and a presentation about that person and then perform as living wax models of their chosen person
- Parent Conferences – these are offered multiple times throughout the year, including before the first day of school to allow parents to get to know their child’s teacher. In the spring, students lead the conferences, reporting on their grades and progress from their leadership notebooks. This year, more than 95% of parents attended the student-led conferences.
- Classroom and field trip volunteering and attendance at special assemblies - We encourage parents to engage directly with their student’s learning where appropriate and to join classrooms on field trips and at the assemblies we hold throughout the year.
- Please see selected results from this year’s Parent Survey below.

LCCPS June 2016 Parent Survey

The survey is made available in English, Spanish and Khmer. Parents are able to complete it by hand or online. Results are tallied in Survey Monkey.

Item	Responses				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	Agree or Strongly Agree
I feel welcomed at LCCPS.	0.39% (1)	1.16% (3)	28.96% (75)	69.5% (180)	98.45% (255/259)
Staff at the school care about my child's progress.	0.77% (2)	0.77% (2)	34.75% (90)	63.71% (165)	98.45% (255/259)
My child is able to access all school programs.	1.95% (5)	1.95% (5)	40.08% (103)	56.03% (144)	96.10% (247/257)
I am likely to recommend LCCPS to others.	0.39% (1)	0.78% (2)	24.81% (54)	74.03% (191)	98.79% (245/248)
I am satisfied with the overall experience at LCCPS.	0.00% (0)	1.17% (3)	31.52% (81)	67.32% (173)	98.83% (254/257)
I am invited to parent meetings and other events at the school.	0.00% (0)	0.39% (1)	35.41% (91)	64.20% (165)	99.61% (256/257)
I feel that my input and my role as a parent is valued and respected by LCCPS staff.	0.38% (1)	2.69% (7)	40.77% (106)	56.15% (146)	96.92% (252/260)
LCCPS involves families with learning.	0.00% (0)	0.40% (1)	43.08% (109)	56.52% (143)	99.60% (252/253)
I am satisfied with the school's academic program.	0.00% (0)	0.78% (2)	38.37% (99)	60.85% (157)	99.22% (256/258)
My child's teacher(s) knows my child and focuses on him/her as an individual learner.	0.00% (0)	1.94% (5)	37.60% (97)	60.47% (156)	98.06% (253/258)
LCCPS offers its students significant opportunities to learn about the Southeast Asian, Latino, African and other world cultures.	0.39% (1)	1.56% (4)	41.63% (107)	56.42% (145)	98.05% (252/257)
The academic curriculum at LCCPS has a multicultural focus to support our diverse population.	0.00% (0)	2.71% (7)	39.53% (102)	57.75% (149)	97.28% (251/258)
I am satisfied with the bullying policy at LCCPS.	0.79% (2)	3.94% (10)	41.34% (105)	53.94% (137)	95.27% (242/254)
My child is safe at LCCPS.	1.17% (3)	0.39% (1)	37.35% (96)	61.09% (157)	98.44% (253/257)
I expect my child to graduate from college.	0.00% (0)	0.00% (0)	17.69% (46)	82.31% (214)	100% (260/260)

3. Development of Global Citizens, Celebration of Diversity and Mutual Respect

At LCCPS, we know that we are preparing our students for life in a global world. This requires careful attention to the development of academic skills and a love of learning and the nurturing of a respectful school culture, as well as an understanding of diversity. Our approach to classroom instruction and to student discipline is shaped around this balance of academics and culture with a strong emphasis on the celebration of diversity. All faculty and staff are supported to engage with culture development, discipline, and diversity.

Our students come from incredibly diverse backgrounds, with more than 20 countries and languages represented in our community. We consider this diversity to be a source of strength and a reason for

celebration and take opportunities both in and out of the classroom to engage positively with the cultures, heritage and traditions of our community. In 2015-16, we met this key design element in the following ways:

- Our discipline approach is deeply informed by ideas of restorative justice. We focus on the impact of behavior on the community and in giving students opportunities to respond to their own infractions in ways that allow them to rebuild relationships and start fresh. We know that student behaviors arise from a multitude of causes and that students can learn and grow from mistakes. We believe in teaching students the skills that they need to follow rules and engage with their peers effectively, and in making rules and procedures clear and consistent for all students as well as for families. We support students who are experiencing stress and anxiety and work to give them appropriate tools and mechanisms for managing their behavior and emotions as needed. We engage closely with parents in the discipline process and believe that their collaboration is critical to student success.
- We focus on building a culture based on respectful interactions. In the classroom, we use Responsive Classroom strategies, which all faculty are trained on, to reinforce respect and individual engagement. Surveys of parents, students and staff suggest that our students are learning how to respond effectively to conflict and that they feel safe and comfortable at LCCPS.
- We completed an all-staff training on cultural competency at the beginning of the 2015-2016 year. The full day of training by an external expert focused on training staff to be aware of micro-aggressions, privilege and cross-cultural interactions.
- We have an active Diversity and Inclusion Committee. This year, that committee, along with the Board of Trustees, supported the completion of a study on diversity at LCCPS. The results of the study were strongly positive and also provided some recommendations for improvements that would help LCCPS to become a model community in terms of diversity and cultural competency.
- Each year, we celebrate numerous cultures in our assemblies and our curriculum units. This year, we highlighted Hispanic Heritage Month, African Heritage Month, African American Heritage Month and Asian American and Pacific Islander Heritage Month. We also participated in a Khmer New Year celebration at Lowell City Hall and hosted a Global Lowell event night which celebrated Khmer heritage and the Khmer community in Lowell.

4. Rigorous Curriculum, High Quality Instruction with High Engagement in Active Learning

At LCCPS, we pride ourselves on providing a rigorous, consistent, meaningful and comprehensive curriculum with high expectations and engagement for every student. Our curriculum combines a focus on mastery of basic skills with higher level critical thinking skills. Supports and scaffolds are provided for students as needed, but clear and high expectations are held for all. This year, we focused on this key design element in the following ways:

- Continued refinement of the LCCPS ELA thematic units, including our work with Atlas Rubicon. Thematic units have been completed for all grades K-8 in ELA with a schedule for consistent revision.
- Curricular review of our Middle School Science and Social Studies programs and the upcoming adoption and/or pilot of new digital materials.
- Curricular review of our K-8 Math program with the upgrade to the enVision 2.0 program for the 2016-17 school year.
- Adoption of a new literacy assessment, Benchmark Assessment System, that is more aligned with the increased comprehension demands and rigor of the Common Core. Continued implementation of the LCCPS Assessment system with accompanying teacher data analysis.
- Continued focus on writing across the curriculum, including performance tasks developed to target skills within narrative, information and opinion/persuasive writing.
- A robust professional development program that included work with Kagan Cooperative Learning structures to help target and increase student engagement.

- Observation of and feedback to teachers regarding student engagement in the classroom as part of the evaluation process.
- Execution of a school-wide positive approach to PARCC testing and preparation including a PARCC Pep Rally celebration.
- Increased use of technology with a focus on Chromebooks in grades 4-8 to help increase engagement as well as writing and research skills.
- System of supports including team leaders, curriculum leaders and coaches to provide support to teachers struggling with high quality instruction or engagement.

5. Promoting Student Opportunities to Give Back to the Community

Community service is a major focus of our work with students at LCCPS. We believe that service is a critical component of leadership and we have built an ethos of community engagement with students through a number of programs and initiatives at LCCPS, particularly in our middle school program. Our definition of “community” is broad, and we encourage students to look at ways that they can give of themselves both inside and outside the school community. It is also an area where we encourage students to exercise leadership through creative problem-solving and proactive behavior. This year, we focused on building that program and meeting this element of our mission in the following ways:

- We expanded our partnership with Aaron’s Presents, a local non-profit which encourages young people to engage in community service by funding small grants for student-led projects. This year, 91 LCCPS students participated in 32 funded projects and impacted more than 750 people through their work. Projects were widely varied, and included work at animal shelters, gifts for cancer patients at Lowell General Hospital, making blankets for the LCCPS K1 classes, collection of school supplies for schools in other countries and the organization of CPR classes for students.
- 8th grade students were required to participate in and track their community service in their leadership notebooks. Their target was the completion of at least 10 hours, and those that met the target received a special seal on their graduation diplomas. This year, 39 of 66 graduates met their target. As the program is new, we expect that number to rise for next year’s 8th grade class.

Amendments to the Charter

Date	Amendment Requested	Approved by BESE?
July 29, 2015	Update to Expulsion Policy	Yes
April 12, 2016	Update to By-Laws	Pending

Access and Equity: Recruitment and Retention Plan

We are proud of our data for access and equity. We represent the city of Lowell demographics and are meeting the needs of the population that we are committed to serving. (See Appendix B)

Dissemination Efforts

LCCPS staff members were active in dissemination efforts throughout the year.

1. We had a school based team participate in the MCPSA Model Demonstration School initiative. The team worked with a Landmark consultant to develop:
 - Written Expression Tools for the classroom that assist in identifying strengths and weaknesses, planning instruction, evaluating instructional activities, giving feedback, monitoring performance, and reporting progress.
 - Lesson Planning Templates that specifically identify and document the strategies that will be taught in pull out or small group sessions.
 - An FY17 PD agenda that includes having our Coach provide a school wide PD on “Teaching Students with Language Based Disabilities.”
 - A faculty driven workshop called “Windows Into Our Classrooms” (this is our opportunity to share our resources)
2. ELL Teacher Danielle Lavoie and Reading Intervention Teacher Levonne Coughlin won the Sylvia D. Brown Scholarship from the Massachusetts Reading Association for their proposal, “Growth Mindset and the At-Risk Reader.”
3. Staff members from the Wilson School in Manchester, NH visited the school to observe various aspects of LCCPS’ Leader in Me program, including our Leadership Days and our Parent Lighthouse meetings.
4. LCCPS hosted trainee teacher leaders from The Parker School as part of their New Teacher Collaborative training program.

Academic Program Success

Student Performance

Lowell Community Charter Public School's District Report Card Link:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04560050&fycode=2015&orgtypecode=6&>

Program Delivery

Lowell Community Charter Public School has seen a positive increase in MCAS/PARCC scores over the past five years. Student performance continues to improve as LCCPS reached its academic goals set forth by NCLB and DESE requirements. For the 2015 MCAS scores, the school exceeded its PPI goal scoring a 100 in the aggregate. This was especially notable given the school's adoption of the computerized PARCC testing in all grades. The following are a few highlights from the 2015 PARCC results:

- The school moved from the 35th percentile in 2014 to the 66th percentile in 2015 when compared to other schools and districts.
- In ELA and Math, LCCPS made or exceeded its CPI targets in the aggregate and all subgroups.
- In Science, LCCPS exceeded all of its CPI targets which showcased a strong improvement from the previous year.
- LCCPS' percent proficient/advanced for its high needs subgroup exceeded the state as compared to other PARCC districts
- LCCPS' percent proficient/advanced for its ELL subgroup exceeded the state as compared to other PARCC districts.

LCCPS also saw growth measured by additional internal assessments. This was the school's fourth year utilizing Galileo benchmarks as a district measure. The school made significant progress towards its stretch accountability goal (85% of classrooms meeting or exceeding goal) as noted in the chart below. We continue to work with students around computer-based testing especially as we prepare for the transition to MCAS 2.0 and online testing. Additionally, we shifted to the revised Galileo assessments that are more tightly aligned to the rigor of the Common Core as well as the next generation testing platform. We continue to find the test to be most useful to examine the standards mastered in a particular classroom as well as the growth and specific learning targets needed for individual students rather than looking at the student body as a whole in the aggregate. Additional Galileo data can be found in Attachment A.

Galileo Aggregate Results School Year 2015-16		
ELA/Reading Results		
Number of classes	% Not Meeting	% Meeting/Exceeding
36	17%	83%

Galileo Aggregate Results School Year 2015-16		
Math Results		
Number of classes	% Not Meeting	% Meeting/Exceeding
32	0%	100%

The school administered DIBELS, BAS, and Dolch Word testing in addition to unit tests, math fact fluency assessments, writing performance tasks and other quizzes and projects. The following are testing highlights from the year:

LCCPS completed its year three implementation of the LCCPS Dolch system that targets 100% completion of all 220 Dolch words by the end of 2nd grade rather than 3rd grade. All teachers in grades K-2 implemented the new system with strong year end scores, achieving our school-wide 80% target as seen in the chart below with an end of 2nd grade mean of 99% mastery.

Dolch Growth 2015-16

Grade Level	Fall 2015 Mean (%)	Spring 2016 Mean (%)
Grade K	13	88
Grade 1	67	99
Grade 2	94	99

LCCPS completed its first year implementation of the new Fountas and Pinnell Benchmark Assessment System that included a more rigorous assessment of comprehension when compared to the previously used Rigby testing. All teachers were trained in the new assessment and the new embedded textual evidence questioning reflected the additional Common Core rigor. There was an emphasis in guided reading in grades 1-3 with a target of 75% of our students meeting these more rigorous reading goals by year's end.

BAS Growth School Year 15-16		
% Students Meeting/Exceeding Goal		
Grade Level	Fall 2015	Spring 2016
1st Grade	82	90
2nd Grade	69	89
3rd Grade	67	77

DIBELS was administered in all grades K-5. While some of the grades struggled to reach the 80% core target, we saw growth in all grades. Fluency will continue to be a focal point in the coming year.

DIBELS Scores School Year 15-16		
Oral Reading Fluency Benchmark Scores		
Grade Level	FALL 2015 % CORE	SPRING 2015 % CORE
FIRST	n/a	91
SECOND	68	73
THIRD	66	68
FOURTH	77	83
FIFTH	69	72

Academic Program

The Academic Program continued to expand and strengthen during the 2015-16 school year. We saw consistency in our ELA and Math programs and curriculum. Our ELA thematic units continued to build in all grades with a focus on rich literature and informational text and writing across all domains and content areas. Our professional development program supported our academic program efforts through trainings on Kagan Cooperative Learning, Keys to Literacy and guided reading. The following are key changes to the academic program that occurred during the 2015-16 school year:

- Development of the 8th grade curriculum including rich content units in ELA, Science and Social Studies, utilizing the Understanding by Design framework and Atlas Rubicon. Significant efforts were made to tie the program of study with the many lives, backgrounds and experiences reflected by our students and their families.
- Development and alignment of the Middle School Science Program to the new Massachusetts Science frameworks based upon the Next Generation Science Standards. This is a work in progress and will continue into the upcoming school year and will also begin to be addressed in grades K-5 as well. The Middle School will also be piloting a new science textbook in the coming year.
- Further refinement and development of the LCCPS ELA common performance tasks with an emphasis on writing, both more involved process pieces and writing in response to text.
- Adoption of a new reading level assessment, the Benchmark Assessment System, and a continued focus on guided reading through professional development and coaching.

- Curricular review of the Middle School Social Studies and the subsequent decision to purchase an updated digital textbook series to further our work with the Chromebooks and technology integration as well as bolster our already developed units.
- Development of PARCC-aligned performance tasks and a PARCC preparation framework that was aligned with the PARCC evidence statements as well as the LCCPS thematic structure.

Support Services Program

The Student Support Services department worked hard this year on refining and expanding services for our students. We also worked on developing and disseminating new strategies and managing a state audit. Here are some highlights from our year:

1. Completed a successful onsite CPR Audit. Out of 59 possible criteria, there were 3 partially implemented findings. DESE has accepted our Action Plan, which we will implement beginning in September 2016.
2. We had a school based team participate in the MCPSA Model Demonstration School initiative. The team worked with a Landmark consultant to develop:
 - Written Expression Tools for the classroom that assist in identifying strengths and weaknesses, planning instruction, evaluating instructional activities, giving feedback, monitoring performance, and reporting progress.
 - Lesson Planning Templates that specifically identify and document the strategies that will be taught in pull out or small group sessions.
 - An FY17 PD agenda that includes having our Coach provide a school wide PD on “Teaching Students with Language Based Disabilities.”
 - A faculty driven workshop called “Windows Into Our Classrooms” (sharing resources and practices)
3. Continued our social skills development and training. We purchased the Zones of Regulation Curriculum and had a consultant support the implementation. Related Service Providers will be expected to implement the program independently in FY17.
4. Restructured the Child Study Teams (K1-4 and 5-8) and facilitated training between the existing team and the new team.
5. Ongoing Consultation from our BCBA: Improved data collection, Case Conferences for teams to learn strategies to support students with intensive needs and FBA reports to identify the appropriate recommendations.
6. Assistive Technology Consultant: Improved supports and tools to assist students to access the curriculum. The consultant provided more student centered supports to enhance the previous teacher training.
7. Added a part- time Certified Occupational Therapy Assistant to support the growing needs of sensory integration for our Elementary Students.
8. Parent Outreach: Provide several parent workshops to support generalization of skills for our challenging learners. Social thinking workshop and Assistive Technology In-service.
9. Piloted a successful Tutorial Support Classroom. The purpose of the tutorial room is to support those identified students whose disability may be impacting their behavior which is resulting in the loss of learning time. The focus is to provide the student with an opportunity to access their strategies, review expectations and reduce lost learning time.

Middle School Transition Program

As part of the LCCPS expansion, we included the 5-8 grades and worked to build a strong middle school culture that motivated, excited and provided rigorous curriculum along with high expectations for behavior and conduct. We worked on building a strong team for consistency and leadership building skills for our students. There were some added layers that were built in 2015-2016, which included:

- The Director of High School Transition supervised a mentoring program for the 7th and 8th graders. This program matched 3 to 5 students per adult with faculty and staff members in the school community. Staff members worked with students on their goal setting and communication skills.
- Our 8th graders attended a once per week advisory class that was facilitated by the Director of High School Transition. During this class, the students built their communication, assertiveness and goal setting skills. Students learned the importance of a resume and how to write a resume. Students were also taught financial management by our community partner, Jeanne D ’Arc Credit Union.

- The upper middle school students were encouraged to participate more actively in service to their community. 8th grade students who completed more than 10 hours of community service received a special badge on their diploma. 39 of those students completed their 10 hours. In total, more than 90 7th and 8th grade students participated in a community service activity either within the school or in the community.
- This year, we instituted a Career Week where our 8th graders were allowed to pick the career of interest and were matched with community organizations that matched the student's interest. Students were able to spend a few hours during the day in the workforce of their choice, accompanied by a staff member from LCCPS.
- Our 8th grade students attended high school fairs at the Pike School in Andover and Lowell Catholic High School, Lowell and visited Lowell High School and Greater Lowell Technical High School. Students who were interested in Catholic schools and other forms of private school participated in shadow days at those high schools.
- We continued to spend a significant amount of time communicating with our parents and students about high schools. We had 33 families attend the private and public school parent/student meetings. We continued to reach out to admissions offices and resource centers in Lowell to help with our transitioning to high school efforts.
- This year, we graduated sixty-six 8th graders; 23 students will be attending the Greater Lowell Technical High School, 1 attending Central Catholic, Lawrence, 6 will be attending Innovation Academy Charter School, Tyngsboro, 2 attending Dracut High School and 34 students will be attending Lowell High School with 6 acceptances to the Lowell High School Latin Lyceum.

Extended Day Programs

The Extended Day Program serviced 234 students in the evening and 81 students in the morning programs for K-8 graders. We didn't service K1 students this year, as we felt it was too long of a day for them on top of our full-day K1 program. The EDP supports students with homework assistance and extracurricular activities outside of the classroom. Here are some of the activities that were part of the program:

- **Performing Arts:** African Dance, Khmer Dance, Chorus, African Percussion, Spanish Dance and Drama Club
- **Sports Programs:** Girls & Boys JV & Varsity Basketball, Volleyball, Cross Country, Track & Field and Cheerleading
- **Enrichment activities/clubs:** Debate Club, Chess Club, Girl's Inc., Girl Scouts, Green Dragons (martial arts and wellness), Science Club, Cartooning Club, Step Team and Community Service.

Social, Emotional and Health Needs

This year, LCCPS created the position of Director of Student Engagement, which enhances the work done previously by the Behavior Specialist. This leadership team member oversees student discipline and student culture and manages a team of behavior specialists. Our discipline approach, as described elsewhere, is heavily influenced by ideas of restorative justice and community building. We are also strongly focused on meeting the needs of diverse learners and maximizing learning time while still being rigorous in terms of our expectations of student conduct. This year, we created a tutorial room to support learners with identified needs, clarified and updated policies to align with changes to relevant discipline laws and worked to embed a strong middle school culture which supports students as they grow from elementary and toward the transition to high school. We are proud of the parent and student survey results that show that our students and families feel that they are safe, welcome and supported at LCCPS.

Our Student Support Services department includes a counseling team and two school nurses. The counseling team works with identified students on an individual basis and also assists classroom teachers in developing strategies for reducing disruptive behaviors and improving classroom environments. The department has also developed strong relationships with local service providers, including Lowell Community Health Center, the Lahey Mobile Health Center, South Bay Mental Health and the Department of Children and Families. A mobile dentist visits the school twice a year and vision testing and other screenings are performed annually.

Our Leader In Me program, described elsewhere, contributes strongly to social and emotional well-being for our students, as does the use of Responsive Classroom and other strategies for creating positive and engaged classroom environments. We also have a robust extra-curricular program, described above in the section titled, "Extended Day Program".

Organizational Viability

Charter School Performance Criteria Relating to Organizational Viability

Organizational Structure of the School

In 2016-17, we will be focused on the search for a new permanent head of school. We have brought on an Interim Head of School to cover the period until the search is complete. Our Director of Strategic Advancement also resigned at the end of the 2015-2016 year. However, the rest of the leadership team remains unchanged. There have been minor changes and some reorganization within departments during the school year. The revised organizational chart for 2016-2017 is in Attachment B.

Educator Evaluation

LCCPS uses an evaluation system that is an adaptation of the MA DESE system.

A. LCCPS has one year and two year plans

1. Two year evaluation plan for teachers who are assessed as proficient or exemplary
2. One year plan for teachers assessed as
 - a. Developing Educator
 - b. Experienced teacher who is new to LCCPS or has a new position
 - c. Any teacher who has been assessed as Needs Improvement

B. The LCCPS system is organized around a five-step cycle required to build capacity for reflection, goal setting and high expectations.

1. Self-Evaluation
2. Analysis, Goal Setting, and Plan Development (includes team and individual goals)
3. Implementation of the Plan
4. Formative – mid-cycle assessment / Evaluation
5. Summative – end of year Evaluation for every teacher is determined, even for those on a two year plan. However, their summative report is at the end of two years
6. LCCPS added a goal/evidence reflection form for educators to complete, which begins the self assessment process for the next year.

C. Performance Rating Scales

The ratings are:

- Exemplary, Proficient, Developing, Needs Improvement, and Unsatisfactory
- LCCPS uses several different assessments to evaluate student growth data as well as feedback from our annual parent survey, and peer and student feedback as additional factors in our calibration meetings to determine educator ratings. This process takes into consideration all factors of educator effectiveness and our Head of School, Assistant Head of School, Achievement Specialist, and Director of Student Support Services agree on the final ratings with the Head of School having the final decision.

D. Educator Evaluation Training is offered several times a year for Evaluators and Educators

E. Observations at LCCPS are performed by any of the academic leadership team. Observations are frequent and unannounced; announced observations can be requested by either the Evaluator or the Educator. Observations occur in the classrooms, at meetings, at professional development, in the hallways and at assemblies. They are meant to be inclusive of all aspects of behavior and classroom management as well as teaching practice and commitment to the school and professional development as an educator.

Budget and Finance**Unaudited FY16 statement of revenues, expenses, and changes in net assets (income statement)**

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL
STATEMENT OF REVENUES, EXPENSES
FOR THE YEAR ENDED JUNE 30, 2016
UNAUDITED

OPERATING REVENUES

Tuition reimbursement	\$ 10,672,205
Federal and state grants	593,954
Nutrition revenue	569,784
Medicaid reimbursement income	142,827
Before and after school program income	95,607
Total operating revenues	<u>12,074,377</u>

OPERATING EXPENSES

Salaries	7,394,659
Payroll taxes	308,898
Fringe benefits and staff development	1,026,628
Office supplies and expenses	151,594
Professional development	38,102
Dues, subscriptions and licenses	33,897
Recruitment/advertising	34,080
Travel staff/board	68,754
Contracted and professional services	255,540
Instructional technology	68,119
Educational services, supplies and expenses	264,028
Testing and assessment	25,532
Depreciation and amortization	252,075
Food services	447,385
Athletic and student services	49,896
Telephone and utilities	242,024
Maintenance of buildings and grounds	189,061
Facilities and occupancy costs	868,900
Interest expense	343,340
Insurance expense	30,095
Miscellaneous	-
Total operating expenses	<u>12,092,605</u>

OPERATING INCOME (LOSS) (18,228)

NON-OPERATING REVENUES AND EXPENSES

Private grants	95,000
Contributions and other income	419,762
Rental income	-
Interest income	1,578
Contribution expense	-
Fundraising expense	(18,587)
Debt issuance costs	-
Total non-operating revenues & expenses	<u>497,753</u>

CHANGE IN NET POSITIONS 479,525

Statement of net assets for FY 16

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL
STATEMENT OF NET POSITION
June 30, 2015
UNAUDITED

	<u>2016</u>
	Lowell Community Charter Public School
CURRENT ASSETS	
Cash and cash equivalents	\$ 1,545,826
Accounts receivable	78,091
Grants receivable	31,732
Prepaid expenses	43,361
Due to/from component unit	82,956
Note receivable - Friends #1 - current portion	173,277
Note receivable - Friends #2 - current portion	<u>75,473</u>
Total current assets	<u>2,030,715</u>
NONCURRENT ASSETS:	
Lease deposit	
Note receivable - Friends #1 - net of current portion	6,529,296
Note receivable - Friends #2 - net of current portion	845,805
Property and equipment, net	<u>4,015,928</u>
Total noncurrent assets	<u>11,391,030</u>
	<u>\$</u>
TOTAL ASSETS	<u>13,421,745</u>
CURRENT LIABILITIES	
Line of credit	\$ -
Accounts payable	125,895
Accrued expenses	579,787
Deferred revenue	69,457
Mortgage payable - Boston Private - current portion	187,196
Mortgage payable - Lichoulas - current portion	73,000
QZAB - LCCPS #1 - current portion	132,000
Mortgage payable - LCCPS #2 - current portion	
Total current liabilities	<u>1,167,336</u>
NONCURRENT LIABILITIES	
Mortgage payable - Boston Private - net of current portion	6,654,527
Mortgage payable - Lichoulas - net of current portion	848,277

Bond payable - QZAB	2,696,066
Long Term Lease of Equipment	2,337
Mortgage payable - LCCPS #2 - net of current portion	
Total noncurrent liabilities	<u>10,201,208</u>
 TOTAL LIABILITIES	 <u>11,368,544</u>
 NET POSITION	
Investments in capital assets, net of related debt	1,573,666
Unrestricted	<u>479,525</u>
 TOTAL NET POSITION	 <u>2,053,191</u>
 TOTAL LIABILITIES AND NET POSITION	 <u>\$</u> <u>13,421,735</u>

Approved School Budget for FY17

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL
FY17 ANNUAL BUDGET
BOARD APPROVED 6/30/2016

OPERATING REVENUES

Tuition reimbursement	10,266,451\$
Federal and state grants	747,536
Nutrition revenue	570,000
Medicaid reimbursement income	140,000
Before and after school program income	95,000
Total operating revenues	11,818,987

OPERATING EXPENSES

Salaries	7,625,074
Payroll taxes	308,000
Fringe benefits and staff development	1,076,335
Office supplies and expenses	190,000
Professional development	34,500
Dues, subscriptions and licenses	34,000
Recruitment/advertising	14,500
Travel staff/board	65,400
Contracted and professional services	203,332
Instructional technology	76,000
Educational services, supplies and expenses	312,589
Testing and assessment	27,500
Food services	451,000
Athletic and student services	45,000
Telephone and utilities	219,500
Maintenance of buildings and grounds	50,000
Facilities and occupancy costs	870,557
Interest expense	28,413
Insurance expense	35,000
Miscellaneous Contingency	30,000
Total operating expenses	11,696,700
OPERATING INCOME (LOSS)	122,287

NON-OPERATING REVENUES AND EXPENSES

Private grants	85,000
Contributions and other income	60,000
Interest income	2,000
Fundraising expense	(15,000)
Total non-operating revenues & expenses	132,000
	254,287

CHANGE IN NET POSITIONS

Lowell Community Charter Public School FY2017 Capital Plan

Below, we have identified all planned capital projects in progress or expected to be initiated within the next ten years.

Acquisition of Real Estate

As of June 12, 2015, LCCPS purchased our property that we currently occupy along with 18,000 square feet on the 3rd floor in Mill 5 (the buildings we occupy are referred to as Mill 5 and Mill 6). In addition to that space, we also purchased 40,250 square feet of vacant land on Middlesex Street. The cost of the acquisition was \$8.2M. We plan on building a gymnasium on the land within the next eight years which will be funded through a capital campaign. We are in the process of completing \$3.3M in renovations that includes the installation of an elevator, adding 10 classrooms for grades 7 and 8, adding fire safety stairs to the third floor and making Mill 5 accessible to all, including access to the playground and sound mitigation between the 3rd and 4th floor. The 3rd floor space was opened for student use during the 2015-16 school year.

Technology Plan

We are continuing to improve our computer-to-student ratio in preparation for online testing, i.e. PARCC and Galileo. Additionally, we are expanding the iPad program to include grades K-4. Priorities include:

- Continue deploying and expanding iPad and Chromebook program
- Buy apps for reading intervention
- Purchase and deploy more iPads for grades K-3
- One-to One Chromebook program for the fourth and fifth grades
- Maintain a Chromebook for each sixth, seventh and eighth grader
- Ongoing training for teachers and students
- Management system for the Chromebooks and iPads
- Initiate a Parent Portal where parents can track/view performance of their child
- Enhance website
- Increase wireless performance and internet performance throughout the school

Current Status

The 4th and 5th grade Chromebooks have been purchased. The iPad and wireless bases will be ordered and will be installed or set up by the first trimester. The additional Chromebooks have been ordered and will be set up by the last week of August.

Information on how LCCPS will Finance the Project

The estimated cost will be approximately \$100,000 and will be 100% financed through the school's operating budget, using funds raised through grants and taking advantage of E-rate when possible.

Facilities Update

- 1) Playground:
 - a. LCCPS will be installing a new playground structure this year. This project will be installed on the existing playground area.
 - b. The area is currently a paved lot with basketball hoops and benches. We have received two quotes to erect a structure suitable for grades K – 6.
 - c. This project will be funded by a grant we received from the Parker Foundation and matching funds the school raised over FY16.
- 2) Sound mitigation
 - a. LCCPS is installing a soundproof barrier between the 3rd floor and 4th floor in Mill 5 which houses the 7th and 8th grade students.
 - b. The work began on June 26th and is expected to be completed by August 5th.
 - c. This project is funded by the QZAB funds the school received last year for the renovation of Mill 5.
- 3) Installation of a new cost effective heating system that is state of the art, using high efficiency units that will allow us to control the temperatures in the classroom. The replacement of our obsolete hot water boilers will

result in a significant gas and electric savings to the school. Our goal is to provide a high quality learning environment for our students.

- a. We have installed the new heating system and 3 air handlers. We plan on replacing 7 more air handlers within the next 3 years.
- b. The cost will be budgeted through our capital budget.

4) Bathrooms

- a. The boys and girls bathrooms in the 2nd and 3rd grade wing of the primary school will be updated and made handicapped accessible.
- b. This work is planned for the summer of 2017.
- c. The cost will be budgeted through our capital budget.

Appendix A

Accountability Plan Evidence

Objective: LCCPS will promote the development of leadership skills for all students			
Measure:	Kinds of data gathered/data collection plan:	Met / Not Met	Evidence
95% of students in grades 3-8 will perform a minimum of one leadership role during each academic year.	Leadership roles at LCCPS range from classroom jobs in the lower grades to specific roles which have job descriptions and must be applied for by students in the upper grades. Appointment to the roles may be competitive. Examples include photographers at school events, greeters, tour guides, leaders of committees, membership in Lighthouse team or student council, etc. Leadership roles will be tracked through entries in individual student leadership notebooks, a copy of the application or of the confirmation that a student has been chosen for a job. The school tracks student leadership roles school-wide and graphs the progress throughout the year based on teacher reporting.	Met	Students track their leadership roles in their leadership notebooks and the data is tabulated.
Each spring, 95% of students in grades 3-8 will lead a parent teacher conference, reporting on their goals and progress.	Every student will lead a parent/teacher conference at the April report card meeting. Teachers will facilitate the conference by preparing students for the meeting. Student-led conferences will be tracked by teachers through an entry in student leadership notebooks and using our report card conference tracking forms.	Met	735/773 (95%) parents attended the student led conferences. Parent attendance is tracked in leadership notebooks.
At least 40% of parents will respond to a parent survey in the spring. Of those surveyed, 75% answer affirmatively that their child's awareness of leadership skills has increased due to the Leader In Me program and school focus on leadership.	This survey item will be part of the annual spring parent survey or part of the student led conference. "My child's awareness of leadership skills has increased due to the school's focus on leadership." Possible Responses: Strongly Agree/Agree/Disagree/Strongly Disagree	Met	The parent survey is tabulated online each year. More than 250 (over 40%) parents answered the survey and more than 93% of parents responded positively to this question.
Each spring, there will be a student-led assembly that celebrates student leadership. Student leadership awards will be given at this assembly – there will be two such awards for each grade level.	The yearly calendar will include this assembly; a program from the assembly will be kept on file, along with a list of leadership award winners. Students are nominated by faculty and staff. The LCCPS Lighthouse team makes the choice based on a common set of criteria after reviewing the nominations.	Met	There were two leadership assemblies this year – one for the primary school and one for the middle school. Both were student led and leadership awards were presented in both assemblies.
Each year, the school will be recognized for evidence of student leadership by an external source.	LCCPS will attain and maintain Lighthouse status as granted by Franklin Covey Education, The Leader In Me, a recognized authority in leadership education. This status will be reviewed and re-granted on an annual basis.	Met	The school maintained its Lighthouse status this year. This status is conferred by Franklin Covey Education.
Objective: LCCPS will create a culture and environment which fosters a celebration of diversity, with respect and understanding of world cultures as well as global awareness.			
Measure:	Kinds of data gathered/data collection plan:	Met / Not Met	Evidence
The school will hold 5 cultural celebrations, highlighting Khmer, Latino, African, African-American themes and one global theme during each academic year that will engage the K-8 student population.	The school calendar will include these cultural celebrations and programs and other materials from the assemblies will be maintained.	Met	All of these celebrations were held. Records are maintained through the school calendar and by the cultural events coordinator.
80% of 7 th and 8 th grade students will answer affirmatively that the school fosters a sense of cultural understanding, personal identity and leadership. 95% of 7 th and 8 th grade students will take the survey.	These items will be part of the annual student bullying survey. "At LCCPS, I learn more about myself and others." "At LCCPS, I learn about leadership skills." "At LCCPS, I learn about cultures that are different from mine." Possible Responses: Strongly Agree/Agree/Disagree/Strongly Disagree	Not Met	These questions were inadvertently not entered in to the bullying survey for this year. They will be entered for next year.
90% of faculty will participate in two professional development opportunities that will build their cultural competence each academic year.	Attendance at professional development events is tracked and maintained by the Human Resources department.	Partially Met	There was one all day, all staff intracultural conversations training during orientation. Attendance was recorded.

Objective: LCCPS will sustain a culture that values and builds parent engagement			
Measure:	Kinds of data gathered/data collection plan:	Met/Not Met	Evidence
90% of parents/families will attend two parent–teacher conferences each academic year.	Parent attendance will be tracked with a parent conference attendance form and by the collection of signed report cards. There are three possible conferences: August, before school begins; October and April parent teacher conferences. The April conference is a student-led conference	Met	More than 90% of parents attended conferences this year. This data is retained using a parent conference attendance form.
At least 40% of parents will take the parent survey. Of those parents, 80% will answer affirmatively that they are satisfied with the communication efforts made by the school.	This question will be part of the annual parent survey. “I am satisfied with the school’s efforts to communicate with families.” Possible Responses: Strongly Agree/Agree/Disagree/Strongly Disagree	Met	The parent survey is tabulated online each year. More than 250 (over 40%) parents answered the survey and more than 98% of parents responded positively to this question.
The school will offer 5 training/education workshops each academic year and a minimum of 100 parents will attend these workshops each year (in total).	Attendance will be tracked for each workshop and materials from the workshops will be maintained. Examples of workshops: Literacy workshop titled Books for Bingo, a family literacy bingo night; workshops targeted at special education needs such as social thinking activities and theory; Leader in Me workshop to teach parents the 7 Habits; Wellness and Health concerns: Asthma workshop; academic workshop on state testing; cyber safety workshop.	Met	Parent attendance is tracked for all meetings. More than 100 parents attended the numerous meetings and workshops held throughout the year.
Objective: LCCPS will provide high quality instruction, rigorous and content-rich curriculum to promote high engagement in active learning			
Measure:	Kinds of data gathered/data collection plan:	Met / Not Met	Evidence
100% of teachers will be observed and receive feedback regarding student engagement during each academic year. 90% of teachers observed will show high (3, 4 or 5) levels of student engagement.	These observations will utilize the observation checklist in TeachPoint, a specific rubric for student engagement in class with scores ranging from 1 to 5. 1: Class is unengaged, fewer than 25% actively engaged 2: Class is partially engaged, up to 45% engaged 3: Class is engaged, asking questions, doing the work, participating – at least 65% 4: Class is highly engaged, fewer than 20 % are unengaged, or not participating 5: Class is fully engaged, nearly 100% actively participating and actively involved	Met	All teachers were observed and received feedback this year. Observation data is tracked in TeachPoint.
Objective: LCCPS will share strategies with local and state school leaders used to close the achievement gap; LCCPS will share strategies for building a culture of leadership; LCCPS will continue to share our approaches to building a culture that celebrates diversity			
Measure:	Kinds of data gathered/data collection plan:	Met / Not Met	Evidence
Each year, a minimum of 2 school leaders will present at local or state meetings regarding best practices.	Materials from presentations will be maintained.	Not Met	This year, school leaders were not able to fit these presentations in to their schedules. Other school staff made presentations and contributed to dissemination efforts.
During the term of the charter, LCCPS will host three meetings to share best practices with local and state educators.	Materials from presentations will be maintained along with attendance logs for these events.	Not Met	This will be met later in the charter term.
Leadership will contribute to a blog on best practices and the wider educational community with at least 1 entry per month.	The blog will be maintained on the school’s website and disseminated through social media.	Partially Met	The Head of School began a blog with several entries, but these entries were not made monthly. This blog will be updated in the coming year.

Reach Objectives and Measures related to Mission and Key Design Elements (*optional*):

Objective: Students will annually show growth in meeting grade level standards on the Galileo assessment			
Measure:	Kinds of data gathered/data collection plan:	Met / Not Met	Evidence
85% of classes in grades K–8 will meet or exceed the targeted growth goal in grade level math standards by the end of each academic year as measured by Galileo Benchmark testing. Data will be reported by class.	Galileo measures individual student growth and class growth, with accompanying targets for both. The goal will be met per classroom with 85% of classrooms meeting or exceeding the growth target in end of year testing.	Met	100% of classrooms in 1st - 8th grade met or exceeded their growth target. Kindergarten piloted a newly developed Kindergarten math test and therefore was not part of the disaggregation of data due to the lack of reference norms.
85% of classes in grades K–8 will meet or exceed the targeted growth goal in grade level ELA standards by the end of each academic year as measured by Galileo Benchmark testing. Data will be reported by class.	Galileo measures individual student growth and class growth, with accompanying targets for both. The goal will be met per classroom with 85% of classrooms meeting or exceeding the growth target in end of year testing.	Partially Met	83% of classrooms in K - 8th grade met or exceeded their growth target. This shows significant progress towards the stretch goal of 85%.
Objective: LCCPS will develop a community service component to our middle school			
Measure:	Kinds of data gathered/data collection plan:	Met / Not Met	Evidence
Each year, 6 th , 7 th and 8 th grade students will have the opportunity to perform community service either within the school or externally. It is our goal to find, create and build opportunities for each student. We will grow the opportunities each year. Community service is defined as work that helps someone else in the school or local community. By 2020, 95% of 8 th grade students will have performed at least 10 hours of community service before they graduate from LCCPS.	Student community service hours will be tracked with a community service record form and students will also complete reflections on community service that will be maintained.	Partially Met	Middle school students participated in a wide variety of community service opportunities and logged them in their leadership notebooks. For this year’s graduating class, 59% of students met the 10-hour goal. This will grow in the coming years.

Appendix B

Charter School Recruitment and Retention Plan Template

School Name: Lowell Community Charter Public School

Date: July 22, 2016

Implementation of LCCPS 2015-2016 Recruitment Plan

LCCPS seeks to serve a population that is reflective of the city of Lowell in a manner that supports the growth and needs of our immigrant population academically, socially, emotionally and culturally. In analyzing and comparing our demographics to the district, we notice several things:

1. LCCPS meets or exceeds the median comparison schools in Limited English Proficient, special education and free/reduced lunch totals
2. LCCPS demographics far exceed the state levels of LEP and Free and Reduced Lunch.
3. Although it doesn't show up on the Edwin analytics, we are very aware that, district to district, we are more diverse than the city: (data from DOE profiles)
 - 74.7% of our students are in the high needs subgroup, compared to LPS at 70.2%
 - 65.5% of our students are from families where first language is not English compared to 30.2% for LPS
 - 48.2% of our students are Limited English Proficient compared to 25.0 % for LPS

We believe that our diversity is a strength and we will continue to implement our recruitment plan and ensure that we mirror the city and its many cultures, economic diversity and ethnic backgrounds. We know that parent satisfaction and belief that their child will be safe with us, physically and emotionally is an important factor in our recruiting and retention. Most of our applicants come to us from word of mouth advertising. Each year we find new ways to reach out to new groups – in Lowell, the growth of the Brazilian community is evident as well as that of the Iraqi community. As new immigrant communities make their way to Lowell, we will expand and adjust our outreach to meet their needs.

Implementation of LCCPS 2015-2016 Retention Plan

This year, LCCPS experienced very low attrition and summer attrition is the lowest LCCPS has seen for many years. We see several reasons for this:

1. Parents choose to keep their children with LCCPS because of the return of our 8th grade.
2. The K1 class is a tremendous boost to LCCPS. Parents seeking pre-kindergarten for their children can find it at the same school their older children attend.
3. Overall retention of students was the highest we ever had. Parents are satisfied with our rigorous curriculum and school culture.

Our retention strategies have worked well to keep our families together as LCCPS grows. They can see the changes we are implementing and they like what they see:

- Academic rigor
- Strong code of conduct and discipline
- Good communication with parents in their own language
- Technology in the classrooms

We will continue to implement our retention plan, and will continue to promote and encourage parent involvement in the school and in their child's education.

Recruitment Plan

2015-2016

General Recruitment Activities
Purchase advertisements in mainstream and ethnic newspapers (Lowell Sun, Lawrence Eagle Tribune, Valley Dispatchers, Brazilian Times, Siglo, Khmer Post) and on radio stations (WCAP, WJUL) and use local TV guest spots as well as a student-run TV show on local TV
Purchase advertisements in community event program books, sponsor community events (festival, networks, and trainings), attend meetings in local churches and temples, and attend meetings for community groups such as neighborhood groups
Place flyers/brochures in different languages at the following locations: salons, churches, temples, supermarkets, laundromats, restaurants, government buildings, libraries, schools, tutoring locations. Mail flyers/brochures to local businesses in the greater Lowell area.
Purchase online advertisement in local newspapers. Keep the school's website updated on recruitment activities. Maintain active social media networks
Utilize LCCPS' current parent list to generate new parent targets for LCCPS. Provide flyers to the current parents to share with their extended family, neighbors and friends
Add additional walking tours to the current tour schedule to accommodate more parents
Provide information sessions and tours for prospective parents throughout the fall. Advertise these on the school website, through social media and in local newspapers (print and online)
LCCPS currently mirrors the demographic of the Lowell Public Schools. Our enrollment exceeds that of LPS in all subgroups with the exception of Economically Disadvantaged. For this subgroup, the below includes additional information on recruitment strategies to enhance what has been successful in the past. For all other groups, the plan listed below is based on currently active and highly successful strategies.

Recruitment Plan – Goals and Strategies	
List goals and strategies for recruitment activities for each demographic group.	
Demographic Group	Goals and Strategies
Special education students	The Special Education Director will speak to prospective parents as part of information sessions and will be available to answer questions during tours and any other recruitment activities. Relationships with community groups that support special education students will be maintained and utilized in recruitment. Outreach will highlight support for special education students.
Limited English-proficient students	All advertising and recruitment materials will be made available in a variety of languages, most notably Khmer and Spanish (the largest language groups in Lowell). Translation services will be available at all recruitment events. Advertisements will be purchased in non-English newspapers and other media, particularly in Spanish and Khmer outlets.

Students who are economically disadvantaged	Relationships with community partners who target economically disadvantaged students will be strengthened and recruitment materials will be made available at their locations. Staff with personal networks that extend in to relevant communities will assist in outreach efforts and current parents will be supported to reach out to potential new families.
Students who are sub-proficient	Community partners can serve as a point of contact for students in this sub-group, and those relationships will be maintained. Outreach will highlight student support services at LCCPS and information sessions will include information on successful strategies for improving student proficiency at LCCPS.
Students at risk of dropping out of school	LCCPS is a K1-8 school and therefore does not recruit students at risk of dropping out of school.
Students who have dropped out of school	LCCPS is a K1-8 school and therefore does not recruit students who have dropped out of school.

Retention Plan 2015 – 2016

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan – Goals and Strategies	
List goals and strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Goals and Strategies
Special education students	All LCCPS programs will continue to be inclusive for all students. Communication with parents, both on general school issues and from the student support services department, will be maintained at the highest level. Workshops for parents on special education issues will be offered. Student support services staff will build and maintain robust relationships with families of special education students.
Limited English-proficient students	LEP students will receive additional services in the form of tutoring and other supports as needed. Families will be provided with communications in a variety of languages to support engagement and understanding. For parent conferences and other meetings, translation services will be available for families. Teachers will be supported to engage effectively with LEP families. LCCPS focuses strongly on the celebration of diversity and the richness of our students’ cultural backgrounds. This is an important part of our retention of LEP families.
Students who are economically disadvantaged	LCCPS works hard to be proactive and highly sensitive in meeting the needs of this population. As a community, we organize a variety of supports such as a holiday toy drive, a winter clothing drive, gently used uniform sales and holiday food drives to meet the needs of these families. We also maintain relationships with public assistance programs and community organizations and provide referrals where relevant for families. Our student support staff is well trained in supporting these students in a variety of ways.

Students who are sub-proficient	LCCPS offers afterschool care which includes homework help and support for all students, including those who are sub-proficient. Our athletic program includes a study hall to ensure that sub-proficient students have the opportunity to build character and participate in sports while getting support with homework. In 2015-16, the school offered Saturday classes and extra tutoring classes for sub-proficient students in ELA and Math. Teachers offer extra time at lunch, after and before school.
Students at risk of dropping out of school	We are a K1-8 school and do not have students who are at risk of dropping out of school. In 2016-2017, we will be supporting our alumni through our transition program, and drop-out prevention support will be part of this work.
Students who have dropped out of school	We are a K1-8 school and do not have students who have dropped out of school. In 2016-2017, we will be supporting our alumni through our transition program, and drop-out prevention support will be part of this work.
Other subgroups of students who should be targeted to eliminate the achievement gap	LCCPS is committed to keeping students who are at risk of school failure due to systemic and social pressures which are obstacles to their success. Extra supports for students and families and the provision of a curriculum designed to fill in gaps of knowledge, information and capability are all part of our strategy to eliminate the achievement gap.

Appendix C

School and Student Data Tables

MCAS data and the school's department report card for the Lowell Community Charter Public School can be found at the following link:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04560050&fycode=2015&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	231	28.4%
Asian	164	20.2%
Hispanic	360	44.3%
Native American	1	0.1%
White	34	4.2%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	23	2.8%
Total	813	100.0%
Special education	138	17.0%
Limited English proficient	340	41.8%
Low income	640	78.7%

ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Kathy Egmont Head of School	Provides the instructional, operational, and administrative leadership necessary to ensure the success of the School in accordance with the requirements of State law and the policies established by the Board of Trustees	06/28/2010	06/30/2016
Randy Taylor Assistant Head of School	Supports the Head of School and other administrative personnel in all issues related to the operation of the school including daily supervision of faculty, staff, students and facility	11/01/2010	
Melva Harper Director of Finance and Operations/CFO	Accountable for the non-academic aspects of the school such as finances, grant supervision, daily operations, transportation, food services, technology, facilities and maintenance among others	04/08/2013	
Elvira Paulino Director of Human Resources, Diversity and Compliance	Sustaining employee related functions including recruitment, training and development, administration of all employee benefits, state and federal compliance, employee discipline and conflict resolution	05/01/2009	
Carey Reeve-Hildebrant Achievement Specialist / Director Curriculum and Instruction/ Dir. Of ELL	Responsible for the implementation and development of the academic program of the school and accountable for working with staff and administration to increase student achievement	08/01/2005	

Kimberly Woodford Director of Student Support Services / Dir. ECE	Provides leadership and supervision of the Special Education Program for grades K1-8 to ensure that every student is provided with the richest educational experience that can be provided. Manages federally funded grants	08/04/2014	
Sonya Patton Director of High School Transition Program	Responsible for third party and extra-curricular relationships and programs at LCCPS including the extended day program. She has overall accountability for the success and management of such programs and relationships including parent advisory groups. Responsible for the oversight of all high school placements for 8 th grade students and alumni support (beginning 2016-17)	10/01/2010	
Deborah Motew Registrar of Students	Manages student enrollment and all student records. Serves as the principal source of information on administrative, academic and procedural matters to students, prospective students and parents. Manages front office staff and activities and oversees all student recruitment efforts. Manages SIMS and other state reporting	07/11/2005	
Jeffrey Portnoy Director of Information Technology	Responsible for managing all of the school's technologies and providing technology support and training	06/01/2005	
Trent Ramsey Director of Strategic Advancement	Responsible for marketing our school, raising its visibility in the community and raising money from the community	09/01/2013	06/30/2016
Efrin Cotto Athletic Director and Behavior Specialist	As an Athletic Director, plans and delivers instruction using the most efficient methodology for the athletes, such as providing feedback and re-coaching when necessary As a Behavior Specialist, provides direct service to students, consults with other leadership members to discuss issues as well as plans, delivers and evaluates instructional outcomes	08/30/2000	09/15/2015
Bryan Cannon Director of Student Engagement	Responsible for student discipline and building student culture. Oversees behavior management team. Responsible for facilitating parent meetings and overseeing athletic department.	11/03/2015	

TEACHERS AND STAFF ATTRITION FOR THE 2015-16 SCHOOL YEAR				
	Number as of the last day of the 2015-16 school year	Departures during the 2015-16 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	64	1	8	7 resigned for personal reasons or relocations; 2 terminated
Other Staff	106	10	3	13 resigned for personal reasons

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL BOARD OF TRUSTEES, 2015-2016

Name	Position on the Board	Committee affiliation(s)	# of terms served	Length of each term (including date of election and expiration)
Dr. Elizabeth Ambe	Member	Academic Achievement Committee		03/01/16 – 06/30/19
Dr. Robin Reed	Member	Academic Achievement Committee		06/06/16 – 06/30/19
Doeun Kol	Chair	Finance Committee, Member Facilities Committee, Member Governance Committee, Member	1	6/30/10 – 6/30/14 6/30/14 – 6/30/16
Hung Mai	Member	Development Committee, Member	1	04/10/13 – 06/30 15 6/30/15 – 6/30/18
Stacie McDermott	Treasurer	Finance Committee, Chair; Facilities Committee, Chair	1	6/30/12 – 6/30/15 6/30/15 – 6/30/18* Resigned 04/28/16
Tyrone Mowatt	Member	Governance Committee, Chair; Academic Achievement Committee, Member	1	6/30/10 – 6/30/14 6/30/14 – 6/30/16
Fru Nkimbeng	Member	Academic Achievement Committee, Member	1	04/10/13 – 6/30/16 06/30/16 – 06/30/19
Imran Oomer	Member	Development Committee, Member		01/30/15 – 6/30/17
Esther Nganga	Member			11/18/14 – 6/30/17* *resigned 04/28/16
Cristina Freitas	Secretary	Governance Committee, Chair		12/16/14 – 6/30/17* *resigned 12/15/15

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Doeun Kol ended 06/30/16 – Hung Mai
Charter School Leader	Kathy Egmont ended 06/30/16 – Interim Diana Lam
Assistant Charter School Leader	NA
Special Education Director	NA
MCAS Test Coordinator	NA
SIMS Coordinator	NA
English Language Learner Director	NA

Facilities

Location	Dates of Occupancy
206 Jackson Street Lowell, MA 01852	2000-Present

Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2017-2018 school year?

Action	Date(s)
Student Application Deadline	February 23, 2017
Lottery	March 2, 2017

Complaints received by the Board of Trustees

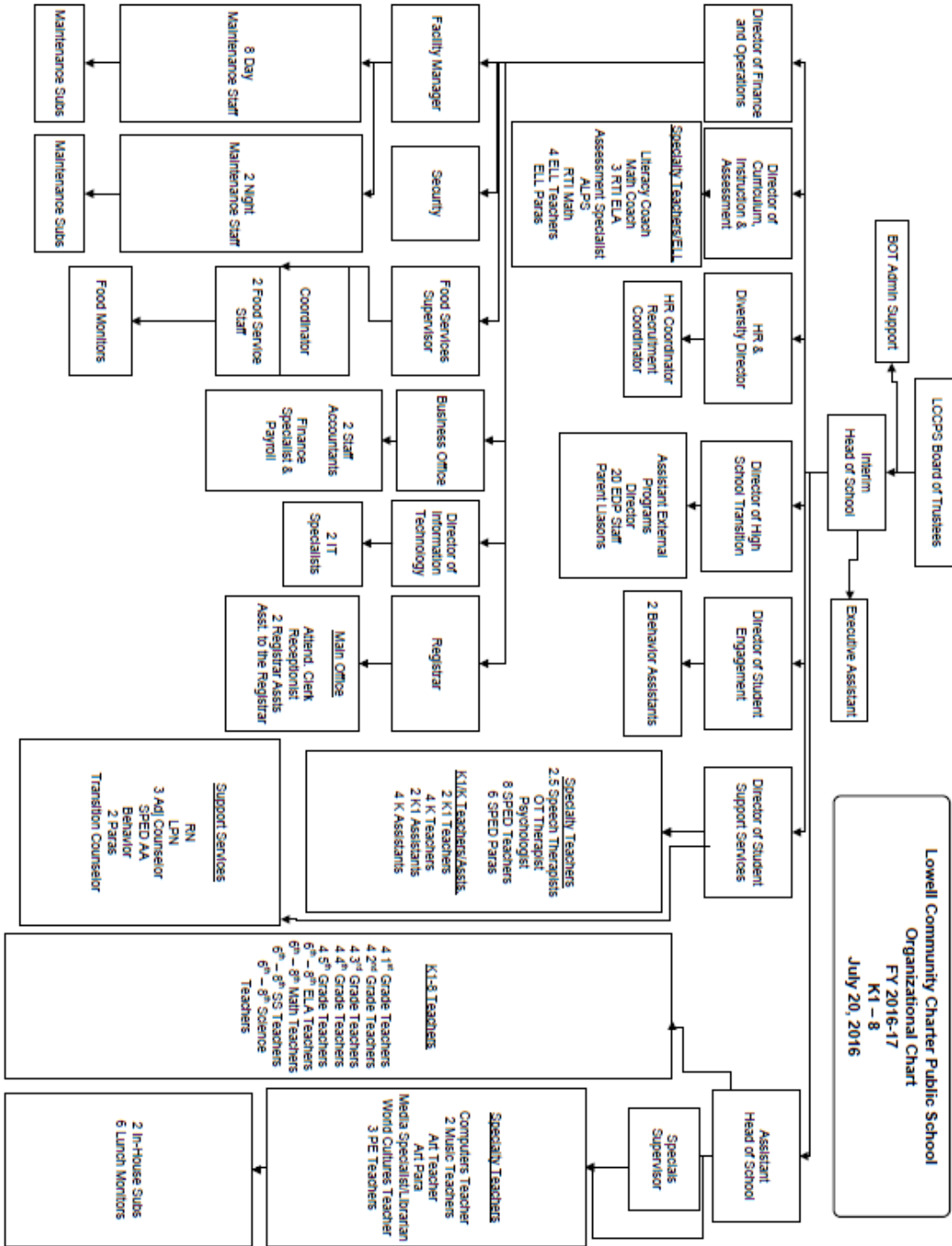
The Board of Trustees received no formal complaints in 2015-16.

Attachment A
Lowell Community Charter Public School Galileo Data Results 2015-2016

Teacher	Reading Growth Indicator	Math Growth Indicator
K Teacher One	met	data not reported - new K math test piloted
K Teacher Two	met	
K Teacher Three	met	
K Teacher Four	met	
1st Teacher One	not met	met
1st Teacher Two	not met	met
1st Teacher Three	not met	met
1st Teacher Four	met	exceeded
2nd Teacher One	met	met
2nd Teacher Two	met	exceeded
2nd Teacher Three	exceeded	exceeded
2nd Teacher Four	met	exceeded
3rd Teacher One	exceeded	exceeded
3rd Teacher Two	exceeded	exceeded
3rd Teacher Three	exceeded	exceeded
3rd Teacher Four	met	exceeded
4th Teacher One	exceeded	exceeded
4th Teacher Two	not met	exceeded
4th Teacher Three	met	exceeded
4th Teacher Four	met	met
5th Teacher One	met	exceeded
5th Teacher Two	met	exceeded
5th Teacher Three	exceeded	exceeded
5th Teacher Four	exceeded	exceeded
6th Teacher One	met	exceeded
6th Teacher Two	met	exceeded
6th Teacher Three	met	exceeded
6th Teacher Four	met	exceeded
7th Teacher One	not met	exceeded
7th Teacher Two	not met	exceeded
7th Teacher Three	met	met
7th Teacher Four	met	met
8th Teacher One	met	met
8th Teacher Two	met	met
8th Teacher Three	met	met
8th Teacher Four	met	exceeded

Attachment B

Lowell Community Charter Public School 2016-2017 Organizational Chart



Attachment C
Lowell Community Charter Public School 2015-2016 Professional Development Calendar

<u>Date(s)</u>	<u>Title and Content</u>	<u>Presenter</u>	<u>Hours</u>
August training	Intracultural Conversations	Robert Amelio	6 hours
August training	Kagan Cooperative Learning Day 3	Carol Lokenhamp	7 hours
August training	F&P Benchmark Assessment System	Sheila Assad	7 hours
August training	Keys to Literacy Vocabulary	Noel Foy	7 hours
August training	Kim Adsit Early Literacy and Numeracy	Kim Adsit	7 hours
August training	The Behavior Code: Focus on Anxiety	Jessica Minhan	2 hours
August training	Paraprofessionals: BCBA	Andrea William	3 hours
August training	Paraprofessionals: Social Skills Training	Tracy Stoll	2 hours
August Training	Paraprofessional: Inclusion Support	Kim Woodford	2 hours
August training	Google Docs and Google Classroom	Dave Hunnicot	1 hour
9-Sep-15	Emergency Procedures	Taylor/Egmont	1 hour
16-Sep	SPED Overview/curriculum time/team meetings	Kim Woodford	3 hours
23-Sep	committee meetings	staff	1 hour
30-Sep	Science MCAS Results	Carey Reeve	1 hour
7-Oct	parent conferences - progress reports	staff	4 hours
14-Oct	ACCESS decisions	Carey Reeve	1 hour
28-Oct	committee meetings	staff	1 hour
4-Nov	Related Service Providers; INSYNC Social Program	Judy Scola	1 hour
4-Nov	Discipline	Bryan Cannon	1 hour
18-Nov	committee meetings	staff	1 hour
20-Nov	Sped Staff; Super Flex Training by BCBA	Andrea Williams	2 hours
2-Dec	time to work on report cards	staff	1 hour
7-Dec	Sped Staff Assistive Technology Consultant round table	Karen Jankowski	2 hours
9-Dec	PARCC Results/Discipline/ELL CPR	Reeve and Cannon	2.5 hours
9-Dec	Related Service Providers INSYNC Social Program	Judy Scola	2 hours
16-Dec	SPED CPR review	Kim Woodford	1 hour
6-Jan	ACCESS training	Carey Reeve	1 hour
13-Jan	Greg Tang Math Workshop	Greg Tang	4 hours
20-Jan	Payroll and Emergency Evacuation	HR and Cannon	1 hour
23-Jan	Fred Jones Positive Discipline	Bryan Cannon	8 hours
3-Feb	Number Sense: Rekenreks K-2	Betsy Kriebel	1 hour
3-Feb	PARCC ELA and Data Analysis	Carey Reeve	2 hours
10-Feb	committee meetings	all staff	1 hour
24-Feb	Galileo results	Reeve	1 hour
25-Feb-16	Greg Tang Math Workshop	Greg Tang	3 hours

2-Mar	Restraint Training Overview	Randy Taylor	1 hour
9-Mar	PARCC Math Prep and Analysis	Carey Reeve	2 hours
9-Mar	Number Sense K1-2	Susan Looney	2 hours
16-Mar	Student Led Conferences	Randy Taylor	1 hour
23-Mar	PARCC Review	Carey Reeve	1 hour
30-Mar	Bullying Policy and Overview	Bryan Cannon	1 hour
6-Apr	Parent conferences - end of T2	teachers	4 hours
17-Apr	Leader in Me	LIM staff	1 hour
27-Apr	PARCC Security Training	Carey Reeve	1 hour
11-May	Committee meetings	staff	1 hour
25-May	Update on School	Kathy Egmont	1 hour
1-Jun	End of Year Organization	Kathy Egmont	1 hour
8-Jun	Benefits and Report Cards	HR Department	1 hour
15-Jun	Reflection and Goal Setting - End of Year	Kathy Egmont	1 hour

Additionally, throughout the year all grade level teams spent an average of 4 hours a month in curriculum and team meetings discussing curriculum, assessments, data, etc. The majority of teachers also attended off-site trainings such as close reading, Foundations, guided reading, technology, ELL strategies, etc.