



Doeun Kol
Chair, Board of Trustees

Kathy Egmont
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: kegmont@lccps.org

Annual Report

2014-2015

Submitted
July 31, 2015

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
Organizational Viability	9
Organizational Structure of the School	9
Budget and Finance	10
Appendices	20
Appendix A: Accountability Plan Evidence	20
Appendix B: Charter School Recruitment and Retention Plan	24
Appendix C: School and Student Data Tables	28
Appendix D: Additional Required Information	31
Attachments	32
Attachment A: Galileo Data Results 2014-2015	32
Attachment B: 3 rd Floor Renovation Map	33
Attachment C: Organizational Chart	34
Attachment D: 2014-2015 Professional Development Calendar	35

Introduction to the School

<i>Name of School</i>			
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 (2015-16)	Current Grade Span	K1 - 7
# of Instructional Days per school year	185 This year 180* *Minor amendment to charter amended this year's calendar	Students on Waitlist	382
School Hours	7:50 a.m. – 3:45 p.m.	Age of School	15 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, 2015

On behalf of the Board of Trustees, the faculty and staff, and the parents and students of Lowell Community Charter Public School (LCCPS), it gives me great pleasure to present this year's Annual Report. Fifteen years ago, Lowell Community Charter Public School began to prove what is possible for underserved students. What began as a promise made to one kindergarten class in Lowell has grown to serve 800 students in grades K1-8 from Lowell's low-income, diverse communities.

To ensure that we are serving students and families well and continuing to improve upon our efforts each year, we continually track our progress through data and here are some notable milestones for 2014-2015:

- LCCPS received a five year Charter Renewal without conditions
- LCCPS was designated Level 1 for the 3rd consecutive year
- Our English Language Learners and High Needs students met or exceeded the MA state average for their subgroup on MCAS
- Our K1 – 7th grade population was restored
- LCCPS received Leader in Me Lighthouse status, an achievement that only 152 schools across the globe have attained and LCCPS was the first school in MA to be granted this status

Working collaboratively with our foundation, Friends of LCCPS, we were able to purchase our current space with additional space to accommodate our seventh and eighth graders and at the same time, reduce our facilities costs. This is a tremendous accomplishment for LCCPS and a great investment into our community which will pay dividends for generations to come. Milestones like this have a unique way of encouraging us to reflect on how far we have come and what we have learned along the way and to look forward to all that lies ahead.

As we expand to grade eight, we are focused on three priorities:

- To build a strong middle school culture where students continue to be excited about learning and stay engaged in school, developing leadership skills and preparing for high school
- To build a strong transition program where students and parents are aware of options, logistics for enrolling in high school and making good choices for each student
- To refine and build our academic program and schedule to allow for electives, intervention and advisory classes; knowing that middle school is a crucial time to consolidate skills, build interests and develop strong study habits

Our parents, students and staff are gratified that we have returned to our K1 – 8 structure. We are committed to being a model school that shows that all children can succeed despite economic, language or other obstacles if given the right supports and opportunities.

We invite you to explore how we're doing in the pages that follow. Thank you for joining us on this journey to provide our students with access to a great education and live choice-filled lives. We are working towards a world where all voices are represented, all stories told.

Sincerely,

A handwritten signature in black ink, appearing to read 'Doeun Kol', is written over a horizontal line.

Doeun Kol
Chair, Board of Trustees
Lowell Community Charter Public School

Faithfulness to Charter

Accountability Plan Objectives and Measures

See the chart provided in Appendix A for specifics on the school's approved Accountability Plan for the 2014-2015 school year.

Charter School Performance Criteria Relating to Faithfulness to the Charter

Mission and Key Design Elements

As part of the commitment of our Board to raise our level of academic performance, we have identified achievement, excellence and leadership as three key values in our reaching our mission. Our mission statement makes it clear that high expectations and rigor in the academic program are our key goals. We know that developing a culture which supports, motivates and engages our students in active learning is crucial to our program. We are faithful to our key beliefs and values and all decisions are made in concert with the mission statement and the key beliefs, including our diversity statement.

As we have gone through turnaround, our program has changed significantly from before 2010. Developing our recent five year strategic plan (2012 – 2017) allowed the whole school community to take time to identify key elements to achieve our mission. LCCPS continues to offer an extended day and longer school year. In 2014, we offered a full four week Summer Program for students who needed extra support to make progress. Due to construction this year, we will not offer a full program, but will support students whose IEP indicates a need for services over the summer. We look forward to returning to the full summer program next year.

There are seven aspects to our design that are key:

1. A rigorous, consistent, meaningful and comprehensive curriculum with high expectations for every student that combines a focus on mastery of basic skills with higher level critical thinking. Providing motivation, encouragement and individual recognition is crucial. High standards are maintained for all students with supports provided as needed. In 2014-15, we took the following steps to meet this design element:
 - Consistent use of Atlas Rubicon for all curricular units that includes Common Core vertical and horizontal alignment of standards. Units were reviewed and added to by grade level teams under the direction of the Achievement Specialist. Additional components (language objectives and tiered vocabulary) were added to support our ELL population
 - Creation of the LCCPS writing curriculum utilizing various resources such as Lucy Calkins, Empowering Writers, and the Guide to Nonfiction Writing
 - Roll-out of common grade level performance tasks in reading and writing that are aligned to the Common Core and rigorous and rich in nature
 - Continued implementation of the LCCPS Assessment system including early literacy benchmarks, math fact tracking and standards-based benchmark testing. Data was analyzed by teachers and used to inform the standards-based report card system
 - Execution of a school-wide positive approach to PARCC testing and preparation including an increased focus on writing and technology skills as well as a PARCC Pep Rally celebration
 - Use of Leadership Notebooks for individual student tracking of data and goals as well as grade level and school wide scoreboards
 - Coordination of grade level and school challenges and projects such as the 7th Grade Olympics and the school wide Poetry Contest
 - Continued use of system of supports including SPED, ELL and RTI with the use of data to drive instruction as well as to inform student grouping. This includes our focus on every student's individual needs as well as the combining of resources and the breakdown of traditional programmatic silos in order to provide a comprehensive system of supports

2. A celebration of diversity and a deep belief that excellence at our school includes the building of cultural competence and the development of a school culture where conversations about differences and similarities can occur. We are committed to building global awareness in our teaching, in our understanding of where our children's families come from and our own sensitivity to each other as faculty and staff. We are committed to building diversity and cultural competence in our faculty, administration and Board. In 2014-15, we took the following steps to meet this key element:
 - Diversity training on Multicultural Awareness was offered in August 2014 at our all staff training through a focus on Cultural Competency led by Carol Copeland Thomas.
 - A full staff discussion of "*Not Your Average Black Girl*", a profound video, was held during African-American History month, led by our Diversity Committee member, Sonya Patton. Five cultural celebrations were held: Khmer New Year, Hispanic Heritage, African American Heritage, African Heritage, and a global winter celebration of the Northern and Southern Hemispheres. Students performed at each event; teachers taught multicultural lessons from the information provided. Parents attended and faculty participated in each assembly.
 - Development of The Peace Tree: an art project that was instituted by the school through our art teacher, Vandy Leigh, based on Yoko Ono's model, where students write their wishes, hopes and dreams for themselves, their community, and the world and hang them for all to see.
 - Inclusion of our students' cultures in our thematic units such as the 2nd graders' Cinderella Around the World study, the 6th graders' study of identity and immigration or the 5th graders' study on culture. The 6th grade geography class presents their research on countries around the world at a World's Fair which highlights cultures chosen by our students. An International Potluck drew nearly 500 parents and students.
 - Planning the cultural assemblies and disseminating information, resources and ideas for teacher discussion and lessons is critical to our work. Our Cultural Celebrations and Diversity Committee met regularly to provide resources and information to teachers on cultural information throughout the year, in response to current events, special events and local news.
 - Regular meetings of the Diversity and Inclusion Committee advised the Head of School with recommendations to help the school increase diversity hiring, planning staff training around diversity and promoting an inclusive culture.
 - Facilitating a faculty book club that read the book, The New Jim Crow, about the prison system and How Children Succeed by Tough. Twenty five teachers participated in these book club meetings.

3. A school culture that is respectful of all in its practice, building pride in each child's heritage while celebrating the uniqueness of each child and providing a safe learning environment. In addition to a focus on maintaining order and a clear code of conduct, there is also a sense of compassion and respect at LCCPS. It is important that teachers feel respected and supported as part of our strong discipline approach. In 2014-15, we took the following steps to meet this key element:
 - Our Leader in Me program continued to grow and expand under the leadership of the Lighthouse committee. This year, LCCPS achieved Lighthouse status through Franklin Covey, the organization that oversees the Leader in Me program. More than 2050 schools are across the world are pursuing Lighthouse status, which recognizes excellence in Leader in Me implementation, and only 154 schools have achieved it. LCCPS is the first school in Massachusetts to be recognized as a Lighthouse school. In addition to passing the Lighthouse Review process, our Leader in Me program had several other major highlights this year:
 - 100% of students served in a leadership role during the 2014-15 school year
 - 100% of students maintained leadership notebooks in grades K-7
 - Goals and results for each grade level developed with results graphed and displayed school-wide
 - This year's Leadership Assembly brought in 17 community leaders for conversation with students in grades 3 - 7
 - This assembly also featured the first LCCPS student leadership awards, given to 2 students in each grade
 - Our first student-led parent conferences achieved 94% parent attendance. Parents expressed great pride in their students and students began to evidence ownership of report card results

- Provided a third adjustment counselor to allow us to increase counseling, services and supports to children facing difficult family situations. Several families commented this year on their gratitude for the support that their children receive here. We reached out to over eight families who were impacted by serious fires in the city. In addition, we supported three families where there had been a death of a former LCCPS student. The community was heavily impacted by these events. Many students and teachers knew the students who passed away. The cumulative effect of both the fires and the unrelated deaths was significant for us all. Our counseling staff is taking training in dealing with grief this summer to help us be better prepared for these difficult situations.
 - Continued to use Responsive Classroom strategies throughout the school to develop the culture we are seeking. Our teacher surveys and parent surveys, as well as our student survey on Bullying, indicate that a respectful, caring culture is developing and students are learning how to deal with conflict.
 - Continued to develop a real sense of community service, with many students providing assistance to others. Some completed service through Aaron's Presents, a grant program we partner with, and some took initiative to apply and be approved, while others found their own opportunities to serve. The 7th grade Student Lighthouse Team coordinated a couple of weekend community clean-up projects. The faculty community service committee led us in efforts to support veterans, fight hunger and meet the needs of students where we are aware of needs.
 - Promoting an environment that is joyful is important to our academic, sports, arts and discipline program. We are intentional about creating fun moments; laughter; acknowledging student accomplishments. From dunking the Head of School and Assistant Head at the Jambraree to having all teachers participating in the PARCC pep rally, we value joyfulness.
 - Piloted a new mentoring and advisory program in grade 7 (see info on this in the section on Academic Program Success)
4. A shared belief in accountability for learning by teachers, students and administration. It is a blend of no excuses, compassion for obstacles that students face and a determination to see each child succeed. Data driven instruction which provides support for each child's needs and guides our teachers' instructional goals is a fundamental part of our program. In 2014-15, we took the following steps to meet this key element:
- Consistent data meetings for ELL, RTI and SPED for each grade level to review individual student needs
 - Regular weekly Child Study Team (CST) meetings. The CST saw 41 cases of students who were struggling. They referred 17 students for evaluations for support services through an IEP. 12 were eligible. 2 were placed on 504 plans and 3 will be evaluated in the fall. 19 students were followed, through recommendations and check-ins on progress. Our teachers report satisfaction with the process and we are able to better meet student needs through this process.
 - Increased support for high need individual students. The Support Services department contracted with a BCBA for monthly behavioral support training and interventions. A consultant was brought in to train Special Education teachers and related services staff on use of Assistive Technology and the Director of Support Services provided professional development on Social Thinking for all faculty. Additional training was developed for paraprofessionals to increase their effectiveness.
 - Maintained consistent teacher use of Galileo and assessment data to assess the progress of students in their class, being proactive about using new strategies where needed. The data from DIBELS, DOLCH sight words, Rigby math timed tests and other universal assessments are helping us to provide appropriate support.
 - The Support Services team took part in the MA Charter Public School Association's "Model Schools" series on special education and strategies for high need, low incidence situations.
5. A commitment to enrich and expand our children's experiences while they are with us, building their ability to understand what they read as they build vocabulary and word meanings. The academic enrichment opportunities at LCCPS are integrated into each unit by teachers. In addition, enrichment experiences are offered in a variety of settings to broaden horizons and expand the world view of our students. This is part of our daily teaching, our field trips, our afterschool opportunities and assembly programs. In 2014-15, we took the following steps to meet this key element:

- Facilitated three grades taking field trips to outdoor classrooms for science enrichment and/or team building
- Provided assemblies, trips and programs including:
 - Penguin program presented by New England Aquarium for grade 3
 - Trip to Museum of Science for Grade 4
 - Field trip to Butterfly Hatchery as part of unit on butterfly life cycles for Kindergarten
 - Assembly on American History, by Freedom Trail for grade 5
 - Petting farm visit by a local farmer for grade 1
 - Assembly on Africa by OneWorld Art for Kindergarten
 - Grades 4 – 7 assembly with Rob Surette’s “ Be Somebody,” an Amazing Hero Art program
 - Visits to local farms for K1 and Kindergarten
- Focused on building a middle school program with enriching experiences
- Enabled students and faculty to go on a team building retreat to a ropes course for grade 7
- Took grade 7 parents and students to 3 high school fairs; communicated information to them about high schools in the area
- Held several meetings to build understanding of the transition, the expectations and the protocol for applying to high schools

Current external partnerships include:

Greater Lowell

Boys and Girls Club of Greater Lowell
 Girls Inc
 Community Teamwork Inc
 Girl Scouts of Greater Lowell
 Junior Achievement of Northern NE
 Lowell Community Health Center
 Lowell Police Department
 Lowell Sun
 Lowell Transitional Living Center
 OneWorld Classrooms

Civic

Rotary Club of Lowell

Schools

Innovation Academy
 UMass Lowell
 Middlesex Comm. College (intern)
 Northern Essex Comm. College (intern)

Associations

JAMBRA Neighborhood Association
 Cambodian Mutual Assistance Association
 Nigerian Association of Merrimack Valley

6. A robust infrastructure providing technology and technology education to fight the digital divide and prepare our children for the future. In 2014-15, we took the following steps to meet this key element:
 - Provided one to one Chromebooks for students in grade 7
 - Invested in 100 Apple iPads for lower grades to use for center work and support services
 - Provided E-readers for grade 7 students
 - Began to communicate with parents and students through email, class websites, homework on line etc.
 - Provided training for teachers on Google Classroom & Grade Quick
 - Developed and trained support staff on use of assistive technology
 - Expanded our wireless network
 - Prepared for and implemented computer-based PARCC with no issues
 - Continued use of Mimeos, projectors and document cameras in classrooms
7. A commitment to engaging parents, believing that parents are concerned and will be involved in their child’s learning if welcomed by the school. The Leadership Team and Lead Teachers emphasize responsiveness to parent concerns, quick action on issues raised by parents and a concerted effort to communicate clearly and often with parents. In 2014-15, we took the following steps to meet this key element (survey summary included on the next page):
 - Promotion by Leadership Team of high attendance at conferences, teacher responsiveness to requests for meetings and engagement in parent curriculum nights for each grade

- Facilitated Curriculum nights by each grade and our specials team. These included the 2nd grade Wax Museum (attended by 200 parents), the 6th grade World's Fair (attended by 100+ parents), the K1 Spring Festival (attended by 100+ parents) and many others
- Monthly parent advisory meetings were held and a Special Education PAC met regularly. These included many special meetings to inform parents on topics such as cyber safety, asthma awareness, PARCC testing, literacy skills and study skills. Additionally, parents were invited for curriculum based events such as Books for Bingo
- Meetings about choosing a high school and providing buses and information to encourage trips to high school fairs for 7th graders and their parents
- Six Leader in Me, Parent Lighthouse Team meetings were held explaining the program and teaching parents about the seven habits. 50 parents participated in at least one meeting
- Technology meetings with parents were held to explain protocols and rules for the new technology
- Multicultural and all school events bring in parents as well: Our Hispanic Heritage potluck was attended by 350+ parents; JAMBRAREE was attended by 500+ parents, students and staff; Assemblies for cultural celebrations were attended by 35 – 40 parents each
- Hopes and dreams visioning meeting for our Middle School was well attended by parents and their input taken for when we open grade 8

LCCPS June 2015 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
LCCPS offers its students significant opportunities to learn about the Southeast Asian, Latino, African and other world cultures.	0.00% (0)	1.81% (4)	39.82% (88)	58.37% (129)	98.19% (217/221)
I am satisfied with the school's academic program.	0.00% (0)	0.00% (0)	36.20% (80)	63.80% (141)	100% (221/221)
My child's teacher(s) knows my child and focuses on him/her as an individual learner.	0.00% (0)	0.88% (2)	23.35% (53)	75.77% (172)	99.11% (225/227)
I am satisfied with the discipline policy.	0.44% (1)	1.33% (3)	42.04% (95)	56.19% (127)	98.23% (222/226)
My child is safe at LCCPS.	0.00% (0)	0.44% (1)	29.52% (67)	70.04% (159)	99.56% (226/227)
My child's teacher(s) communicates with me regularly about my child's progress.	0.00% (0)	1.34% (3)	28.57% (64)	70.09% (157)	98.66% (221/224)
I am satisfied with the school's efforts to communicate with families.	0.00% (0)	1.35% (3)	37.84% (84)	60.81% (135)	98.65% (219/222)
I am satisfied with the overall experience at LCCPS.	0.00% (0)	0.89% (2)	39.11% (88)	60.00% (135)	99.11% (223/225)
I am satisfied with the afterschool program at LCCPS.	0.48% (1)	1.92% (4)	43.27% (90)	54.33% (113)	97.60% (203/208)
I am satisfied with the athletics program at LCCPS.	0.47% (1)	6.60% (14)	46.70% (99)	46.23% (98)	92.92% (197/212)
I am satisfied with the performing arts program at LCCPS.	0.00% (0)	2.79% (6)	49.77% (107)	47.44% (102)	97.21% (209/215)
I expect my child to graduate from college.	0.00% (0)	0.00% (0)	11.71% (26)	88.29% (196)	100% (222/222)

Amendments to the Charter

Date	Amendment Requested	Approved by BESE?
02/24/15	Minor Amendment - By-Laws Amendment (updates to reflect recent changes to law)	03/25/15
03/12/15	Minor Amendment - 2014-2015 School Year Calendar Amendment (request to shorten to 180 days due to snow)	04/29/15

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.

- Head of School Kathy Egmont presented at a meeting hosted by MCPSA on strategies for serving ELL students.
- LCCPS disseminated information about The Leader in Me implementation and LCCPS's Leadership mission to visitors from Mystic Valley Charter School, Boston Renaissance, South Elementary in Plymouth Ma., and Henry Wilson in Manchester, NH.
- LCCPS hosted two Leader in Me professional development sessions attended by five other Leader in Me participant schools.
- Achievement Specialist and Director of Curriculum and Instruction Carey Reeve-Hildebrant presented our work with the model curriculum units to a team of teachers at one of the Literacy Grant Partnership meetings.
- Director of Support Services Kimberly Woodford hosted LCCPS and LPS special educators for a training on the Woodcock Johnson assessment upgrade.
- World Cultures Teacher Carol Grosky presented along with OneWorld Classrooms on LCCPS and the world cultures program at the MassCUE conference.

Academic Program Success

Charter School Performance Criteria Relating to 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=2014&orgtypecode=6&>

Program Delivery

Academic Program

The Academic Program continued to build during the 2014-15 school year. We saw consistency in our ELA and Math programs and curriculum. We continued to build our thematic units, rich in literature and informational text as well as incorporating content and writing. Our professional development program supported our efforts in guided reading, math centers, cooperative learning and Keys to Literacy. The following are key changes to the academic program that occurred during the 2014-15 school year:

- Enhanced use of technology and introduction of Chromebooks in order to assist in writing development as well as preparation for PARCC testing. PARCC simulated tasks were written for all grade levels to supplement the writing units. A full PARCC testing preparation timeline was developed and implemented.
- Development of the K1 academic program; providing a balance of social and academic development through reading, writing, math, science as well as play and cooperative learning.
- Development of the 7th grade academic program including a rich ELA program with strong and engaging themes and significant writing inclusion, a strong Ancient Civilization History program with a culminating Greek Olympic Games, a STEM science program aligned to the new MA Science standards and math program including a fast track to Algebra.
- Improvement and development of the LCCPS ELA common performance tasks to include common rubrics and more planned writing.
- Implementation of the Leveled Literacy Intervention Program (LLI) in grades 1 and 2 for tier 2 response to intervention services with impressive first year results. In the 2015-16 school year, this program will extend to 3rd and 4th grade.
- Increased focus on guided reading and math centers in grades K-3 for small group support and intervention. Additionally, Keys to Literacy Comprehension was used consistently across the school.

Support Services Program

With a new Director of Support Services in place, LCCPS reviewed our inclusion program, our strategies for dealing with high need students and our program for offering supports. Key changes which were undertaken during the year include:

- The Director of Support Services participated in the MCPSA Model Schools program and found that the information was very affirming of our current practices.
- A partnership was begun with Landmark school and additional training was offered to our inclusion teachers and special education teachers by Landmark consultants
- Training was offered to inclusion teachers for skills related to work on social thinking with students for whom social skills and increased social thinking are needed to reach their highest potential. A BCBA consultant came monthly from January to June to assist us with specific cases as well as to provide training for our inclusion program
- Special Education teachers were given supports and training for the use of Assistive Technology with specific students. Immediate results were seen for the students who struggled with writing
- Training for paraprofessionals (SPED) was offered by the Director of Support Services to increase effectiveness
- LCCPS began exploring how increased inclusion services for OT and SPL will help our students gain the needed skills without losing time from the classroom
- ELL teachers worked on the school's WIDA aligned curriculum planning as well as an increased focus on speaking skills

- The Leveled Literacy Intervention program was implemented as part of the RTI services in first and second grade with remarkable results

Middle School Transition Program

As LCCPS expands to include a middle school program of grades 5 – 8, we are working to build a strong middle school culture which motivates, excites and provides a rigorous curriculum, high expectations for behavior and conduct, a strong team for consistency and leadership skills for our students. Key steps that were taken in 2014 – 15 included:

- The Director of High School Transition supervised a pilot implementation of a mentoring program for 7th grade students which will be continued with 7th and 8th grade students in the coming year. The program matched students on a 2 to 1 basis with faculty and staff members who worked with students on skills development, including assertiveness, confidence building and goal setting. The program will help students prepare holistically for the transition to high school and will also provide them with additional adult support through that process.
- Our 7th grade students were also supported to participate more fully in the school and in the community. At school, students were encouraged to become leaders through more defined opportunities to take leadership roles through Leader in Me. They were also provided with several opportunities to complete community service, including community clean-up programs and community fundraisers. Our athletics program was expanded to give students more exposure to a variety of sports. Additionally, our discipline program was tightened and more carefully defined to meet the needs of our older middle school population.
- Significant time was spent communicating to parents and students about high schools. Thirty five families and students attended meetings around the topics of private, charter and public/vocational high schools. They attended open houses at Pike School in Andover, St. Jean d’Arc in Lowell, Lowell Catholic High School in Lowell and Central Catholic in Lawrence. We reached out to admissions offices and resource centers in Lowell to help smooth the transition and provide needed information.

Extended Day Programs

The Extended Day (EDP) program served 283 students in its evening program and 74 students in the morning along with 15 students in the K1 program. The EDP supports the World Cultures Performing Arts program, as well as the art exchange and art program support of Empty Bowls. EDP also provides support to students participating in the athletic programs so that they have activities to participate in when they don’t have practice or games. More than 100 students participate in our 5 sports: volleyball, cheerleading, basketball, cross country, and track and field. Additionally, students involved in the performing arts program, which offers Khmer Dance and Percussion, Afro-Latin percussion and African Dance, Spanish Dance and Chorus, are supported by EDP.

As we grow into a middle school, we are looking for new ways to engage students in extra-curricular activities, from community service to debate.

In addition to existing offerings, the program added several new programs for student enrichment this year:

- Debate Club
- Drama Club
- Cartooning Club
- Step Team

Organizational Viability

Charter School Performance Criteria Relating to Organizational Viability

Organizational Structure of the School

In 2015-16, we will expand to grade 8. LCCPS is excited to be back to our full grade structure. We have changed our reporting structure for staff, but our academic leadership structure remains the same.

- Grade 1 – 8 teachers will be supervised by the Assistant Head of School
- Grade K1-K teachers will be supervised by the Director of Student Support Services
- Specials teachers: physical education, computer, world cultures, art and music will be supervised by a teacher who has an administrator's certificate and has been supporting them; now he will be evaluating them
- Our CFO/Director of Operations has created a position of Assistant to the Operations Director to facilitate managing the expanded facility
- A position of Director of Transition to High School has been created
- We have added one to one supports for several students; an additional ELL teacher, RTI teacher and ALPS teacher are planned
- The revised organizational chart is attached (See Attachment C)

LCCPS 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 FY15 statement of revenues, expenses, and changes in net assets (income statement)*

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL	
AS OF: June 30, 2015	
Unaudited	
<i>FY2015</i>	
	<i>YTD ACTUAL</i>
REVENUES	
Tuition - DOE	9,888,993
Food Service Fed/State Reimbursement	465,057
Medicaid Reimbursement	93,358
Development Fundraising	31,462
Fundraising - School	7,314
Before/After School Program	91,131
Interest Income	1,620
Other Income	3,280
Federal/State/Other Grants	650,892
TOTAL INCOME	11,233,107
PERSONNEL EXPENSES	
	ACTUAL
Teachers	3,171,686
Teaching Support	332,119
Substitutes / Per Diem	34,648
Student Services	1,056,866
Food Services	102,619
Facility Services	371,493
Before/After School	125,777
Administration Support Staff	409,636
Administration	926,174
Athletic Stipends	10,900
Admin Support Staff Stipends	11,025
Summer School Stipends	39,182
FY15 Stipends	73,703
TOTAL SALARIES & WAGES	6,665,828
Employer Fica	238,018
State Unemployment	171,571
State Health	8,954
TOTAL PAYROLL TAXES	418,542
Health Insurance	766,298
HRA Health Insurance	57,735
Dental Insurance	34,885
Life & Disability Insurance	39,721

Workers Comp Insurance	52,589
Tuition Reimbursement	8,295
MTRS Payments from Grants	19,188
TOTAL EMPLOYEE BENEFITS	978,712
TOTAL PERSONNEL COSTS	8,063,082
STUDENT SUPPORT ACTUAL	
MCAS Supplies	1,741
MCAS Incentives	4,529
Core Consumables Work Books	22,047
Core Durable Books	44,122
Library/Media Center Supplies	1,387
Art Supplies	3,340
Classroom Supplies	50,531
Music Supplies	1,555
Nursing Supplies	5,173
SPED Supplies	913
World Culture Supplies	1,341
Parental Involvement	777
Physical Education Supplies	2,018
Professional Development	20,914
Contract/SPED Other/PT/In-house Services	11,514
Awards and recognitions	130
Leader In Me	6,097
Translation Services	13,810
Field Trips	8,700
Transportation	20,403
Food Service	382,387
TOTAL STUDENT SUPPORT EXPENSES	603,425
PROGRAMS ACTUAL	
Assessments	7,247
Diversity Events	720
External Program Expenses	(235)
Enrichment Clusters/ALPS	688
SPED Outside Services	2,738
Summer School Program	-
Extended Day Program	8,130
Athletic Program	33,622
TOTAL PROGRAMS	52,910
PRIVATE GRANTS SUPPLIES/FRIENDS EVENT EXPENSE ACTUAL	
Supplies	20,413

Total Private Grants/Friends Event Expense	20,413
GRANTS - 2013-2014	
(NON SALARY)	ACTUAL
Supplies	13,784
Travel	9,681
Other/Contracted Srv	15,522
Total Grants	38,987
GRANTS - FY15	
(NON SALARY)	ACTUAL
Prof. Development/Contractual Services	19,889
Supplies	70,639
Travel	16,163
Other	7,921
Total Grants	114,613
FACILITIES	
	ACTUAL
Lease	798,898
Lease CAM Charge	228,127
Custodial Supplies	58,515
Insurance Liability	24,835
M&R Expense	37,800
Parking	89,085
Utilities	156,412
Security	3,417
TOTAL FACILITIES	1,397,088
TECHNOLOGY	
	ACTUAL
Tech Supplies (Consumables)	8,888
ERATE Discounts	(14,719)
Maint and Repair - Equipment	448
Maintenance Contracts	26,125
Telephone Communications	56,770
Software	12,888
TOTAL TECHNOLOGY	90,400
HUMAN RESOURCES	
	ACTUAL
Certifications	1,455
Professional Development	33
Travel	2,720
Recruiting	6,083
Supplies	763
TOTAL HUMAN RESOURCES	11,053

ADMINISTRATION	ACTUAL
Activities & Presentations	950
Advertising & Public Relations	6,269
Audit Fees	18,750
Bank Charges	2,332
BOT Expense	5,374
Copier Lease	35,105
Copier Supplies	46,673
Dues, Subscriptions & Memberships	37,566
Consulting Contractors	42,740
Community Events	22,586
Legal Services	4,900
Medicaid Services	3,188
Payroll Services	12,623
Postage	10,520
Printed Material Cost	1,414
Supplies - Admin	17,486
Travel	744
Interest Expense on Note	2,500
Miscellaneous Other	3,982
TOTAL ADMINISTRATIVE EXPENSE	275,701
DEVELOPMENT	ACTUAL
Advertising & Public Relations	8,348
Supplies/Presentations	2,090
Travel	1,284
Website Upgrades	1,264
Printed Material	1,165
Postage	1,000
TOTAL DEVELOPMENT	15,150
OTHER REVENUE/EXPENSE	ACTUAL
DEPRECIATION & AMORTIZATION	252,075
Donation from Friends Peabody Grant	(275,000)
Donation to Friends for Building Acquisition	382,270
CONTINGENCY	-
TOTAL OTHER REVENUE/EXPENSE	359,345
	-
TOTAL EXPENSE	11,042,168
	-
SURPLUS/(LOSS) EBDA	443,014
SURPLUS/(LOSS+A8)	190,938

Statement of net assets for FY 15(balance sheet)

**LOWELL COMMUNITY CHARTER PUBLIC SCHOOL
COMPARATIVE BALANCE SHEET @ 06/30/2015
UNAUDITED**

<i>CURRENT ASSETS</i>	6/30/2015
CASH	\$ 1,089,479
TUITION RECEIVABLE	\$ -
ACCOUNTS RECEIVABLE	\$ 10,494
LUNCH PROGRAM RECEIVABLE	\$ -
GRANTS RECEIVABLE	\$ 57,848
MEDICAID RECEIVABLE	\$ -
DONATION PLEDGES	\$ 275,000
OTHER RECEIVABLE	\$ 4,368
TOTAL CURRENT ASSETS	\$ 1,437,189

<i>FIXED ASSETS</i>	6/30/2015
BUILDING/LEASE IMPROVEMENTS	\$ 2,719,761
COMPUTER EQUIPMENT	\$ 1,164,767
TELEPHONE EQUIPMENT	\$ 53,422
FURNITURE & FIXTURES	\$ 520,823
CURRICULUM MATERIALS	\$ 293,036
ACCUMULATED DEPRECIATION	\$ (3,827,377)
TOTAL FIXED ASSETS	\$ 924,431

CONSTRUCTION IN PROGRESS	6/30/2015
LEGAL/CONSULTANTS	\$ 65,035
DUE DILIGENCE CONSULTANTS	\$ -
ESCROW DEPOSIT	\$ 371,392
CONSTRUCTION IN PROGRESS TOTAL	\$ 436,427

<i>OTHER ASSETS</i>	6/30/2015
PREPAID EXPENSES	\$ 67,351
CURRICULUM PREPAID	\$ 32,490
PREPAID INSURANCE	\$ -
PREPAID ERATE FUNDS	\$ 5,760
PREVIOUS YEAR EXPENSES	\$ -
PREPAID CAM CHARGES	\$ 0
LEASE DEPOSIT	\$ -
NOTE RECEIVABLE - FRIENDS #1	\$ 6,875,850
NOTE RECEIVABLE - FRIENDS #2	\$ 1,000,000

OTHER PREPAID EXPENSE	\$	-
Undeposited Funds	\$	-
TOTAL OTHER ASSETS	\$	7,981,451

TOTAL ASSETS	\$	10,779,498
---------------------	-----------	-------------------

<i>LIABILITIES</i>		
---------------------------	--	--

<i>CURRENT LIABILITIES</i>		6/30/2015
ACCOUNTS PAYABLE	\$	148,044
NOTES PAYABLE – BANK - CPD	\$	-
NOTES PAYABLE – BANK - LOC	\$	-
ACCRUED PAYROLL & WITHHOLDING	\$	395,038
DEFERRED REVENUE	\$	17,989
ACCRUED EXPENSE	\$	14,225
ACCRUED AUDIT EXPENSE	\$	10,692
ACCRUED CAM CHARGES		
TOTAL CURRENT LIABILITIES	\$	585,987

<i>LONG TERM LIABILITIES</i>		6/30/2015
LONG TERM DEBT - BOSTON PRIVATE	\$	6,875,850
LONG TERM DEBT - QZAB SERIES B	\$	276,616
LONG TERM DEBT – APPLETON MILL NO. 5	\$	996,949
TOTAL L/T LIABILITIES	\$	8,149,415.39

<i>EQUITY</i>		6/30/2015
BOARD RESTRICTED RE	\$	-
CURRENT SURPLUS/LOSS	\$	190,936
RETAINED EARNINGS	\$	1,853,159
TOTAL EQUITY	\$	2,044,095

TOTAL EQUITY & LIABILITIES	\$	10,779,498
---------------------------------------	-----------	-------------------

Lowell Community Charter Public School

FY16 Budget

TUITION RATES	13,188.64
	800 STUDENTS
	FY16 - PROPOSED BUDGET
Tuition - DOE	10,550,912
Food Service Fed/State Reimb	480,000
Medicaid Reimbursement	150,000
Development Fundraising	100,000
In School Fundraising	40,000
Before/After School Program	124,500
Interest Income	5,000
Other Income	5,000
Federal/State/Other Grants	750,000
TOTAL INCOME	12,205,412
PERSONNEL EXPENSES	
	FY16 - PROPOSED BUDGET
Teachers	3,664,196
Teaching Support	334,887
Substitutes / Per Diem	35,000
Student Services	1,144,068
Food Services	98,083
Facility Services	457,575
Before/After School	147,795
Administration Support Staff	526,262
Administration	974,557
Athletic Stipends	15,000
Summer School Stipends	5,990
Curriculum/Lead Teachers	80,000
Admin Support Stipends	12,000
TOTAL SALARIES & WAGES	7,495,413
PAYROLL TAXES	
Employer Fica	264,383
State Unemployment	48,885
State Health	15,000
TOTAL PAYROLL TAXES	328,268
EMPLOYEE BENEFITS	
Health Insurance	890,500
HRA	50,000
Dental Insurance	45,500
Life & Disability Insurance	46,800
Workers Comp Insurance	58,000
Tuition Reimbursement	35,000
MTRS Payments from Grants	35,000
TOTAL EMPLOYEE BENEFITS	1,160,800
TOTAL PERSONNEL COSTS	8,984,482
STUDENT SUPPORT	
	FY16 - PROPOSED BUDGET
MCAS/PARCC Supplies	3,000
MCAS/PARCC Incentives	5,000
MCAS/PARCC Technology	3,000
Core Consumables Work Books	45,000
Core Durable Books	15,000
Library/Media Center Supplies	5,000
Art Supplies	5,000
Classroom Supplies	65,000
Music Supplies	4,000

Nursing Supplies	6,500
SPED Supplies	3,000
World Culture Supplies	3,500
Parental Involvement	3,000
Physical Education Supplies	3,000
Professional Development	30,000
SPED Other/ PT Other In-house Services	15,000
Awards and recognitions	5,000
Leader In Me	15,000
Translation Services	15,000
Field Trips	25,000
Transportation	15,000
Food Service	395,000
TOTAL STUDENT SUPPORT EXPENSES	684,000

PROGRAMS	<i>FY16 - PROPOSED BUDGET</i>
Assessments	17,000
Testing supplies equipment PARCC and MCAS	3,000
Diversity Events	3,000
External Program Expenses	5,000
Enrichment Clusters/ALPS	3,000
SPED Outside Services	8,000
Summer School Program	2,000
After School Program Supplies	7,500
Athletic Program	29,200
TOTAL PROGRAMS	77,700

GRANTS - 2014-2015 (NON SALARY)	<i>FY16 - PROPOSED BUDGET</i>
Supplies	15,000
Travel	5,000
Other/Contracted Services	25,000
Total Grants	45,000

GRANTS - FY16 (NON SALARY)	<i>FY16 - PROPOSED BUDGET</i>
Professional Development/Contractual Services	40,000
Supplies	45,000
Travel	35,000
Other	25,000
Total Grants	145,000

FACILITIES	<i>FY16 - PROPOSED BUDGET</i>
Rent	-
CAM Charges/Association Fees	150,000
Custodial Supplies	65,000
Insurance Liability	40,000
M&R Expense	70,000
Parking	106,650
Parking prior year	-
Utilities	175,000
Security	5,000
TOTAL FACILITIES	611,650

TECHNOLOGY	<i>FY16 - PROPOSED BUDGET</i>
Computer Supplies	20,000
ERATE Discounts	(35,000)
Maint. and Repair - Equipment	5,000
Maintenance Contracts	35,000

Telephone Communications	60,000
Software	9,000
TOTAL TECHNOLOGY	94,000

HUMAN RESOURCES	FY16 - PROPOSED BUDGET
Certifications	1,000
Professional Development	2,500
Travel	2,500
Recruiting	6,000
Supplies	2,000
TOTAL HUMAN RESOURCES	14,000

ADMINISTRATION	FY16 - PROPOSED BUDGET
Activities & Presentations	5,000
Advertising & Public Relations	10,000
Audit Fees	26,000
Bank Charges	1,350
BOT Expense	9,500
Copier Lease	42,000
Copier Supplies	40,000
Dues & Subscriptions	32,000
Consulting Contractors	55,000
Community Events	30,000
Legal Services	10,000
Medicaid Services	8,000
Payroll Services	18,000
Postage	14,000
Printed Material Cost	5,000
Supplies - Admin	25,000
Travel	5,000
Miscellaneous Other	3,000
TOTAL ADMINISTRATIVE EXPENSE	338,850

DEVELOPMENT	FY16 - PROPOSED BUDGET
Development Event Expenses	15,000
Advertising & Public Relations	7,000
Travel	2,000
Website upgrades	3,500
Printed Material	4,500
Postage	2,000
TOTAL ADMINISTRATIVE EXPENSE	34,000

Contingency	60,000
--------------------	---------------

TOTAL EXPENSE	11,088,682
----------------------	-------------------

Net Surplus (Loss)	1,116,730
---------------------------	------------------

CAPEX	340,700.00
<i>Building Reserve Boston Private</i>	50,000.00
<i>Building Repair</i>	-
<i>Mortgage</i>	571,693.00
<i>Credit Enhancement Fee</i>	8,775.00
<i>Seller's Note</i>	135,868.00

Cash Available	9,694.41
----------------	----------

Lowell Community Charter Public School FY2016 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 has purchased our property that we currently occupy along with 18,000 square feet on the 3rd floor in Mill 5. In addition to the space, we also purchased 40,250 square feet of vacant land on Middlesex Street. The cost of the acquisition was \$8.2M. We have a dream of building a gymnasium on the land within the next ten 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.

Technology Plan

We are preparing for the increased student enrollment of 50 new students. We are continuing to improve our computer-to-student ratio in preparation for on-line testing, i.e. PARCC and Galileo. Additionally, we are expanding the iPad program to include grades K-5. Priorities include:

- Continue deploying and expanding iPad program
- Buy apps for reading intervention
- Purchase and deploy more iPads for grades 4, 5, and 8.
- Continue the T-Mobile Chromebook program for the seventh and eighth grade
- A Chromebook for each seventh and eighth grader
- Ongoing training for teachers and students
- Management system for the Chromebooks
- Purchase Chromebooks for grades 4, 5, 6, and 8
- Install wireless network on the 3rd floor to accommodate new technology purchases

Current Status

The T-Mobile Chromebooks have been purchased. The iPad and wireless bases have been ordered and will be installed or set up by the last week of August. 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 \$135,000 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

Boiler Upgrade

We are hoping to upgrade our boiler system located in Mill 6. This project will provide the school with a 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.

Current Status

We have obtained a quote for the system and met with the City of Lowell regarding financing the project. Providing the school has sufficient funding, the boiler system would be installed in the spring of 2016.

Information on how LCCPS will Finance the Project

The estimated cost will be approximately \$178,510 and will be 100% financed through the City of Lowell and budgeted through our capital budget.

Bathrooms

The boys and girls bathrooms in the 2nd and 3rd grade wing of the primary school will be updated and made handicapped accessible.

Current Status

This work is planned for the summer of 2015.

Information on how LCCPS will Finance the Project

This will be funded through our QZAB bonds that we received for the renovations of the building.

Appendix A

Accountability Plan Evidence

Faithfulness to Charter

	2014-15 Performance (Met/Not Met)	Evidence
Objective: LCCPS will emphasize the culture, language, and history of the Southeast Asian, Latino, and African peoples in its academic program.		
Measure: In response to the question, “LCCPS offers its students significant opportunities to learn about the Southeast Asian, Latino, and African cultures,” parents will respond 3.0 or higher (1-4 scale) on the parent survey. A minimum of 100 families will return the survey.	MET	In June 2015, 228 parents completed the parent survey. 99% of respondents responded with a 3 or higher to the question on opportunities for students to learn about Southeast Asian, Latino and African cultures.
Measure: The school will provide at least one activity during the school year that places a specific emphasis on Southeast Asian, Latino, and African peoples, for a minimum total of three such activities in the aggregate.	MET	The school presented five cultural celebrations involving speakers, performers, student performances and providing cultural information the school community. Hispanic Heritage, Khmer New Year, African American Heritage, African Heritage and a New Year’s celebration focused on the North and South Hemisphere

Academic Program Success

	2014-15 Performance (Met/Not Met)	Evidence
Objective: Students at LCCPS will be proficient readers and writers of the English language.		
Measure: LCCPS will make Adequate Yearly Progress (AYP) each year in the aggregate and for all statistically significant subgroups for English Language Arts (ELA), or the median student growth percentile in ELA will exceed 40.	MET	LCCPS median student growth percentile in ELA exceeded 40% in the aggregate and all subgroups. Additionally, LCCPS met the CPI target in the aggregate and in all subgroups. LCCPS reached Level 1 status.
Measure: On ATI Galileo, grades 3-6 in the aggregate will make one year’s growth in ELA. Students will be tested at the beginning and the end of each academic year for this measure.	MET	Students in grades 3-6 were tested utilizing Galileo Common Core Benchmarks in the fall, winter and spring. Students in the aggregate made one year’s growth in ELA. (See Attachment A)
Objective: Students at LCCPS will be proficient in mathematics.		
Measure: LCCPS will make Adequate Yearly Progress (AYP) each year in the aggregate and for all statistically significant subgroups on the Math MCAS, or the median student growth percentile in Math will exceed 40.	MET	LCCPS median student growth percentile in ELA exceeded 40% in the aggregate and all subgroups except for Students with Disabilities. Additionally, LCCPS met the CPI target in the aggregate and in all subgroups. LCCPS reached Level 1 status.
Measure: On ATI Galileo, grades 3-6 in the aggregate will make one year’s growth in Math. Students will be tested at the beginning and the end of each academic year for this measure.	MET	Students in grades 3-6 were tested utilizing Galileo Common Core Benchmarks in the fall, winter and spring. Students in the aggregate made one year’s growth in Math. (See Attachment A)

Objective: The school will offer meaningful professional development to the faculty.																										
<p>Measure: Each spring, the administration will survey the returning faculty for input on the professional development they believe is needed for the coming year.</p>	<p>MET</p>	<p>During the regularly established curriculum meetings, the Achievement Specialist discussed professional development feedback from the previous year as well as solicited input on topics of interest for the upcoming year. Teachers were surveyed in person regarding professional development feedback. Additionally, faculty were encouraged to bring topics of interest to Leadership.</p>																								
<p>Measure: The school will develop a professional development plan each year that addresses issues raised by teachers, as well as by administrative assessment of needs. 100% of teachers will take part in professional development opportunities during the year.</p>	<p>MET</p>	<p>100% of faculty and staff participated in various professional development opportunities during the year, including bi-weekly curriculum meetings, monthly in-service days, a one-week August professional development series and off-campus workshops. The Academic Leadership team developed a cohesive professional development plan that addressed the high priority goals and needs as well as reflected the ideas and interests of faculty.</p>																								
Objective: The school will redesign its student behavior and discipline system.																										
<p>Measure: By Dec. 1, 2010, the school will have developed a new code of conduct and discipline plan that includes incentives for positive behavior and consistent consequences for negative behavior. Information sessions on the code of conduct will be held for parents in their language. Faculty, staff, and Assistant Principals will be trained in effective implementation of the code of conduct. Student awards for positive behavior will be acknowledged by the school community.</p>	<p>MET</p>	<p>Our discipline code was reviewed and refined to take into account compliance with new regulations. LCCPS continues to hold a high expectation for student behavior, with consistent consequences, positive breaks and quick responses to bullying and harassment issues. We have added positive rewards to students in the upper grades. LCCPS has added an award for Leadership given to two students in each grade at our Leadership Assembly, which is led by students. We continue to see improved behavior over the past. Our focus now is on developing leadership skills as well as preventing unacceptable behavior. With our expansion, there is a need to train new teachers in our model.</p>																								
<p>Measure: By the end of the school year 2011-12 and for subsequent years until a stable baseline is reached, the school will see reductions on various metrics in the rate or number of reportable incidents over the prior school year.</p>	<p>MET</p>	<p>LCCPS has reduced the number of discipline referrals by nearly half.</p> <table border="0"> <tr> <td>2011-2012</td> <td>609 referrals</td> <td>64 students</td> </tr> <tr> <td>2012-2013</td> <td>317 referrals</td> <td>32 students</td> </tr> <tr> <td>2013-2014</td> <td>191 referrals</td> <td>21 students</td> </tr> <tr> <td>2014-2015</td> <td>183 referrals</td> <td>19 students</td> </tr> </table> <p>Out of school suspensions:</p> <table border="0"> <tr> <td>2011-2012</td> <td>162 days</td> <td>57 students</td> </tr> <tr> <td>2012-2013</td> <td>75 days</td> <td>28 students</td> </tr> <tr> <td>2013-2014</td> <td>47 days</td> <td>20 students</td> </tr> <tr> <td>2014-2015</td> <td>49 days</td> <td>19 students</td> </tr> </table>	2011-2012	609 referrals	64 students	2012-2013	317 referrals	32 students	2013-2014	191 referrals	21 students	2014-2015	183 referrals	19 students	2011-2012	162 days	57 students	2012-2013	75 days	28 students	2013-2014	47 days	20 students	2014-2015	49 days	19 students
2011-2012	609 referrals	64 students																								
2012-2013	317 referrals	32 students																								
2013-2014	191 referrals	21 students																								
2014-2015	183 referrals	19 students																								
2011-2012	162 days	57 students																								
2012-2013	75 days	28 students																								
2013-2014	47 days	20 students																								
2014-2015	49 days	19 students																								

Objective: The school will complete its curriculum mapping process.		
Measure: The school will have working curriculum maps with a uniform format and mapping approach in ELA and Math by August 31, 2010.	MET	This goal was previously met in the 2009-2010 school year. However, the English Language Arts curriculum has been continually updated to include thematic units aligned to the new Common Core State Standards for all grades K-7. Additionally, the mathematics program has been aligned to the Common Core and working math units have been developed for each grade K-7, based upon the standards and the enVision math program used by the school. All units are housed in the Atlas Rubicon mapping software system which also includes activities and resources attached by each grade level team.
Measure: The School will have working curriculum maps with a uniform format and mapping approach in Science by August 31, 2011 and in Social Studies by August 31, 2012.	MET	LCCPS developed thematic units in grades K-6 encompassing Science and Social Studies content and standards by August 31, 2012. Based on Understanding by Design, these have continued to undergo refinement and are housed in Atlas Rubicon. 7 th grade was added this past year as part of the school's expansion. Additionally, the school is prepared to address the Next Generation Science Standards upon final adoption from the state.

Organizational Viability

	2014-15 Performance (Met/Not Met)	Evidence
Objective: The school will be fiscally solvent and sound.		
Measure: The school will maintain positive net assets.	MET	Balance sheet for June 30, 2015 indicates positive net assets. The school has no debt in spite of significant loss of revenues while maintaining fixed costs for three years. Buying the building has given us a positive asset.
Measure: The school will be fully enrolled at the beginning of each year, with 790 students in the 2010-11 year and 610 students in the 2011-12 year, and will maintain a wait list. The school was approved for 640 students in 2013-14. The school was approved for 800 students in 2014-15, and decided to take two years to expand to full enrollment.	MET	In August 2014, the school started the year fully enrolled and finished the year fully enrolled with 760 students as per the decision of the board. The school is fully enrolled with 830 students for August of 2015.
Measure: The school will annually receive an unqualified audit with no material findings in the 2011-12 school year and thereafter; and if any material findings are cited in an audit before then, the school will address and correct the deficiency immediately.	MET	The annual audit for LCCPS revealed no material findings for the 2013-2014 school year.

Objective: Families will be satisfied with the education their children receive at LCCPS.		
Measure: The average score for each item on the annual parent satisfaction survey will be 3.0 or higher (1-4 scale). A minimum of 100 families will return the survey.	MET	228 parents took the survey this year. The survey was given in English, Khmer and Spanish and Portuguese. The average score was 3.0 or 4.0 on a 1-4 scale. <i>Satisfaction scores:</i> <u>Academic Program</u> 100% of parents scored LCCPS at a 3 or 4 <u>Discipline Policy</u> 98.2% scored LCCPS at a 3 or 4 <u>Teacher Communication</u> 98.7% scored LCCPS at a 3 or 4 (See results on page 5 of this report)
Measure: Each year, 80% of LCCPS students who finish the school year will re-enroll for the following academic year. This calculation will not include students moving out of the Lowell area or graduating.		730 - 96% of the students attending LCCPS in June 2015 indicated their intention to return for the following year.
Objective: The Board of Trustees will be a strong governing organization of LCCPS.		
Measure: The Board of Trustees will maintain a membership that meets the requirements in its bylaws and demonstrates a range of relevant areas of expertise.	MET	The LCCPS Board has maintained a membership that meets the requirements in its bylaws and demonstrates a range of relevant areas of expertise.
Measure: The Board of Trustees will complete an annual evaluation of the school leader.	MET	The Board of Trustees evaluated the school leader in June of 2015.
Measure: All Board Members will attend an average of 80% of monthly Board Meetings.	MET	The Board averaged an attendance rate of 82.5%.
Measure: The Board will complete an annual self-assessment of its effectiveness and create an action plan to address areas of improvement.	MET	The Governance Committee of the Board administered a self-assessment in June of 2015 and is currently preparing a report for the Board.
Measure: 100% of the members of the Board will contribute to the Friends of LCCPS.	MET	100% of the Board has contributed financially to the Friends of LCCPS.
Objective: LCCPS will provide its students with a competent and consistent teaching staff.		
Measure: All teachers, paraprofessionals, and administrators will meet the requirements of NCLB.	MET	All teachers, paraprofessionals and administrators met the NCLB requirements.
Measure: 100% of all teachers will be formally evaluated annually using the internally approved evaluation process.	MET	All teachers were formally evaluated during the year.
Measure: After the school year 2011-12, voluntary teacher turnover will be under 20% annually. This percentage will not include teachers who are not offered new contracts.	MET	Fewer than 20% of LCCPS teachers have given notice of not returning following the 2014-2015 school year.
Objective: LCCPS will enhance its administrative systems and structures.		
Measure: By June 30, 2011, the school will adopt and implement at least three new administrative tools, structures, or processes that will enhance the availability of information with which the school is administered.	MET	This measure was met in 2011, and administrative systems continue to be upgraded and revised; the original structures continue to be implemented for the most part.

Appendix B Charter School Recruitment and Retention Plan Template

School Name: Lowell Community Charter Public School

Date: July 20, 2015

Implementation of LCCPS 2014-2015 Recruitment Plan

The mission of LCCPS is to serve a population that is reflective of the city of Lowell that supports the growth and needs of our immigrant population, academically, socially and 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. LCCPS population is comparable if not more diverse, serving a higher percentage of ELL students and families whose first language is not English. Our special needs population is comparable to Lowell as well. We have historically served a higher percentage of low income as previously determined by free/reduced lunch statistics. We believe our working poor numbers are not reflected in the new “economically disadvantaged” numbers. However, LCCPS is comparable with LPS by the new data as well.
2. Data concerning LCCPS attrition this year confirmed our belief that keeping grades 7 and 8 would impact greatly. Our rate is dropping significantly with very few families leaving mid-year.
3. District to district, we are comparable or more diverse than the city: (data from DOE profiles)
 - 75.0% of our students are in the high needs subgroup, compared to 69.4% of LPS
 - 65.1% of our students are from families where first language is not English compared to 36.3% of LPS
 - 47.2% of our students are English Language Learners compared to 26.6% of LPS
 - Prevalent languages in Lowell are Khmer, Spanish, Vietnamese, and Portuguese. LCCPS advertises in all of those languages. Our school has students who speak over 23 languages and dialects. We provide oral translation in almost all of these languages. Written translation is primarily in the prevalent languages.

We believe that our diversity is 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, both 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 Burmese community. Just as families from the recent wave of Middle Eastern countries have found us, so too will the new immigrants. Our challenge is that our openings for new families in the future will be few, as we are no longer expanding. Sibling preference will remove the option of a family finding a space with us in the spring once the lottery is complete. This year, 31 out of 36 K1 slots went to siblings. Our waiting list is approaching 400 students.

Recruitment Plan 2014 – 2015

School Name: Lowell Community Charter Public School

Date: July 20, 2015

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

Implementation Summary:

Lowell Community Charter Public School is committed to keeping a diverse student body that reflects the city of Lowell. Our implementation has yielded a healthy wait list, and with our academic success, has broadened the outreach to families in the city. It has been consistent for us that the most effective marketing tool for us is word of mouth by parents, faculty and staff in the various ethnicities and communities.

Our incoming kindergarten and K1 classes continue to reflect the city and our review of the CHART data indicates that our recruitment is producing the kind of diversity that we seek. Our outreach begins in the fall and continues throughout the year.

We use open houses, flyers, radio, magazine and local community cultural groups as a basis of our outreach in keeping with our recruitment plan.

All advertising is done in various languages to community groups that will represent our target groups of low income, immigrants and English Language Learners. We advertise in community newspapers, on cable and on radio stations that are targeted at diverse groups.

All subgroups at LCCPS are comparable or higher than the Lowell district reports. We believe our strategies are working well.

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

General Recruitment Activities:

Our general recruitment activities are our recruitment strategies for diversity. It is all one and the same. We have focused on local newspapers in many languages and on program brochures at various events in town sponsored by various ethnic or cultural groups. We use radio, newspaper, online and flyers at day cares, Laundromats, preschools and community centers.

We seek support from our parents to spread the word. We believe that being K1-8 will lift our recruiting as well. It was difficult to recruit for a K1-7 school in a city that has a K-4, 5-8 or K-8 structure. This year, due to our expansion, we will mostly have openings in the K and K1 program.

Our recruitment strategy is working for all subgroups. We will increase our efforts but use the same strategies. Our goal is to use social media, networking with community groups and constant dissemination of our success with students from various subgroups to increase word of mouth and awareness of our mission to work with these specific subgroups.

We are building relationships with Latino, Asian, Southeast Asian, African, African American, Brazilian, Burmese and Middle Eastern populations, such as the Iranian and Iraqi communities, that are moving into the city.

We are building a reputation of being a positive support system for new immigrants from many areas. We are partnering with International Institutes, which is a settlement center. We would like to find a way to save a few slots each year for admission in August for new families who have just arrived. Right now, the lottery closes out our school to new arrivals.

Recruitment Plan – Goals and Strategies

List goals and strategies for recruitment activities for each demographic group.

Demographic Group	Goals and Strategies
Special education students	Beginning in November and throughout the school year, LCCPS' recruitment activities will include: information sessions, open houses, flyer/brochure mailings, television appearances, radio announcements and newspaper advertisements (mainstream and ethnic). The Special Education Director will be available to speak and answer questions about the special needs program during the open houses and information sessions.
Limited English-proficient students	Beginning in November and throughout the school year, LCCPS' recruitment activities will include: information sessions, open houses, flyer/brochure mailings, television appearances, radio announcements and newspaper advertisements (mainstream and ethnic). Multilingual staff will be available during the open houses and information sessions. Newspapers, flyers and radio advertisements will be in multiple languages and we will advertise in newspapers and TV ads targeted at various ethnic groups.

Students eligible for free or reduced lunch	Beginning in November and throughout the school year, LCCPS' recruitment activities will include: information sessions, open houses, flyer/brochure mailings, television appearances, radio announcements, and newspaper advertisements (mainstream and ethnic). Brochures and flyers will be posted in government buildings, libraries, homeless shelters, food pantries, public assistance offices and local municipal associations.
Students who are sub-proficient	Beginning in November and throughout the school year, LCCPS' recruitment activities will include: information sessions, open houses, flyer/brochure mailings, television appearances, radio announcements and newspaper advertisements (mainstream and ethnic). Parent liaisons and staff will assist in the recruitment effort by networking with hard to reach areas of the community by attending meetings at local churches, temples and neighborhood groups.
Students at risk of dropping out of school	LCCPS is a K1-8 school and we will be looking to ensure that all 8 th graders move on to high school and do not drop out. We do recruit and advertise in places where we might find parents who are new to the country and may not know about charter schools. We will reach out to groups where children who are between schools might be found.
Students who have dropped out of school	LCCPS is a K1-8 school and therefore does not have students who have dropped out of school.
Other subgroups of students who should be targeted to eliminate the achievement gap	Beginning in November and throughout the school year, LCCPS' recruitment activities will include: information sessions, open houses, flyer/brochure mailings, television appearances, radio announcements and newspaper advertisements (mainstream and ethnic). Additional resources will be geared toward sponsorship events that are happening throughout the city. New organizations will be targeted through our flyers and brochures. We will purchase online advertisement in mainstream newspapers and local festivals which are attended by various members of minority groups.

Retention Plan 2014 – 2015

Please provide a brief narrative report on implementation of retention strategies from last year's plan.
<p>Implementation Summary:</p> <p>Data shows that we met our overall retention goal with a rate of 94%.</p> <p>We are pleased with the on-going drop in our attrition rate. We attribute this to increased stability at the school and we expect that with our new grade structure, we will see far less summer attrition.</p> <p>In reviewing the CHART information, we are comparable to schools in our district for most groups and we know that this will also stabilize with the K1–8 structure. We know that many of our families removed younger siblings to follow a departing sixth grader going to a Lowell middle school. Our attrition numbers this year for during school are nearly half of the past. Summer attrition continues to be about 5% but we met our 90% goal for retention. Parents continue to seek alternative middle schools if they want a school where a high school is provided.</p> <p>We believe that we have strong retention strategies and are not making any major changes, other than the new structure and reaching out to families who have specific issues which might make a difference, i.e. they live out of town and transportation is difficult; they are homeless and they are moved due to decisions out of their control.</p>

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

Retention Plan – Goals and Strategies

List goals and strategies for retention activities for each demographic group.

Demographic Group	Goals and Strategies
Special education students	Keep in constant communication with parents involving the special needs population. Keep up with the challenging curriculum for special needs students. Ensure that programs are inclusive to the population. The Director of Student Support Services or designee will be available during open houses to answer parents’ specific questions. Teachers, adjustment counselors, behavior specialists and special education service providers will build strong relationships with parents. Increased use of a BCBA will support students who struggle with behavior and we are increasingly making referrals to support parent training for students with extreme behavior issues.
Limited English-proficient students	Offer an afterschool program to provide extra tutoring with limited English students. Offer communications to parents in different languages in both written and conversational formats. Teachers are aware of the high LEP population among our students and bridging the barrier with students and their parents. Frequent acknowledgement of celebrations of various cultures represented at the school is also an important part of our retention plan. Parent meetings held in various languages will help build engagement of parents.
Students considered economically disadvantaged, but will include the working poor	Next year, LCCPS is offering school lunch through the CEP program. 100% of students will be receiving free lunch. LCCPS is sensitive and proactive in providing support to this population of our students. Some of our programs that will help meet their needs are: Used Uniforms, Coat Drive, and special holiday drives. Assistance with the free or reduced lunch and transportation programs will be provided. Referral to outside organizations for support, such as housing, public assistance and counselors will also be provided.
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 2014-15, 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	LCCPS is a K1-8 school and therefore does not have students who are eligible to drop out of school.
Students who have dropped out of school	LCCPS is a K1-8 school and therefore does not have students who are eligible to drop out of school. When relevant, we work with the courts and related services to support students.
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 support will be provided for students and families, including the provision of a curriculum designed to fill in gaps of knowledge and information. Mentoring, tutoring, emotional support and work with families will be offered; we will persist in our efforts. Extra support for students whose family has suffered a fire, police action or serious illness, such as cancer, etc.

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=2014&orgtypecode=6>
&

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	211	27.8%
Asian	169	22.2%
Hispanic	325	42.8%
Native American	1	0.1%
White	31	4.1%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	23	3.0%
Total	760	100.0%
Special education	140	18.4%
Limited English proficient	360	47.4%
Low income	647	85.1%

ADMINISTRATIVE ROSTER FOR THE 2014-2015 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	
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, 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	10/01/2010	
Deborah Motew Registrar of Students	Performs functions that are integral to the effective operation of the school on a daily and annual basis. 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	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 Development & Communications	Responsible for marketing our school, raising its visibility in the community and raising money from the community	09/01/2013	
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	

TEACHERS AND STAFF ATTRITION FOR THE 2014-15 SCHOOL YEAR

	Number as of the last day of the 2014-15 school year	Departures during the 2014-15 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	59	4	10	12 resigned for personal reasons or relocations; 2 terminated
Other Staff	95	3	1	4 resigned for personal reasons

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL BOARD OF TRUSTEES, 2014-2015

Name	Position on the Board	Committee affiliation(s)	# of terms served	Length of each term (including date of election and expiration)
Adam Hogue	Member	Finance Committee, Member; Facilities Committee, Member		10/18/13 – 6/30/16 * resigned 6/16/15
Carol Keirstead	Member	Development Committee, Member	1	6/30/10 – 6/30/14 6/30/14 – 6/30/17* * on leave, 10/14/14 – 4/14/15 ** resigned 4/14/15
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	Governance Committee, Member	1	6/30/15 – 6/30/16* * on leave, 10/14/14 – 4/14/15
Fabio Malagisi	Member	Development Committee, Member		2/24/14 – 6/30/17* *resigned 7/1/15
Stacie McDermott	Treasurer	Finance Committee, Chair; Facilities Committee, Chair	1	6/30/12 – 6/30/15 6/30/15 – 6/30/18
Tyrone Mowatt	Member	Governance Committee, Chair; Academic Achievement Committee, Member	1	6/30/10 – 6/30/14 6/30/14 – 6/30/16
Dr. Paula Pitcher	Vice-Chair	Academic Achievement Committee, Member		10/14/14 – 6/30/17* *resigned 4/14/15
Fru Nkimbeng	Member	Academic Achievement Committee, Member		1/15/13 – 6/30/16
Imran Oomer	Member	Development Committee, Member		11/18/14 – 6/30/17
Esther Nganga	Member			11/18/14 – 6/30/17
Cristina Freitas	Secretary	Governance Committee, Member		10/14/14 – 6/30/17

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Doeun Kol
Charter School Leader	NA
Assistant Charter School Leader	NA
Special Education Director	Kimberly Woodford
MCAS Test Coordinator	NA
SIMS Coordinator	NA
English Language Learner Director	Carey Reeve-Hildebrant

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 2015-2016 school year?

Action	Date(s)
Student Application Deadline	February 25, 2016
Lottery	March 3, 2016

Complaints received by the Board of Trustees

The Board of LCCPS received one written complaint from an employee concerning a personnel issue. Following a review of the situation, it was determined that the appropriate avenue for the employee was the grievance process as outlined in the employee handbook. The employee was invited to use that protocol to address the complaint. The employee resigned before using the grievance process.

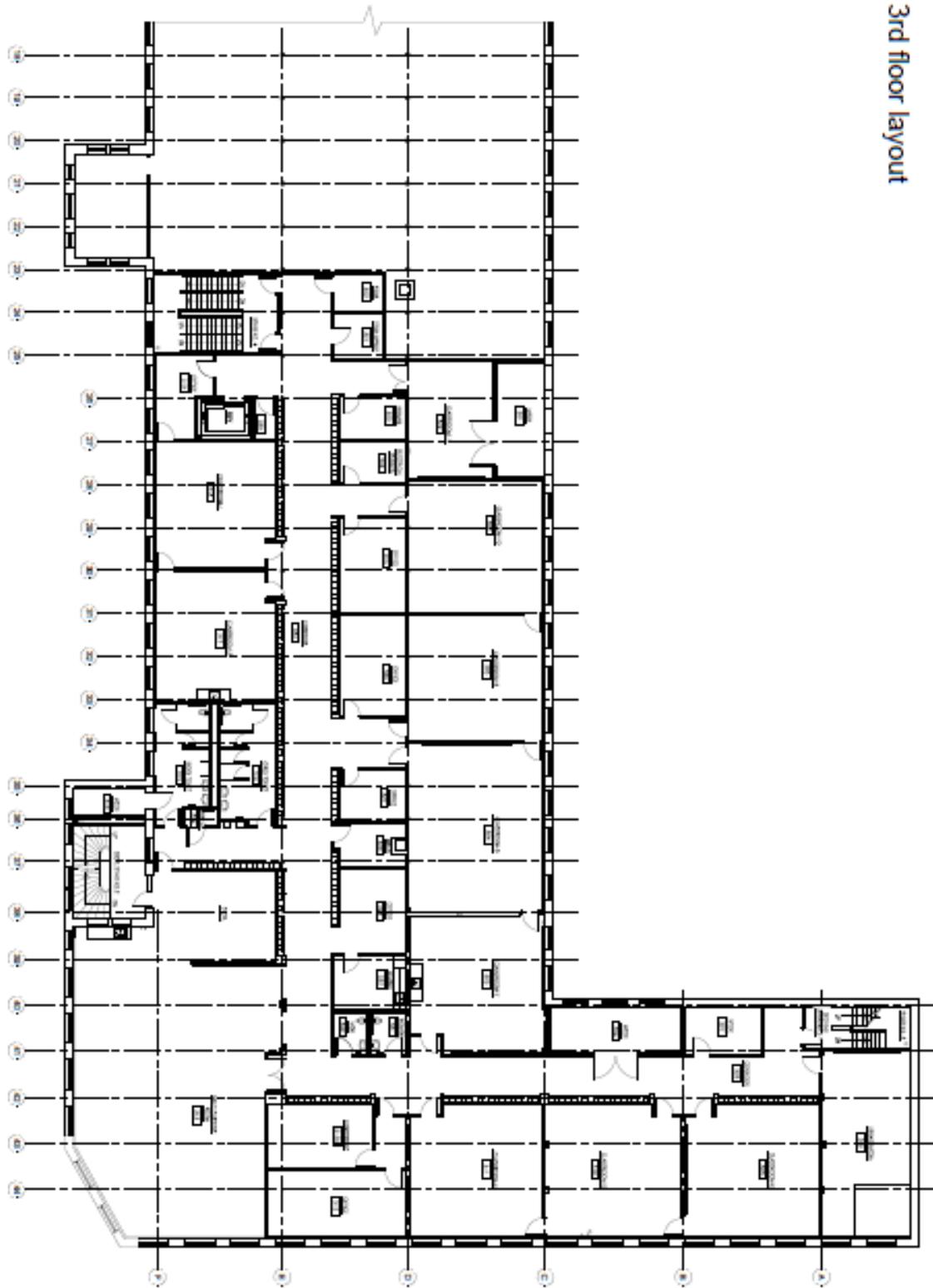
Attachment A

Lowell Community Charter Public School Galileo Data Results 2014-2015

Lowell Community Charter Public School made one year's growth in the aggregate, in both ELA and Math. Galileo measures individual student growth and class growth, with accompanying targets for both. The goal was met in the aggregate and per classroom with every classroom meeting or exceeding the growth target as shown below.

2014-15 LCCPS GALILEO BENCHMARK SCORES: Expected Growth		
<i>Teacher</i>	<i>Reading Growth Indicator</i>	<i>Math Growth Indicator</i>
K Teacher One	met	new testing - not enough data available to measure growth
K Teacher Two	met	
K Teacher Three	met	
K Teacher Four	met	
1st Teacher One	met	met
1st Teacher Two	met	exceeded
1st Teacher Three	met	exceeded
1st Teacher Four	met	met
2nd Teacher One	exceeded	exceeded
2nd Teacher Two	exceeded	met
2nd Teacher Three	exceeded	exceeded
2nd Teacher Four	met	met
3rd Teacher One	exceeded	exceeded
3rd Teacher Two	exceeded	exceeded
3rd Teacher Three	exceeded	exceeded
3rd Teacher Four	met	exceeded
4th Teacher One	met	exceeded
4th Teacher Two	exceeded	exceeded
4th Teacher Three	met	met
4th Teacher Four	exceeded	exceeded
5th Teacher One	met	exceeded
5th Teacher Two	met	exceeded
5th Teacher Three	met	exceeded
5th Teacher Four	met	exceeded
6th Teacher One	met	met
6th Teacher Two	met	exceeded
6th Teacher Three	met	exceeded
6th Teacher Four	met	met
7th Teacher One	met	met
7th Teacher Two	met	met
7th Teacher Three	met	met

Attachment B
Lowell Community Charter Public School
3rd Floor Renovation Plans



Attachment D
Lowell Community Charter Public School 2014-2015 Professional Development Calendar

Date(s)	Title and Content	Presenter	Hours
August training	Staff Community Building - Meaning of Achievement	Egmont	1.5 hours
August training	Common Core and Curriculum: Where Are We? By Carey Reeve	Reeve	1.5 hours
August training	Emergency Management Training by Efrin Cotto	Cotto	2 hours
August training	Educator Evaluation	Taylor	1 hour
August training	Greg Tang Math	Greg Tang	7 hours
August training	Curriculum Best Practices K-6	Reeve	1 hour
August training	Child Study Overview	CST Staff	1 hour
August training	TCI Overview and Conflict Resolution	Taylor/Cotto	2 hours
August training	Health Overview	Nurses	1 hour
August training	Cultural Competency	C. C. Thomas	4 hours
August training	Leader in Me: Embarking on a New Year	Taylor/Egmont	2 hours
August training	Technology Training: IPADS and Chrome Books	Tech Team	2 hours
10-Sep	Close Reading	Nancy Boyles	3 hours
24-Sep	Charter Renewal Preparation	Kathy Egmont	1 hour
1-Oct	Committee Meetings	Faculty	1 hour
8-Oct	Parent Conferences	Teaching Staff	5 hours
15-Oct	PARCC Overview and Educator Evaluation	Reeve & Taylor	1 hour
22-Oct	Charter Renewal Preparation	Kathy Egmont	1 hour
29-Oct	WIDA and ACCESS	Danielle Lavoie	1 hour
5-Nov	PARCC Preparations 3-7 grade / K-2 Team Meetings / Site Visit Focus Groups	Carey Reeve	2 hours
12-Nov	Committee Meetings	Staff	45 mins
13-Nov	Assistive Technology Workshop; iPads	Karen Janowski	4 hours
19-Nov	Report Card Preparation	Teaching Staff	1 hour
3-Dec	Committee Meetings	Teaching Staff	1 hour
10-Dec	Discipline Protocols and Updates, IPAD apps, PARCC practice tests	Egmont & Reeve	3 hours
7-Jan	ACCESS Training and Graduation Requirements	Egmont & Reeve	1 hour
14-Jan	Greg Tang Fraction Computation 5th - 6th grade	Greg Tang	2 hours
14-Jan	Greg Tang Fraction Basics 2nd - 7th Grade	Greg Tang	3 hours
21-Jan	Landmark Training	Ann Larson	6 hours
28-Jan	Committee Meetings	Staff	1 hour
4-Feb	Social Thinking	Tracy Stoll	2 hours
4-Feb	Chrome Book Training	Dave W.	1.5 hours
6-Feb	BCBA Consult	Andrea Williams	3 hours
9-Feb	Landmark Training	Ann Larson	5 hours
11-Feb	PARCC analysis	Carey Reeve	1 hour
25-Feb	PARCC Tutorial	Carey Reeve	1 hour
2-Mar	BCBA Consult	Andrea Williams	3 hours
3-Mar	Landmark Training	Ann Larson	6 hours
4-Mar	Personal Needs Profile for PARCC completion	Carey Reeve	1 hour
11-Mar	Early Literacy and Numeracy K1- 2nd grade	Kim Adsit	6 hours
11-Mar	PARCC Training 3rd - 7th grade	Carey Reeve	3 hours
18-Mar	Leader in Me -Leadership Notebooks	Randy Taylor	1 hour
25-Mar	Committee Meetings	Faculty	1 hour
1-Apr	Report Card Preparation	Teaching Staff	1 hour
3-Apr	BCBA Consult	Andrea Williams	3 hours
8-Apr	Parent Conferences	Teaching Staff	4 hours
8-Apr	Social Thinking Curriculum Development	Tracy Stoll	3 hours

<u>Date(s)</u>	<u>Title and Content</u>	<u>Presenter</u>	<u>Hours</u>
13-Apr	BCBA Consult	Andrea Williams	4 hours
15-Apr	Committee Meetings	Faculty	1 hour
28-Apr	Assistive Technology Workshop; Chromebooks	Karen Janowski	3 hours
29-Apr	Building Update	Staff	1 hour
29-Apr	Social Thinking Curriculum Development	Tracy Stoll	3 hours
6-May	Curriculum Work	Faculty	3 hours
13-May	Committee Meetings	Faculty	1 hour
15-May	BCBA Consult	Andrea Williams	3 hours
27-May	Benefits 2015-16 School Year	Staff	1 hour
3-Jun	End of Year Planning	Faculty	1 hour
10-Jun	MS End of Year Goal Setting	MS staff	1 hour
<p>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 math, math centers, working with struggling middle school learners, ELL strategies, etc.</p>			