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Annual Report

2010-2011

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July 15, 2011

On behalf of the Board of Trustees of the Lowell Community Charter Public School (LCCPS), I am pleased to present this 11th Annual Report which provides comprehensive information about the goals, activities, and results in this year of turnaround and transformation. It has been a year of transition, growth, excitement, and an incredible amount of work for everyone in our school community. We are pleased to report that we received positive feedback from the Department of Elementary and Secondary Education (DESE) at our site visit, which was then followed by approval of our request to remain a school which serves grades K – 6. This report highlights the changes, improvements, and the laser-like focus that the school used to improve the academic performance of our students. The success of this year is the result of making tough and necessary decisions, transforming the culture of the school, and ensuring that all staff members were working in tandem to reach our goals. We began the year by using the quote “Be the change that you wish to see in the world” (Ghandi) to inspire our students, parents, faculty, and staff for the year ahead. As a school, our mission is to help change the world by improving opportunities for our diverse population to overcome obstacles to the success that can be theirs given the appropriate support.

In spite of our difficulties the year before, the school started with a full enrollment and a waiting list. As is born out in research on effective turnarounds, we started the year out with some noticeable quick wins. We worked to create a clean, orderly, and welcoming environment. We worked on the establishment of routines and order and the establishment of a new dress code. Students, parents, staff, and visitors could signal the changes coming early on. We started the school year with a new leadership team formed by Renaissance School Services; a new Board of Trustees, formed through our work with consultant John Tarvin; a faculty of which 50% were new to our school and a new vision. And we began reaching out to establish ties within the community to build community support and involvement.

LCCPS is committed to academic achievement in an environment that fosters personal growth, pride in one’s own heritage and community spirit. This year required comprehensive and diligent work on the academic program. From comprehensive curriculum mapping, to implementing a comprehensive assessment system, to training and supporting teachers in using data to inform instruction, and providing professional development and coaching, we worked to ensure that consistent and effective instruction was underway.

LCCPS continues to serve a population that represents our city, with students who face obstacles to school success. As one of the most diverse schools in Massachusetts, we know that we must provide services and supports to ensure that our students succeed. We finish the year with an awareness of the growth we have seen in all areas of the school. We know that we have much to do and we are eager to continue our work of creating a school community of high expectations. The conditions placed on our school created some difficult financial decisions for us this year. Our financial realities forced us to

reduce our staff by twenty-five percent, reluctantly suspending our world language program, as well as part of our kindergarten program, and losing key teaching and administrative positions.

We are proud to be finishing the year with positive results in our academic program, a low turnover of staff, a renewed fundraising program and a clear vision of the road ahead. The Board of Trustees is committed to providing the staff, parents, and students with informed leadership, governance, and support and we have established ourselves as a growing, effective, and energetic Board. We are grateful to our Leadership Team, faculty, staff, parents and students for all their hard work this year. It has been a truly amazing transformation to behold.

Sincerely,



Carol Keirstead, Ed.D.

Lowell Community Charter Public School

Board of Trustees (Elected Chair June 2011)

Introductory Description of the School

The Lowell Community Charter Public School (LCCPS) is a Commonwealth Charter School granted by the Massachusetts Board of Elementary and Secondary Education in 2000. The school was founded in 2000 and is located at 206 Jackson Street in a building which once housed the Appleton Mills. During the 2010-2011 school year, the school provided education to 790 students from the Greater Lowell area in grades kindergarten through grade six. The student enrollment represented 15 nationalities and 20 different languages and dialects. More than 53% of the student body are students whose primary language is not English. Our school continues to serve a population that is 81% low income, 45% LEP and has a high percentage of students who are new immigrants. There was a reduction in the total number of students this year, from the prior school year, which was part of the provisions for charter renewal for the charter period of 2010-2015. The reduction is expected to will continue for the 2011-2012 school year. Our enrollment cap of 610 was delayed for a year by the DESE, allowing us to enroll 653 students this year.

The 2010-2011 school year began under the management of an Educational Management Organization (EMO), Renaissance School Services, LLC, (RSS) with a renewed energy to re-establish a commitment towards the school's highest priority, the promotion of academic excellence as measured by state testing. As the new school year began many changes had already been put into place designed to support a learning environment that would foster success. Under the guidance of RSS, a new leadership team had been established and was transferred from LCCPS to RSS; the curriculum benchmarks for English Language Arts and Mathematics had been aligned with the Massachusetts standards, approximately half of the teachers had been replaced with highly qualified teachers and a strong commitment had been established for data driven instruction, holding the entire team accountable for student growth. Professional development began in August and has been ongoing throughout the year with three major goals: a rigorous curriculum that will foster improvement on state testing, a strong leadership team and the building of a school culture promoting collaboration and high expectations. It is the school's desire to create an education program which blends strong skills development with higher order thinking, creativity and awareness of the global community. LCCPS believes that a rigorous curriculum should allow our students to not only master the state standards, but to offer the children of Lowell a challenging, multicultural learning environment that will stimulate them to go above and beyond the standards.

LCCPS continues to offer a full range of services to our students. Our English Language Learners, students needing Special Education services, and health and counseling supports are all critical elements of our program. We believe it is essential that we provide support for families where language issues, homelessness, lack of employment and medical issues stand in the way of the children's success. Our faculty and staff pay close attention to the needs of our students. Our school culture is one of respect and care for every student and family, while engaging every child and family in the goal of hard work and academic rigor in preparation for high school and college work. LCCPS has always integrated the arts, cultures and languages of our students into the life of our school and that continues to be important to us. Our sports programs continue to produce award- winning athletes, to motivate our students to achieve and teach perseverance and team work. One of the important elements we added this year is more attention to character development through positive reinforcement, assemblies and a discipline system which emphasizes conflict resolution skills and a proactive approach to problem solving.

LCCPS is a school of amazing children whose potential is unlimited. As we learn to better tap their own knowledge and strengths while they are becoming proficient English speakers, we will see their many strengths and leadership abilities grow. We know that we must continue to learn and understand the most effective methods of helping children to acquire English quickly and effectively in order to meet the MA standards and timelines. That is our goal for the year ahead. We have taken the first

steps of change and are ready to continue to build our curriculum, instructional methods and programs in order to become a high performing school.

Lowell Community Charter Public School

Mission Statement

The purpose of the Lowell Community Charter Public School is to prepare a diverse cross section of Lowell children for success as students, citizens, and workers by providing them with a comprehensive curriculum, in a supportive, challenging, multicultural learning environment. The school's highest priority is the promotion of academic achievement for all students in each of the areas addressed by the Massachusetts Curriculum Frameworks including: English, Reading and Language Arts, Writing, Mathematics, Science, Health and Fitness, World Languages, Art, Music as well as Character and Ethics. The Lowell Community Charter Public School will place special emphasis on the contributions that immigrants have made to American life and to Lowell's development over the years and on the culture, language, and history of the Southeast Asian and Latino peoples who comprise a substantial portion of Lowell's present-day population.

The school will actively promote the joy of discovery and creativity in the learning process, and will integrate the use of technology into aspects of instruction. The opportunity for learning will be enhanced through a longer school day and an extended year. Student achievement will be demonstrated in measurable terms to parents, students, and the community at large.

Performance Relative to the Accountability Plan and Common School Performance Criteria

Lowell Community Charter Public School began the 2010-2011 school year with a clear focus and commitment to improve academic achievement. As a turn-around school, under the guidance of RSS, an overall plan was developed for academic achievement success which focused on six major tenets: effective school leadership, aligned curriculum, effective instruction, improved school culture, professional development and student assessment to drive classroom instruction. As the year progressed LCCPS has stayed true to the overall plan and is pleased with the steady progress made by students and faculty.

This section of the Annual Report outlines progress in meeting the goals of the School's approved Accountability Plan 2011-2015 and in relation to the areas of faithfulness to charter, academic program and organizational viability as identified in the Massachusetts Charter School Common School Performance Criteria.

Faithfulness to Charter: Accountability Plan Goals and Measures

Faithfulness to Charter

Goal 1: LCCPS will emphasize the culture, language and history of the Southeast Asian, Latino, and African peoples in its academic program.

Measurement of Success:

Measure 1: 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. The survey is sent out in Spanish, Khmer and English. A minimum of 100 families will turn in the survey.

LCCPS has successfully met this measure.

Affirmative Evidence:

In the parent survey taken in 2011, 94% of parents responding to the survey answered with a score of 3 or higher to this question. Over 100 parents turned in the survey.

Measure 2: 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.

LCCPS has exceeded this measure.

Affirmative Evidence:

During the school year, 2010-2011, the school provided the following activities for students, families and the community:

- A celebration of Hispanic Month, with a pot luck supper sponsored by the Parent Advisory Council, featuring Spanish cuisine
- A celebration of “Joy around the World” providing a mixture of Hispanic, Khmer, African, American music for a celebration during the December holiday time.
- A celebration of African American history, with an emphasis on the underground railroad, the practice of quilting, a study of famous African American scientists, leaders and artists. We hosted an African American story teller at this event.
- A celebration of Khmer New Year – our students performed for the whole school, using Khmer instruments, dance and song. We also performed at city hall, helping the Khmer community to celebrate the Khmer New Year by marching in the local parade.
- A celebration of Africa – our students performed dance, drumming and songs and were educated about traditions and cultural images of Africa
- A celebration of the American Flag – a group of our students participated in the City Hall celebration of the American Flag, singing patriotic anthems and marching in a parade.

In addition, our art teacher created a diversity hall where art projects that depict various global communities are hung for display. This project ties us all together in a broader awareness of the many backgrounds represented in our school.

Common School Performance Criteria/Faithfulness to Charter**Implementation of Mission, Vision, and Educational Philosophy**

As a turnaround school, the new Board of Trustees and Leadership focused on the educational philosophy of the school and making it consistent, clear and understood by all. Throughout the school year, RSS has worked with LCCPS to ensure consistent and continuous movement towards academic success. The school believes that certain underlying structures are common to successful schools and these are the structures that are currently being implemented at LCCPS:

- A required 120 minutes of English Language Arts daily and 6 periods of math weekly
- At least one planning period per day for teaching faculty
- Provision of common planning time for each grade level, for curriculum work, data analysis and team meetings
- The presence/availability of tutoring support in English Language Arts and Math
- The use of a diagnostic benchmarking system at multiple points throughout the year
- The placement of two specialized full time key positions: Operations Specialist and Achievement Specialist, which were in place prior to the start of the 2010-2011 school year

- Systems for tracking data – use of Test Wiz, NWEA MAP, RSS Access data base
- The creation of a variety of teams to drive the turnaround of the school: Leadership Team, Educational Administrative team; Curriculum Committee, Grade-Level Teams

Implementation of the governance/leadership structure

As a result of the conditions placed on the school, an entirely new board was formed for school year 2010-2011. LCCPS recognizes the importance of the Board of Trustees understanding their responsibility for governing the school and holding the charter of the school and therefore recognized the need to add members with the skill and experience to make systematic changes in leadership and school progress. At the start of the school year, nine new members joined the Board of Trustees, re-affirmed the mission of the school and committed to ambitious, measureable goals for the next three years. The new Board has developed new by-laws; created committees and structures as it has been learning about the structures of the school. The Board worked together to support the SIG grant, fundraising efforts and preparations for the site visit. Considering that a majority of the leadership, Board of Trustees and teachers were all new, it should be noted that there were tremendous efforts made to learn, understand and lead the school in a new direction.

RSS, as an EMO under agreement with the Department of Elementary and Secondary Education (DESE), is responsible to the Board of Trustees for adhering to the requirements of the accountability plan and all academic achievement goals plus financial operations and compliance issues. Monthly reports are produced for RSS detailing student achievement, progress towards academic goals, discipline, attendance, enrollment and finances. A monthly school report is written both for RSS and the Board of Trustees.

Contractual Relationship of RSS and the Board of Trustees

In a year of turnaround, with a completely new Board of Trustees who did not begin fully until the fall of 2010, a new Head of School (HOS) and many changes to be made, the relationship of RSS and the LCCPS Board was challenging and brought many questions to the table as the contract was understood and the model became more clear.

The Board of Trustees and RSS worked together to develop and implement a committee structure, to ensure strong fiscal procedures and understanding of the financial status of the school and to successfully request that the Department of Elementary and Secondary Education approve a request for the school to remain K – 6.

The Chair of the Board was the primary Trustee contact for RSS during the year.

Academic Program Success

LCCPS 2010 NCLB accountability status is shown below.

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	Restructuring Year 2 - Subgroups	Moderate	Improved Below Target
MATHEMATICS	Restructuring Year 1 - Subgroups	Low	Improved Below Target

In order to make important changes, we performed a detailed analysis of MCAS, DIBELS, and Rigby scores for ELA. The following areas were identified as our focus in the school year. While our 2010 achievement levels showed growth, they are still below the goals we have set for the school.

With more than 50% of our students from families where English is a second language, it is clear that it takes several years for our students to achieve academic proficiency for writing and performing on MCAS. Finding ways to expedite that process is a key goal we have set for ourselves.

Instructional Strategies for 2010 - 2011

Literacy instruction with an emphasis on small group differentiated instruction	We introduced literature groups, independent reading time and phonics instruction for struggling readers in the upper grades. We increased time on task at all grade levels or 90 minutes of ELA and 45 minutes of writing each day. Our support staff worked with small groups, both push in and pull out.
Vocabulary skill development	In grade level meetings, vocabulary lists were shared, specific terms relating to math and ELA skills were introduced and practiced by all classes. The school held four Saturday MCAS boot camps, where students prepared for the ELA MCAS through challenges, games and practice.
Phonics instruction (K-3) and remediation in the upper grades	In 2010-2011, LCCPS introduced explicit phonics instruction at primary grade levels, using Explode The Code to support the Scott Foresman Basal series. In the upper grades, we create support groups for those students who have not mastered the phonemes enough to allow for fluent reading. These may be students who entered school with no English, above grade 2 and missed phonics instruction.
MCAS preparation and consistent school-wide strategies and graphic organizers	The school developed three graphic organizers, REA ³ D, for open response; TIMMME for the grade 4 long composition and the HAND for math problem solving. All teachers taught all students how to use these tools.
Motivation for students to use the strategies	The entire school supported our students in grades 3 – 6 in adapting new strategies for MCAS. From kindergarten buddies, to parents and other teachers, our students knew the whole school was behind them. Assemblies, raffles, songs, poems and posters all gave the same message – you can do it.

Goal 1: Students at LCCPS will be proficient readers and writers of the English Language.

LCCPS continues to use the Scott Foresman Reading Street series while expanding beyond the textbooks to support all learners and deepen understanding. This year the school has put emphasis on small group and differentiated instruction using the guided reading model, explicit phonics instruction for the lower grades and remediation of reading skills and fluency in the upper grades. To augment the reading program, first through third grade teachers have been involved in weekly professional development regarding guided reading while fourth through grade six teachers have worked on literature circles/book clubs. Teachers have utilized the writing workshop model to build upon writing skills and develop process pieces.

MCAS preparation has also been ongoing throughout the school year and the school has used MCAS results to drive instruction. Answering Open Response questions and the use of reading and test taking strategies has been emphasized with the creation of a consistent approach to test preparation. Additionally students in grades three through six have participated in four MCAS practice tests exposing the students to the language, style of questions and rigors of the exam. Testing replicates official MCAS testing with accommodations in place and the school in testing mode. Through the use of Test Wiz, data is quickly available to teachers including item analyses, strand performance and individual student reports. Professional development time was devoted to looking at these results as well as strategizing next steps. A consistent approach to open response was created through the use of the READ and Problem Solving Hand organizers, leading to an entire school spotlight on open response. Teachers examined raw scores and the points needed to advance each student one performance level. Item analyses were used to create classroom action plans. MCAS vocabulary was studied and broken down by grade level in order to guide literacy and mathematics instruction.

Measurement of Success:

Measure 1: 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, (SGP) in ELA will exceed 40.

LCCPS has successfully met this measure.

Affirmative Evidence:

In 2010, our SGP in ELA exceeded our goal with a median student growth percentile at 53. Our ELA SGP rose 16 percentage points from 2009 to 2010 with an increase from 37% to 53%.

ELA MCAS SGP PERFORMANCE 2010	
Grades 3-8	
SGP 2009	SGP 2010
37%	53.0%

While the students made progress in all categories except one, we did not make AYP. We saw an increase in achievement during our 2010 MCAS scores with the highest aggregate CPI since 2006 and the greatest positive aggregate CPI point improvement since 2006. We missed our aggregate 2010 ELA CPI target band by only two tenths of a point. Our progress can be seen in the chart on page 8.

<i>Student Group</i>	ELA MCAS 2009				ELA MCAS 2010			
	CPI Actual	Met Imp. Target	Change	SGP	CPI Actual	Met Imp. Target	Change	SGP
Aggregate	66.6	No	2.1	37.0	70.6	no	4	53.0
Lim. English Prof.	53.7	No	1	36.0	59.2	no	5.5	52.0
Special Education	44.9	Yes	7.4	38.0	50.3	no	5.4	49.0
Low Income	64.9	No	3.2	38.0	69.3	no	4.4	52.5
Afr. Amer./Black	65.8	No	-4.3	34.5	75.3	yes	9.5	48.0
Asian or Pacif. Isl.	66.4	No	1.6	37.5	71.4	yes	5	56.5
Hispanic	61.7	No	0.9	34.0	66.9	yes	5.2	50.0
White	77.0	Yes	7	48.0	74.1	no	-2.9	46.5

Detailed information by grade and subgroup reveals progress in many subgroups in English Language Arts; it also confirms that our ELL learners need more time to make significant progress as seen by the difficulty faced in grade 4.

Grade 3 English Language Arts							
	Stud. Incl	% of Stud. at Each Perf Lvl				CPI	SGP
	#	P+	P	NI	W		
AYP Subgroups							
Stud. w/ Disab	17	0	6	76	18	58.8	N/A
LEP/FLEP	39	3	23	54	21	64.1	N/A
Low-Income	103	3	29	54	14	71.1	N/A
African American/Black	20	5	45	45	5	80	N/A
Asian	33	3	27	55	15	71.2	N/A
Hispanic/Latino	54	0	28	56	17	67.6	N/A
White	12	8	17	75	0	77.1	N/A

Grade 4 English Language Arts							
	<i>Stud. Incl</i>	<i>% of Stud. at Each Perf Lvl</i>				CPI	SG P
	#	A	P	NI	W		
AYP Subgroups							
Stud. w/ Disab	11	0	0	18	82	31.8	N/A
LEP/FLEP	35	0	11	46	43	48.6	40
Low-Income	67	1	10	52	36	52.2	34
African American/Black	9	-	-	-	-	-	-
Asian	23	0	13	52	35	54.3	30
Hispanic/Latino	33	0	12	45	42	47.7	36
White	13	0	8	69	23	61.5	N/A

Grade 5 English Language Arts							
	<i>Stud. Incl</i>	<i>% of Stud. at Each Perf Lvl</i>				CPI	SG P
	#	A	P	NI	W		
AYP Subgroups							
Stud. w/ Disab	13	8	0	38	54	46.2	N/A
LEP/FLEP	24	0	13	67	21	62.5	63
Low-Income	65	6	28	46	20	69.6	66.5
African American/Black	12	0	33	58	8	77.1	N/A
Asian	21	5	43	43	10	79.8	67.5
Hispanic/Latino	38	8	21	47	24	65.8	64
White	9	-	-	-	-	-	-

Grade 6 English Language Arts							
	<i>Stud. Incl</i>	<i>% of Stud. at Each Perf Lvl</i>				CPI	SGP
	#	A	P	NI	W		
AYP Subgroups							
Stud. w/ Disab	14	0	36	29	36	62.5	N/A
LEP/FLEP	15	0	27	33	40	60	N/A
Low-Income	51	2	41	39	18	72.5	65
African American/Black	7	-	-	-	-	-	-
Asian	17	6	59	24	12	82.4	N/A
Hispanic/Latino	29	3	34	45	17	69.8	64
White	8	-	-	-	-	-	-

Internal Assessment for ELA – North West Education Association MAP Assessment

NWEA’s computerized adaptive tests are called Measure of Academic Progress, or MAP. When taking a MAP test, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student’s achievement level. LCCPS is using this test to review progress in Reading and Math.

Tests developed by NWEA use a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement. An advantage of the RIT scale is that it can relate the numbers on the scale directly to the difficulty of items on the tests.

Characteristics of the RIT Scale include:

- It is an achievement scale.
- It is an accurate scale.
- It is an equal interval scale.
- It helps to measure growth over time, using normed growth targets on an annual basis.
- It has the same meaning regardless of grade or age of the student.

Measure 2: On NWEA’s MAP, grades 3-6 in the aggregate will make one year’s growth in ELA. Students will be tested at the beginning, in the middle and at the end of each academic year for this measure.

Measurement of Success:

This is the school’s first year of MAP administration as well as computer-based testing which brings with it new learning experiences and protocols. We have focused on various ways to use this data to drive instruction as well as to monitor growth and progress. Teachers have received data reports on their students’ progress towards the end of year norm targets as well as the RSS classroom averages. Training has been conducted on the use of the NWEA MAP site to drive individual student instruction. Teachers have created individual student plans based on the Descartes information available for each student as well as additional assessment information. “ Descartes” is a MAP report that groups children and gives specific skills on which they need work.

LCCPS has successfully met this measure.

Affirmative Evidence:

LCCPS successfully administered the NWEA MAP in ELA to all students in grades three through six three times this year (fall, winter, spring). NWEA has completed a RIT Scale Norms Study correlating grade level RIT scores to normed targets at the beginning and end of each year. Student level and aggregate growth data is calculated using the normed mean RIT growth. LCCPS 3rd – 6th graders in the aggregate made more than one year’s growth in ELA as shown in the data table below.

ELA MAP PERFORMANCE 2010-2011	
Grades 3-6	
NWEA Normed Growth (Mean RIT)	LCCPS Growth (Mean RIT)
5.63	5.94

The NWEA MAP assessment has created standardized (normed) expectations for growth using RIT scores. In grade 3 a growth of 7.4 points would be the normed growth. However, a student might make that much growth or more and not be within the grade level expectations for 191.6 – 199. At LCCPS we review the average/normed growth of the child, the class and the grade. We also assess whether we are within or above the range of expected achievement. The chart below indicates the normed RIT Growth by grade.

NORMED RIT GROWTH BY GRADE: READING			
GRADE LEVEL	FALL MEAN	SPRING MEAN	NORMED RIT GROWTH (SPRING-FALL)
3rd	191.6	199	7.4
4th	200.1	205.8	5.7
5th	206.7	211.1	4.4
6th	211.6	214.8	3.2

The following chart indicates by grade where we met the target for normed growth. Please note that it is a characteristic of MAP that as students become more proficient they do not move as many RIT points in a year as when they are younger. It becomes more difficult to make the same amount of

progress as you move up to higher grades. It also is more difficult to make those points if you are above the range of expected RIT scores.

Reading			
Grade	NWEA Normed Growth (Mean RIT)	LCCPS Growth (Mean RIT)	Difference LCCPS vs. Norm
3rd	7.4	10.42	3.02
4th	5.7	4.67	-1.03
5th	4.4	4.47	0.07
6th	3.2	1.03	-2.17

The following table indicates two measures:

1. Percentage of students at the normed median, or in the expected range of RIT scores for that grade level.
2. Percentage of students who exceed the expected growth.

NWEA MAP Performance				
Grade Level Performance				
		Reading		
K	% at Normed Median	47.7		
	% Above Typical Growth	N/A		
1	% at Normed Median	49.6		
	% Above Typical Growth	46.9		
2	% at Normed Median	44.7		
	% Above Typical Growth	43.6		
3	% at Normed Median	54.4		
	% Above Typical Growth	58.9		

4	% at Normed Median	48.3		
	% Above Typical Growth	46.8		
5	% at Normed Median	39.0		
	% Above Typical Growth	51.7		
6	% at Normed Median	49.2		
	% Above Typical Growth	39.3		
School	% at Normed Median	48.2		
	% Above Typical Growth	48.5		

Goal 2: Students at LCCPS will be proficient in mathematics.

Mathematics has been a weakness of the school over the past five years. Understanding the limitations of the current math program for the LCCPS students, the Achievement Specialist and Math Coach have supplemented the core math program with additional manipulatives, games and practice as well as different methods of direct instruction to support all learners. A math committee has reviewed various core math programs throughout the year and has selected a new math program aligned to the Common Core for the 2011-2012 school year. Special attention was paid to the differentiated supports for SPED and ELL learners including language supports and problem solving methodology.

MCAS preparation has been ongoing in the area of math. MCAS math vocabulary, problem solving strategies and open response questions are areas that have been emphasized. Grades three through six have participated in four practice math MCAS assessments providing teachers with valuable real time data to help guide classroom instruction. We saw strong gains from the March to April practice tests following focused MCAS preparation and targeted instruction based on practice results and data analysis. Our analysis of our results, item analysis and class wide trends and patterns. We put in place the follow strategies.

Strategies used in 2010 – 2011 for Math instruction.

Math instruction	Created common language and processes for teaching number sense, computation, and problem-solving We ran a number of contests, games and raffles using math terms, strategies and approaches. We held a Math Saturday School for the entire school, with games, skills, computation and math thinking as the focus.
Math Vocabulary	The school created a Math Vocabulary focus for every MCAS grade, making sure our vocabulary was aligned to MCAS. We taught teachers how to introduce the terms to students.
MCAS preparation and consistent school-wide strategies and graphic organizers	The school developed a math graphic organizers, HAND for math problem solving. All teachers taught all students how to use this tool. The school also created a new special education reference sheet.
Motivation for students to use the strategies	The entire school supported our students in grades 3 – 6 in adapting new strategies for MCAS. From kindergarten buddies, to parents and other teachers, our students knew the whole school was behind them. Assemblies, raffles, songs, poems and posters all gave the same message –“ you can do it. We believe in you.”

Measurement of Success:

Measure 1: 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.

LCCPS has successfully met this measure.

Affirmative Evidence:

In 2010, our SGP in Math exceeded our goal with a median student growth percentile at 50.5. Our Math SGP saw strong growth with a 12.5 percent movement from 38% in 2009 to 50.5% in 2010.

MATH MCAS SGP PERFORMANCE 2010 Grades 3-8	
SGP 2009	SGP 2010
38.0%	50.5%

While the students made progress in all categories except one, we did not make AYP. We did see a positive aggregate gain which turned movement upward following the drop in 2009. The school is committed to aggressively working to continue this upward movement through our new curriculum,

increased professional development and a focus on the language of math. We have identified the need to focus on mathematical thinking, problem-solving and open response in math, all of which are impacted by the needs of our high ELL population.

Student Group	Math MCAS 2009				Math MCAS 2010			
	CPI Actual	Met Imp. Target	Change	SGP	CPI Actual	Met Imp. Target	Change	SGP
Aggregate	57.1	No	-1.8	38.0	60.6	no	3.6	50.5
Lim. English Prof.	49.6	No	-0.1	42.0	51.7	no	2.1	50.5
Special Education	32.6	No	-3.3	27.0	34.1	no	1.5	36.0
Low Income	55.4	No	-1.1	36.0	58.8	no	3.4	49.5
Afr. Amer./Black	52.7	No	-6.3	30.5	59.6	yes	6.9	57.0
Asian or Pacif. Isl.	57.4	No	-5.5	38.5	63.7	yes	6.3	44.0
Hispanic	52.9	No	-0.7	36.0	56.9	no	4	52.0
White	67.2	Yes	5.1	41.5	66.7	no	-0.5	48.0

Grade 3 Mathematics							
	<i>Stud. Incl</i>	<i>% of Stud. at Each Perf Lvl</i>				CPI	SGP
	#	P+	P	NI	W		
AYP Subgroups							
Stud. w/ Disab	17	0	12	41	47	44.1	N/A
LEP/FLEP	39	5	23	41	31	59.6	N/A
Low-Income	104	3	28	47	22	64.4	N/A
African American/Black	20	0	25	60	15	65	N/A
Asian	33	9	36	33	21	69.7	N/A
Hispanic/Latino	54	2	26	48	24	63	N/A
White	13	0	31	62	8	71.2	N/A

Grade 4 Mathematics							
	<i>Stud. Incl</i>	<i>% of Stud. at Each Perf Lvl</i>				CPI	SGP
	#	A	P	NI	W		
AYP Subgroups							
Stud. w/ Disab	11	0	9	9	82	25	N/A
LEP/FLEP	34	0	12	41	47	48.5	37.5
Low-Income	66	2	15	55	29	56.1	31
African American/Black	9	-	-	-	-	-	-
Asian	23	0	17	52	30	56.5	30
Hispanic/Latino	32	3	9	50	38	50.8	30.5
White	13	0	31	46	23	61.5	N/A

Grade 5 Mathematics							
	<i>Stud. Incl</i>	<i>% of Stud. at Each Perf Lvl</i>				CPI	SGP
	#	A	P	NI	W		
AYP Subgroups							
Stud. w/ Disab	13	8	0	23	69	30.8	N/A
LEP/FLEP	24	4	8	42	46	46.9	67
Low-Income	65	11	17	34	38	56.2	61
African American/Black	12	8	8	50	33	54.2	N/A
Asian	21	14	10	57	19	63.1	64.5
Hispanic/Latino	38	11	18	24	47	54.6	48
White	9	-	-	-	-	-	-

Grade 6 Mathematics							
	Stud. Incl	% of Stud. at Each Perf Lvl				CPI	SGP
	#	A	P	NI	W		
AYP Subgroups							
Stud. w/ Disab	14	0	21	29	50	48.2	N/A
LEP/FLEP	15	0	13	40	47	46.7	N/A
Low-Income	52	8	23	44	25	62	62.5
African American/Black	7	-	-	-	-	-	-
Asian	17	18	18	41	24	63.2	N/A
Hispanic/Latino	30	3	30	43	23	65.8	63.5
White	8	-	-	-	-	-	-

Measure 2: On NWEA’s MAP, grades 3-6 in the aggregate will make one year’s growth in math. Students will be tested at the beginning, in the middle and at the end of each academic year for this measure.

LCCPS has successfully met this measure.

Measurement of Success:

This is the school’s first year of MAP administration as well as computer-based testing which brings with it new learning experiences and protocols. We have focused on various ways to use this data to drive instruction as well as to monitor growth and progress. Teachers have received data reports on their students’ progress towards the end of year norm targets as well as the RSS classroom averages. Training has been conducted on the use of the NWEA MAP site to drive individual student instruction. Teachers have created individual student plans based on the Descartes information available for each student as well as additional assessment information. “Descartes” is a MAP report that groups children and gives specific skills on which they need work.

Affirmative Evidence:

LCCPS successfully administered the NWEA MAP in Math to all students in grades three through six three times this year (fall, winter, spring). NWEA has completed a RIT Scale Norms Study correlating grade level RIT scores to normed targets at the beginning and end of each year. Student level and aggregate growth data is calculated using the normed mean RIT growth. LCCPS 3rd – 6th graders in the aggregate made more than one year’s growth in Math as shown in the data table below.

MATH MAP PERFORMANCE 2010-2011	
Grades 3-6	
NWEA Normed Growth (Mean RIT)	LCCPS Growth (Mean RIT)
8.4	10.84

The NWEA MAP assessment has created standardized (normed) expectations for growth using RIT scores. In grade 3 a growth of 7.4 points would be the normed growth. However, a student might make that much growth or more and not be within the grade level expectations for 191.6 – 199. At LCCPS we review the average/normed growth of the child, the class and the grade. We also assess whether we are within or above the range of expected achievement. The chart below indicates the normed RIT Growth by grade.

NORMED RIT GROWTH BY GRADE: MATH			
GRADE LEVEL	FALL MEAN	SPRING MEAN	NORMED RIT GROWTH (SPRING-FALL)
3rd	192.1	202.4	10.3
4th	203	211.4	8.4
5th	211.7	219.2	7.5
6th	218.3	223.8	5.5

The following chart indicates by grade where we met the target for normed growth. Please note that it is a characteristic of MAP that as students become more proficient they do not move as many RIT points in a year as when they are younger. It becomes more difficult to make the same amount of progress as you move up to higher grades. It also is more difficult to make those points if you are above the range of expected RIT score. We are pleased to see that we exceeded the expected growth at every grade level.

MATH NWEA MAP PERFORMANCE BY GRADE

Math			
Grade	NWEA Normed Growth (Mean RIT)	LCCPS Growth (Mean RIT)	Difference LCCPS vs. Norm
3rd	10.3	13.78	3.48
4th	8.4	10.77	2.37
5th	7.5	9.57	2.07
6th	5.5	6.37	0.87

The following table indicates two measures:

1. Percentage of students at the normed median, or in the expected range of RIT scores for that grade level
2. Percentage of students who exceed the expected growth.

NWEA MAP Performance			
Grade Level Performance			
			Math
K	% at Normed Median		52.3
	% Above Typical Growth		N/A
1	% at Normed Median		41.7
	% Above Typical Growth		38.9
2	% at Normed Median		38.3
	% Above Typical Growth		35.3

3	% at Normed Median			51.2
	% Above Typical Growth			64.5
4	% at Normed Median			52.2
	% Above Typical Growth			67.9
5	% at Normed Median			44.1
	% Above Typical Growth			69.0
6	% at Normed Median			46.8
	% Above Typical Growth			58.3
School	% at Normed Median			46.9
	% Above Typical Growth			54.3

Goal 3: The school will offer meaningful professional development to the faculty. This year the plan for professional development was built around six major objectives.

1. A climate of striving for excellence in all areas: curriculum, instruction, collaboration, collegiality and professionalism.
2. A common understanding of new policies, procedures, and expectations in areas such as discipline, attendance, health and safety.
3. Higher expectations for teaching and learning: set the standards high and make them clear for students and teachers alike; common language around our vision of curriculum.
4. Data driven decision making process; build understanding and skill for each person to use as we review data and make decisions.
5. Skilled faculty who understands how to use curriculum materials, resources and accepts coaching.
6. Common language and strategies around the belief that all children can learn and that all teachers are responsible for the progress of each child they teach including ELL, SPED, gifted and struggling students.

Measurement of Success:

Measure 1: Each spring, the administration will survey the returning faculty for input on the professional development they believe is needed for the coming year.

LCCPS has exceeded this measure.

Affirmative Evidence:

The school conducted a survey of returning staff for the 2010-2011 school years to obtain input on the areas of professional development that teachers felt needed to be addressed. Information from the survey and school performance data, combined with RSS's and the Leadership Team's observations, guided the focus for professional development that was offered throughout the school year. Additionally, RSS offered on-going professional development to the Leadership Team.

Measure 2: The school will develop a professional development plan each year that addresses issues raised by teachers, as well as by administrative assessment needs. One hundred percent of teachers will take part in professional development opportunities during the year.

LCCPS has successfully met this measure.

Affirmative Evidence:

One hundred percent of teachers and support staff participated in our professional development activities. Teachers returned before school started for two weeks of intensive professional development; then met monthly for half a day for professional development as well as regular staff meetings, early release sessions and Category trainings.

LCCPS started the year with a robust August professional development calendar including Responsive Classroom, guided comprehension, MA standards and alignment, discipline policy, SPED and ELL strategies and programming, Child Study, Human Resource policies, thematic unit design, Empowering Writers expository training all highlighted by a collaborative school-wide discussion on excellence and academic rigor. Professional development continued throughout the school year involving 100% of the teaching faculty. Professional development was provided year long in topics including: ELL Category trainings, MCAS strategies, open response preparation, long composition writing, guided reading, comprehension strategies, phonics, MAP assessment and analysis, quarterly writing prompts and scoring, technology, co-teaching, Atlas Rubicon curriculum mapping, literature circles, DIBELS analysis, MCAS practice results, and conflict resolution. In addition to professional development days, teachers were involved in weekly curriculum and team meetings discussing issues related to curriculum, instruction and assessment.

Goal 4: The school will redesign its student behavior and discipline system.

It was understood by everyone that a school wide culture of discipline, order and focus on academics would require a change in the policies and procedures. It was critical to develop a sense of clearly defined values and expectations.

Measurement of Success:

Measure 1: By December 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.

LCCPS has successfully met this measure.

Affirmative Evidence:

The new discipline code was written before the start of school in August of 2010. It was included in the school handbook and bullying plan. Due to the implementation of a new Discipline Code of Conduct in the 2010-2011 school year our overall school discipline has shown great improvement.

This improvement is a result of the commitment and consistency our teachers have shown using the Responsive Classroom Behavior Management approach day in and day out. Teachers have also followed through with all paperwork required for any chronic or major discipline issue. Our parent participation in required meetings for their child’s discipline issues was at the highest we have ever had. This teamwork showed our students that all staff and parents were working together to make sure all LCCPS students will Be Safe, Be Respectful, and Be Responsible throughout the building at all times.

At LCCPS, we strongly believe in teaching children to make good choices. We see our discipline policies as a way to help educate our students in self-control, conflict resolution and personal power. It is necessary to emphasize the importance of students following school rules, and for parents to support the school in maintaining these expectations to have the best possible environment for learning. When students do violate school rules, we believe that discipline should be administered in a progressive and fair manner. In some instances, teachers and administrators may have to issue consequences or create individualized interventions as a result of these violations. One of the important elements of this change was the consistency in extra-curricular and afterschool programs.

In addition to a new discipline code, the school instituted an assembly program where weekly awards were given for character, effort and improvement. Students also received awards for academic achievement. A “golden ticket” award system was used to celebrate students who went above and beyond expectations. There was a significant and clear change in school culture as students understood that consequences would be consistent and that they could talk to adults about their concerns. We look forward to our students developing leadership roles in student government and school-wide projects.

Measure 2: By the end of the school year 2011-12, and for subsequent years until 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.

LCCPS has documented our discipline incidents and will be able to measure the change during 2011-2012.

Affirmative Evidence:

LCCPS is committed to creating a school climate that is built on respect, concern for others, order, predictability and consistency of consequences in our discipline process. This requires careful attention to each incident and to our record keeping. We were pleased with the change in behavior and with the teacher’s adoption of our new code of conduct. We believe it improved our school’s ability to focus on academics. This improvement was due to the consistency of our staff following every step in the Discipline Code of Conduct. All teachers followed: Re-direct student and de-escalate the situation, Mandatory conference with teacher or adult, Verbal warnings, Child Study Team referral, Student consultation, In-class interventions, Call to parent/guardian, Referral to administration, Community service, Separation from the group or other loss of privileges, Loss of Recess, Timeout, and Behavior plan development.

Discipline referrals	526
Out of School Suspensions	76
In School Suspensions	127
Detentions	34
Restraints	21

LCCPS reports to RSS the number of In School Suspensions and Out of School Suspensions per 1000 student days of school. As a baseline for the next years of our charter, to measure our progress, we will

use this year's rate of suspensions. In 2010-2011, we experienced a rate of less than 1 ISS per 1000 student days of school and a rate of less than .5 OSS per 1000 student days of school. We are pleased that this statistic is so low and expect that it will stay at this level in the coming year.

Goal 5: The school will complete its curriculum mapping process.

Measurement of Success:

Measure 1: The school will have working curriculum maps with a uniform format and mapping approach in ELA and Math by August, 2010.

LCCPS has successfully met this measure.

Affirmative Evidence:

LCCPS launched a curriculum mapping effort in March 2010. In April of 2010, LCCPS curriculum benchmarks for English Language Arts and Mathematics were aligned with the state standards and the initial mapping of the school's programs in these two areas was completed on May 31, 2010. To further extend the curriculum mapping, the school utilized Atlas Rubicon curriculum mapping software with a uniform format and consistent approach during the 2010-2011 school year. This work will continue next year with the curriculum team building additional activities and resources including technology as well as detailed plans for differentiation of instruction. These maps must be continually updated for horizontal and vertical alignment especially with the adoption of a new math program next year and the addition of a new phonics program. The curriculum revision process will be managed by the Achievement Specialist with an ongoing curriculum committee.

Measure 2: 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.

LCCPS will meet this measure.

Affirmative Evidence:

LCCPS has decided upon a thematic approach to Science and Social Studies especially in grades K-4. The themes in both Science and Social Studies have been laid out for K-6 in a school-wide LCCPS Thematic Scope and Sequence including an alignment to the state standards for each content area. Additional work in both content areas will be spearheaded by the Achievement Specialist and curriculum mapping team with the addition of resources, informational text, content area writing, and hands-on inquiry and investigation.

The Science Curriculum mapping and Social studies mapping are proceeding as expected and LCCPS will meet these goals. The curriculum committee is functioning, has established the mapping for Science and Social Studies and is writing the science thematic units, aligning them to the common core and entering them into our Atlas Rubicon curriculum program to create uniform format and approaches to our curriculum. Teachers will work on common planning together next year to implement the science and social studies units.

Common School Performance Criteria/Academic Program Success

Aligned Curriculum

The school year began with the school's curriculum benchmarks for English Language Arts and Mathematics fully aligned with the state standards and the mapping of the school's programs in these two areas completed. The goal this year has been to further extend the curriculum mapping by utilizing Atlas Rubicon curriculum mapping software. This is an online mapping system providing teachers with easy access for planning. The Atlas Rubicon program will be a critical tool in tracking

what has been taught and what changes need to be made to the curriculum based on student performance. The Curriculum Committee used the information learned from the alignment of the curriculum to the state standards and data from the MCAS performance to determine which instructional materials will best suit the needs of the LCCPS diverse student population. Our next step is to work with the Common Core as we move forward.

Effective Instruction

The Leadership Team prioritized the hiring of highly qualified teachers for the school year and consistently exposed them to a common understanding of the features of a high-quality standards based program through the many new systems, practices and meetings now in place. Intense professional development and training in the areas of assessment and use of data, curriculum planning and instruction and understanding differentiated instruction has been provided throughout the year. LCCPS has targeted work in the areas of ELA and math to improve instruction and teaching practice. Teachers have received guidance on the development of a balanced literacy and guided reading program, critical thinking and higher order questions, as well as mathematical problem solving strategies and instruction uses of math manipulative. Math and Literacy coaches were hired to provide ongoing support and guidance to classroom teachers. Additionally, LCCPS focused on ways to improve classroom climate and student-teacher interactions through Responsive Classroom, classroom management strategies and team collaboration.

Classroom and School Environment

At LCCPS, part of the turnaround effort has included a commitment to each classroom being a vibrant learning environment, where evidence of learning is visible and clearly articulated. We believe the room should illustrate the learning and energy of the school. We are also committed to providing appropriate resources for teachers and students. With 81% of our population coming from low income households, the importance of order, resources, books and materials is not underestimated.

Responsive Classroom training and implementation has created a common language for teachers, a practice which helps to build the community and culture of responsibility. We believe that every child, parent and teacher is accountable for his or her choices and we will take the time to address issues immediately in order to build a culture of respect, responsibility and academic success.

We are committed to ensuring, as much as possible, that every child is ready to learn when they arrive at our school each day. This is an area where LCCPS has both achieved success and were challenged at the same time. Our school nurses, counselors, psychologist and parent liaisons have formed close relationships with families and are quickly able to address needs for day care, clothing, issues around homelessness and health. We have served several children with life threatening diseases; situations of substance abuse in the family and family members who are incarcerated. Our discipline code and response to student behavior are designed to create a positive change in the child's view of themselves and their academic performance. Positive reinforcements, attention to emotional triggers and working closely with parents, when possible, are all strategies used.

The health issues in our community are significant, as in all inner city communities. Our nurses, food service and lunch monitors work to make sure that children are eating, are having their medical needs met and that parents are following through with necessary action. We work together as a team to ensure that we are aware of each child's needs.

Meeting the Needs of Diverse Learners

Instruction for English Language Learners, (ELL) has been restructured. With over fifty percent of the LCCPS' student body coming from homes where English is not the primary language, the Leadership Team recognized the need to revamp the ELL program. After seeing our MCAS data for 2010, it was clear that many students had been wrongly identified and FLEP'd the year before. We re-designated those students and began providing them with more support. We are developing a new

philosophy and approach to our ELL learners. Currently, ELL students are being immersed in English. The students are constantly being exposed to the state standards in ELA and Math along with the Massachusetts English Language Proficiency Benchmarks and Outcomes (ELPBO). Students are being provided with additional individualized support both in the classroom and in small group settings, as needed. We have developed individual ELL progress reports and classroom teachers are seeing themselves as responsible for the success of every child. Everyone at our school has to be part of the ELL program.

Students' with Special Education needs are met on an individualized basis in the least restrictive setting. The school utilizes an inclusion model, where lessons are modified and supported as needed by the special education teachers in the regular education classrooms. Additionally, many children with Special Education needs receive specialized instruction in a separate setting. LCCPS offers a wide range of services from a special education teacher, speech therapist, occupational therapist, school adjustment counselor and behavior specialist. Developing student accommodations to help each child reach their potential is an ongoing process. This year's particular focus was on individualizing student checklists, reference sheets and graphic organizers to support district and state testing. LCCPS evaluated 65 students as initial evaluations with 45 of these students receiving either a 504 Plan or IEP as a result. The school also provided 19 extended evaluations for students whose initial evaluation warranted additional information and 18 re-evaluations. LCCPS started the school year with 75 students qualifying for Special Education services and ended the year with 126 students who qualified for services. This is an increase in percentage of students from 9% at the beginning of the school year and 16% at the end of the year.

The school is developing a tiered learning model to support differentiated instruction to meet the varying needs of all students including ELL and SPED students. Teachers are receiving ongoing professional development and coaching on best practices to support these learners in the inclusive classroom. Additional ELL and SPED intervention materials were added to the core curriculum.

Professional and School Climate

School year 2009-10 was a very traumatic year for the school. Recovering from the difficulties, the loss of so many teachers, the negative school climate and the uncertainty of the school's future had created an atmosphere of anxiety and pressure. During the 2010-11 school year, the school worked hard to inspire, motivate and appreciate the efforts of our students, staff and families. Our teachers were diligent, open and ready for the challenge ahead of them. Teachers began to feel that standards and expectations were clear and were enforced; student discipline improved. As we saw our students improve in their test taking skills and practice test scores went up, the climate of the school became excited. Our school community began to celebrate the changes, encouraging our students and holding high expectations in a "can do" positive attitude. Although we had a reduction in force again for the upcoming 2011-12 school year, due to the enrollment reduction – we had only five teachers choose not to return. The consistency of staff going forward will help us continue to grow our commitment to excellence, diligence, improving our practice every day and maintaining a faculty that feels pride in its work.

Data to Drive Instruction

Teachers at LCCPS are currently using a variety of formative and summative assessments data. In our common planning time, the Achievement Specialist has driven analysis of data, to be used in student plans for instruction in the classroom. The Achievement Specialist has also provided training for teachers in the use of the NWEA MAP data and classroom performance targets to assess effectiveness of instruction. The Achievement Specialist uses the Test Wiz database to provide timely feedback to teachers on MCAS progress as evidenced in the practice tests. For the first time, teachers were asked to create individual student plans based on the data they had. Professional development this year has significantly centered around MCAS with trainings on data analysis, MCAS strand distribution, long composition, test-taking strategies and open response.

DIBELS is also administered three times a year with risk level and growth examined via school-created charts and graphs. The Scott Foresman baseline and benchmark tests are administered 5-6 times a year and used to help inform reading groups and needed student supports. The Dolch Sight Word Inventory has been added this year in order to get baseline data and remediate as necessary.

Program Evaluation

LCCPS is building a system of program evaluation that draws information from a variety of sources. Our students' successes on MCAS, on our internal measures and in preparation for the schools they will attend upon leaving us are all factors in our choices. We are expecting to develop a four year cycle to review curriculum and programs.

Currently, we expect to review our programs following this schedule:

2009 – 2010	Review of reading program	Decision to keep Scott Foresman, but add authentic Literature, phonics materials and writing programs
2010-2011	Review of math program	Decision to switch to Envisions, use Touch Math
2011-2012	Review science/social studies	Decision to build thematic units and acquire non Fiction materials/ artifacts. Build world culture course
	Review of World Language	Determine philosophy and approach, pick materials
2012-2013	Review of reading program	TBA

The curriculum is reviewed by teams of teachers, administrators and includes participation by Trustees, outside consultants and the decisions are made by the Leadership Team and RSS.

Organizational Viability

Goal 1: The school will be fiscally solvent and sound.

Measurement of Success:

Measure 1: The school will maintain positive net assets.

LCCPS has successfully met this measure.

Affirmative Evidence:

The balance sheet for 2011 indicates a surplus for the year, no debt for the school and a full enrollment.

Measure 2: 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. (This goal has been changed to 653 by approval of DESE of our request in April)

LCCPS has successfully met this measure.

Affirmative Evidence:

SIMS data as of October 1, 2010 indicates that LCCPS enrolled 792 students. During the 2010-2011 school year LCCPS had an active wait list of a minimum of 200 students. The school held a lottery in March, 2011 for school year 2011-2012 and currently has a wait list of 221 students.

Measure 3: 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.

LCCPS has successfully met this measure.

Affirmative Evidence:

The school received an unqualified audit in 2010. There were no material findings.

Goal 2: Families will be satisfied with the education their children receive at LCCPS.

Measurement of Success:

Measure 1: 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.

LCCPS has exceeded this measure.

Affirmative Evidence:

On our parent survey 95 % of parents scored agree/strongly agree for statements of satisfaction with teachers, the school, the academic program and overall satisfaction, exceeding our goal for this measure. Over 100 parents returned the survey.

Measure 2: 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.

LCCPS has exceeded this measure.

Affirmative Evidence:

Out of 714 possible students who could re-enroll for 2011-2012 (due to the reduction in enrollment) 87% have re-enrolled.

Goal 3: The Board of Trustees will be a strong governing organization of LCCPS.

LCCPS is grateful to John Tarvin for his support and search for new Board members for the school. Following the determination by DESE that the school needed a new Board, a search was initiated to identify individuals who would understand the school's mission, be willing to join a school in transition and provide steady, reasoned decision making. The Board members who volunteered to make this commitment have worked diligently throughout the year, learning about the school, the charter school expectations and understanding the relationship with the management company. While in some ways the Board is still in transition, needing to grow and add board members; at the same time, it has developed into a strong working team and is ready for the challenges ahead.

Measurement of Success:

Measure 1: The Board of Trustees will maintain a membership that meets the requirements in its bylaws (a minimum of five members) and demonstrates a range of relevant areas of expertise. The original accountability plan called for nine members, but the Board of LCCPS revised the By-Laws during the year and is functioning on those expectations.

LCCPS has successfully met this measure.

Affirmative Evidence:

The Board of Trustees has maintained its required membership with seven members, adding a new member within a short time of the resignation of two of the new members elected at the beginning of the school year. It has assessed its needs in terms of areas of expertise and is actively recruiting new members to balance out the range of experience.

Measure 2: The Board of Trustees will complete an annual evaluation of the school leader.

LCCPS has not met this measure.

Affirmative Evidence:

The Board of Trustees is in the process of developing an evaluation tool for the Head of School and Renaissance School Services. The Board is committed to performing annual evaluations of the school leader. The Board and the Head of School agreed to an evaluation each fall, to allow for a review of MCAS scores, teacher retention and other metrics that will be included.

Measure 3: All Board Members will attend an average of 80% of monthly Board Meetings.

LCCPS has met this measure.

Affirmative Evidence:

The current eight members of the Board of Trustees have attended over 80% of the monthly Board meetings since they joined the Board.

Measure 4: The Board will complete an annual self-assessment of its effectiveness and create an action plan to address areas of improvement.

LCCPS has not yet met this measure.

Affirmative Evidence:

The current Board will complete a self-assessment in the fall and create an action plan to address areas of growth and strategic actions.

Measure 5: One hundred percent of the members of the Board will contribute to the Friends of LCCPS.

LCCPS has successfully met this measure.

Affirmative Evidence:

One hundred percent of the Board has contributed to the Friends of LCCPS.

Goal 4: LCCPS will provide its students with a competent and consistent teaching staff.

Measurement of Success:

Measure 1: All teachers, paraprofessionals, and administrators will meet the requirements of NCLB.

LCCPS has successfully met this measure.

Affirmative Evidence:

LCCPS meets the NCLB requirements for teachers.

Measure 2: One hundred percent of all teachers will be formally evaluated annually using the internally approved evaluation process.

LCCPS has successfully met this measure.

Affirmative Evidence:

All teachers were evaluated by the internally approved evaluation process. The process is RSS-developed, and utilizes a form developed by RSS with input from the Leadership Team.

Measure 3: 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.

Not Applicable.

Goal 5: LCCPS will enhance its administrative systems and structures.

RSS introduced several new administrative reporting systems which have helped to keep the school aware of patterns and trends in admissions, discipline, finances and attendance.

Measurement of Success:

Measure 1: 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.

LCCPS has successfully met this measure.

Affirmative Evidence:

The school has adopted and implemented the following three administrative tools and structures:

1. Enrollment tracker – this RSS tool is used by the registrar to keep track of our waiting list, movement of students through attrition and enrollment. It is sent out monthly during the year and weekly from the Intent to Return letters due date, through the re-enrollment process, lottery and start of school. It tracks retention, movement of students from grade to grade, new students and staffing needs.
2. Teacher evaluation process – RSS brought to the school its teacher evaluation system, which relies on multiple observers producing a numeric score for each teacher, and then calibrating those scores to arrive at a consensus score. A form developed by RSS with input from the leadership team is used to produce the scores, which form is then shared with teachers as a tool for professional development.
3. There are two monthly discipline reports. One reports a school-wide rate of incidents. The other is a monthly recording of individual students with a high rate of significant incidents. Both reports are sent to RSS and the HOS, allowing us to focus on changes in patterns and to make sure we are aware of any students in crisis.

Common School Performance Criteria

Policy Decisions:

- The Board approved a change in policy to remove the bonus for accrued time off for employees.
- The Board approved legal action to recover money owed to LCCPS from a failed attempt to buy real estate
- The Board decided to re-activate their fundraising role and worked with the Friends of LCCPS to begin an active campaign for the coming year.
- The Board approved the bullying policy and new discipline policies.

Amendments to the Charter:

The Board approved changing the number of school days to 186 this year due to snow. This is a temporary change, for this year specifically. The Board requested that the condition of losing grades 5 and 6 and having to de-enroll students be delayed allowing the school to remain grades K – 6 and have 653 students. DESE approved the request of the Board.

Complaints:

There were no formal complaints received by the Board in the course of the school year. There were comments and concerns raised at the June meeting concerning the loss of the World Language

program. The Chair of the Board explained that it was a difficult decision for the Board but that it was driven by the financial realities caused by the reduction in enrollment.

Oversight:

The Board is in the process of determining a method of evaluating the EMO and the Head of School. The Trustees were actively involved in the site visit and preparation for it.

Board Planning:

No formal strategic planning has taken place this year. As a completely new Board, in its first year, it has developed by-laws; organized terms and committees; and familiarized itself with the school's academic program, operations and finances. The Board will be reviewing the mission of the school, the academic progress this year and will be creating a strategic plan in due time.

Family Engagement:

LCCPS believes that family engagement is an important goal for the school. We invite families in regularly and are working to build our Parent Advisory Council through a variety of approaches. We offer a small group discussion on family values, led by a school counselor which had a regular and committed group of parents. We had over 60% of our parent come to our Fall Open House, which is a very high turnout for an urban school. Our parent conferences achieved approximately 90% attendance by parents. We are pleased with our progress, but are working to build an even stronger sense of participation. Over 160 parents returned satisfaction surveys and those surveys indicated very positive family attitudes towards the school.

Safety:

The school built a strong and effective response to crises this year, determining safe and efficient all school evacuations; lock down procedures and responses to possible external threats. The Leadership team created a safety plan and team approach to any crisis, which was effective when needed. Our safety officer maintained all logs, practices and reports. Our bullying program was effective and we handled any incident in a timely manner. We reported one bullying incident to the police and worked effectively with the police on three other areas of concern. We included conflict resolution and interventions where needed. Our Director of Student and Academic Support worked with our Behavior Specialist to be proactive as well as responding to needs. Our focus on respect permeated the student and faculty interactions. The city was doing construction on our street and we organized a response that was designed to ensure safety to our students at all times.

Employee Qualifications:

The HR department of LCCPS is careful to provide accurate job descriptions, follow federal and state standards for all hiring, benefits and procedures related to our employees. The HR staff are certified and attend regular trainings to ensure that they are up to date on all regulations and industry standards. Regular trainings are held for our staff in all areas that are required by state or federal regulations. In addition to annual CORI checks, we are performing background checks on all new employees.

Financial Oversight:

RSS, the Head of School and the Operations Manager reviewed the financial reports of the school monthly. The Finance Committee met monthly to review the reports before presenting them to the Board of Trustees. The school's projected annual financial performance is reforecast each month to allow the school to be prepared for cash flow changes, the impact of various external factors and any unforeseen financial circumstances that arise.

Recruitment, enrollment, and retention strategies for prior school year:

Enrollment and recruitment at LCCPS have been greatly impacted by the conditions on our charter renewal. The loss of grades 7 and 8, the expectation that the school would lose grades 5 and 6 and 180 students, made it difficult to recruit and market the school. However, through word of mouth and a number of positive events at the school, a full lottery was held, as there were more applications than openings in every grade except grade 5 and 6.

A waiting list has been put in order and will be ready as some attrition is expected. LCCPS reflects the community of Lowell, with higher demographics in nearly every area than the district in the aggregate. Our plan is to continue what we are doing to maintain our demographics.

Recruitment and Retention Plan

A. Description of the school’s general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities List recruitment activities undertaken each year which apply to all students.
1. November begins the process of advertising for new students for the following school year. A colorful flyer is created that is descriptive of LCCPS along with pictures. Office support staff hand delivers flyers to post in store fronts or on bulletin boards. This includes: stores, salons, houses of worship of all types, private daycares, children centers and health centers. Flyers are posted in neighborhood public buildings including post office, and libraries. Advertisements are purchased from local newspapers including Lowell Sun, Lawrence Eagle Tribune and many local ethnic newspapers including El Mundo, El Rumbo, Khmer Times and Siglo 21. Information about the school is also sent to public radio, television stations and online-Lowell Sun. Information is also on the school’s web-site.
2. LCCPS’ Intent to Return to Forms are distributed to current students. The registrar tracks returns to determine the number of available spaces for new students. Parents are encouraged to reach out and invite friends to apply.
3. In January, a notice announcing the availability of applications for the following school year is posted. Flyers are distributed to all students in the school and they are asked to share with family, neighbors and friends. Flyers, as itemized in step one, continue to be distributed with the additional information of availability of applications and support staff at the school to help families with the application process.
4. In February, a notice announcing the school’s public lottery date is posted in the Lowell Sun and Ethnic Newspapers. Flyers are distributed to current students to share with family, neighbors and friends.
5. There are two to three open houses that take place during the school year. Individual walking tours of the school are on-going at parent’s request. Two information sessions take place at Community Teamworks Incorporated.
6. Advertisement spaces are purchased in program booklets for the Cambodian New Year in April, Puerto Rican Festival in July, African Celebration in June, Lowell Folk Festival in late July/early August, Southeast Asian Water Festival in late August and the Cambodian Bon Puchem Ben in September.

B. The goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school’s sending district(s):

Recruitment Plan – Goals and Strategies	
List goals and strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group: A. Special Education Students	LCCPS’s recruitment activities have worked well for this demographic group. 14.4% of the students at LCCPS are identified as special education students compared to the 14% identified by the sending district, Lowell. LCCPS will continue to reach out to families through use of flyers, local newspaper advertisements and, as needed, open houses describing the special education services provided at the school. The Director of Student and Academic Support or designee will be available during open houses to answer parents’ specific questions.
Demographic Group: B. Limited English-proficient students	LCCPS’ plan has been successful in attracting Limited English Proficient Students. 44.5 % of the students at LCCPS are identified as LEP compared to the 33.2% identified at the sending district, Lowell. LCCPS’ will continue to reach out to culturally diverse families for enrollment. Advertisements are translated in Khmer and Spanish and submitted to the local Khmer and Spanish newspapers. The notice will be broadcasted on the local Khmer radio station. Support services will be documented in the advertisement including ELL support, MCAS support as well as translation for parents.
Demographic Group: C. Students eligible for free lunch	LCCPS’ plan has been successful in attracting students who are eligible for free lunches. 66% of the students enrolled at LCCPS qualify for free lunches compared to the median 63.3 % of the Lowell Public School students who qualify. In addition to the general recruitment activities, invitations to tour LCCPS will be advertised at the Lowell Adult Education Center/408 Merrimack Street, Lowell, MA 01852, Lowell Community Health Center/ Merrimack Street/ Lowell, MA and Community Teamworks Incorporated/155 Merrimack Street/Lowell, MA . These organizations all support low income families in the Greater Lowell area. The invitation will include availability of free and reduced cost breakfast and lunch programs, before and after school care at a minimal cost and extra support for reading and math in the classroom (RTI).

<p>Demographic Group:</p> <p>D. Students eligible for reduced price lunch</p>	<p>LCCPS’s plan has been successful in attracting students who qualify for reduced price lunch. 15.8% of the students enrolled at LCCPS qualify for reduced price lunch compared to the median 11.4 % of Lowell Public School students who qualify. The same strategies as listed for the students eligible for free lunch will be used to recruit students in this demographic group.</p>
<p>Demographic Group:</p> <p>E. Students who are sub-proficient</p>	<p>Flyers will be sent to agencies that provide service to K-6 students including: Youthbuild, Big Brother Big Sisters, tutoring centers, YWCA, YMCA, local housing authority and mutual assistance organizations.</p>
<p>Demographic Group:</p> <p>F. Students at risk of dropping out of school</p>	<p>With a low income population of 80%; with more than 90 per cent of our student enrollment as minority or immigrant students, our basic enrollment is composed of students at risk of dropping out of school. We will continue to advertise and reach out to organizations that serve these students. Our current enrollment strategies continue to reach at risk, low income students. Our lottery creates an equal footing for any student to be enrolled.</p>
<p>Demographic Group:</p> <p>G. Students who have dropped out of school</p>	<p>LCCPS is a K-6 school and is not able to recruit from a pool of students who have already dropped out. However, due to our translation services, our openness to helping new immigrants and our strong supports for families from Southeast Asia, Africa and a variety of Spanish heritages, we continue to receive many applications from families with interrupted schooling. Our ability to make children feel comfortable is one way reaching out, as is sending flyers to various cultural centers in the city. We receive calls from social workers, concerning students whose parents are having trouble finding a school, knowing that we will take them in.</p>
<p>Demographic Group(s):</p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>Since the city of Lowell is composed of many diverse populations, other student subgroups will be targeted. We will continue our partnerships with a variety of community groups: African – Ghanaian, Liberian and Kenyan families, Khmer, Portuguese and Hispanic groups as well.</p> <p>Additionally, flyers will be sent to:</p> <p>Greater Lowell Indian Cultural Association/P.O. Box 1181/Lowell, MA 01853</p>

Retention Plan

Identify the retention goals and strategies the school will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out. The retention plan *may* include activities that address the needs of all students in the school, but *must* be designed to impact the target groups identified above.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	The 2010 mobility rate was 91.1% at LCCPS. This is a higher rate than the percentage of the district school which is at 89.6%.
Retention Plan Goals and Strategies -- List goals and strategies for retention activities	
The retention rate will stay at 90% or higher	After school programs will continue to support working families at a cost lower than market rate
	Frequent communication with parents relative to their children’s needs will be ongoing. A holistic approach to servicing students will be emphasized. We will continue to reach out to parents in their home language and will attempt to offer more parent services at the school – parenting support groups and meetings that provide information regarding a range of topics, such as asthma, parent education, etc.
	The athletic program, music and art programs will continue to be offered and provide enrichment and alternative ways for all students to succeed. Our gifted and talented (Advanced Learner Program Services) classes will continue to be offered to students from every group.
Demographic Group: A. Special Education Students	The Director of Student and Academic Support or designee will be available during open houses to answer parents’ specific questions. Teachers, adjustment counselors and behavior specialists, along with all special education service providers will build strong relationships with parents. There will be consistent communication with parents of students with special education needs to ensure that families feel comfortable

<p>Demographic Group:</p> <p>B. Limited English-proficient students</p>	<p>Every teacher at LCCPS is expected to attend the Category trainings, acknowledging that with our high number of LEP students, every teacher, paraprofessional and all staff must see the responsibility to connect with second language students and their parents. Having sufficient capacity to translate both conversations and written notices is an important part of our retention plan. Frequent celebrations of various cultures represented at the school are also an important part of our retention plan.</p>
<p>Demographic Group:</p> <p>C. Students eligible for free lunch</p>	<p>This group of students often has other needs besides free lunch, in order to be successful at school. LCCPS is sensitive to supporting these families in their desire to meet school expectations, such as helping them get school supplies, uniform gym shirts, even shoes, coats, mittens, etc.</p> <p>The school also attempts to refer families in need of housing, transportation, health care, etc. to appropriate agencies. We have built partnerships with food pantries, etc. to provide families with holiday meals, medical supports, counseling etc.</p>
<p>Demographic Group:</p> <p>D. Students eligible for reduced price lunch</p>	<p>This group of students often evidences other needs besides free lunch, in order to be successful in school. LCCPS is sensitive to supporting these families in their desire to meet school expectations, such as helping them get school supplies, uniform gym shirts, even shoes, coats, mittens, etc.</p> <p>The school also refers families in need of housing, transportation, health care, etc. to appropriate agencies. We have built partnerships with food pantries, etc. to provide families with holiday meals, medical supports, counseling etc.</p>
<p>Demographic Group:</p> <p>E. Students who are sub-proficient</p>	<p>LCCPS offers afterschool care which includes homework help and support for all students, including 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 still getting support with homework. In 2010, the school offered Saturday classes for sub proficient students in ELA and in Math. Teachers offer extra time at lunch, after and before school.</p>

<p>Demographic Group:</p> <p>F. Students at risk of dropping out of school</p>	<p>Our school is designed to support students at risk of dropping out of school. We see nearly the entire urban population of students with us as being at risk of dropping out. Our minority population is at great risk. It is our hope that academic success, high expectations and a strong work ethic will help our students choose education over the street or early work experience. Our emphasis on character, perseverance, motivation; and our belief in our students is our key retention strategy. Close relationships between students and faculty build the expectation of student success. We begin talking about college with our K students and their parents.</p>
<p>Demographic Group:</p> <p>G. Students who have dropped out of school</p>	<p>LCCPS is committed to creating a culture which supports children who have had interrupted schooling due to moves, living overseas or immigration. We would provide supports to the student and their family to help them persevere in their schooling.</p>
<p>Demographic Group(s):</p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>LCCPS is committed to keeping students who are at risk of school failure due to systemic and social pressures which are obstacles to their success. Extra supports for students and families, the provision of a curriculum designed to fill in gaps of knowledge, information, skills and language and an appreciation of each child's uniqueness and capability are all part of our strategy to help eliminate the achievement gap.</p>

Dissemination and sharing of innovative practices

As a school in turnaround, we are focused on improving our practice and did not have the resources to disseminate or share our practice this year. In the year to come, we have ideas for ways to begin dissemination and sharing of practices. We are pleased that Carey Reeve, our Achievement Specialist has been part of the Race To The Top Curriculum Committee, where she is able to share information about our work within such a diverse school community.

Financial Reports

- Unaudited FY 11 statement of revenues, expenses and changes in net assets (income statement)

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL				
2011 INCOME STATEMENT COMPARATIVE VS BUDGET				
AS OF: JUNE 30, 2011				
Unaudited				
INCOME:				
	2011 YEAR TO DATE			% OF
	ACTUAL	BUDGET	DELTA	BUDGET
TUITION	9,203,919	9,107,057	96,862	101.1%
GRANT INCOME	1,111,325	1,530,900	(419,575)	72.6%
OTHER FEDERAL INCOME	196,988	43,889	153,099	448.8%
FOOD PROGRAM	393,338	388,667	4,671	101.2%
MISC INCOME	12,027	0	12,027	0.0%
TOTAL INCOME	10,917,597	11,070,513	(152,916)	98.6%
EXPENSES:				
	ACTUAL	BUDGET	DELTA	BUDGET
SALARIES	5,309,776	5,190,000	119,776	102.3%
PAYROLL TAXES	200,532	224,000	(23,468)	89.5%
BENEFITS	725,780	871,000	(145,220)	83.3%
WORKERS COMP	68,027	54,000	14,027	126.0%
MANAGEMENT SERVICES	1,558,814	1,681,619	(122,805)	92.7%
FACILITY EXPENSE	1,024,226	954,000	70,226	107.4%
UTILITIES	132,439	130,000	2,439	101.9%
INFO & TECH MGMT	116,412	170,750	(54,338)	68.2%
SPED EXPENSES	33,406	85,000	(51,594)	39.3%
ACADEMIC PROGRAMS	706,126	1,017,410	(311,284)	69.4%
STAFF DEVELOPMENT	84,783	86,000	(1,217)	98.6%
ADMIN & OPS EXPENSE	193,539	164,100	29,439	117.9%
BANK CHARGES	825	1,200	(375)	68.8%
INSURANCE EXPENSE	32,324	40,000	(7,676)	80.8%
TOTAL EXPENSE	10,187,009	10,669,079	(482,070)	95.5%
SURPLUS(LOSS)	730,588	401,434	329,154	182.0%
OTHER INCOME / EXPENSES:				
	ACTUAL	BUDGET	DELTA	BUDGET
INTEREST INCOME	8,147	9,000	(853)	90.5%
MISC INCOME	0	0	0	0.0%
INTEREST EXPENSE	0	0	0	0.0%
DEPRECIATION EXP	355,962	280,000	75,962	127.1%
RESERVE	0	0	0	0.0%
TOTAL OTHER INC/EXP	(347,815)	(271,000)	(76,815)	128.3%
SURPLUS(LOSS)	382,773	130,434	252,339	293.5%

- FY 11 statement of net assets (balance sheet)

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL
ENDING BALANCE SHEET 6/30/2011
UNAUDITED

ASSETS

<i>CURRENT ASSETS</i>	06/30/11
CASH	2,694,924
TUITION RECEIVABLE	0
DEPOSIT RECEIVABLE	0
LUNCH PROGRAM RECEIVABLE	1,362
GRANTS RECEIVABLE	299,143
MEDICAID RECEIVABLE	0
OTHER RECEIVABLE	2,123
	=====
TOTAL CURRENT ASSETS	2,997,552

LIABILITIES

<i>CURRENT LIABILITIES</i>	06/30/11
ACCOUNTS PAYABLE	201,094
NOTES PAYABLE - BANK- CPD	0
NOTES PAYABLE - BANK- LOC	0
PAYROLL TAXES PAYABLE	21,460
DEFERRED REVENUE	167,997
ACCRUED EXPENSE	409,720
	=====
TOTAL CURRENT LIABILITIES	800,271

<i>FIXED ASSETS</i>	06/30/11
BUILDING/LEASE IMPROVEMENTS	2,476,265
COMPUTER EQUIPMENT	809,081
TELEPHONE EQUIPMENT	41,360
FURNITURE & FIXTURES	450,823
ACCUMULATED DEPRECIATION	(2,742,866)
	=====
TOTAL FIXED ASSETS	1,034,663

<i>LONG TERM LIABILITIES</i>	06/30/11
LONG TERM DEBT - NOCPD	0
	=====
TOTAL L/T LIABILITIES	0

- FY 12 approved school budget

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL	
2012 BUDGET	
<i>INCOME:</i>	
	BUDGET
TUITION	8,009,292
FOOD PROGRAM	313,275
FEDERAL & STATE GRANTS	763,382
PRIVATE GRANTS	50,000
OTHER FEDERAL INCOME	75,000
OTHER INCOME	74,795
INTEREST INCOME	5,000
TOTAL INCOME	9,290,744
<i>OPERATING EXPENSES:</i>	
	BUDGET
SALARIES	4,221,429
PAYROLL TAXES	183,000
BENEFITS	720,000
WORKERS COMP INSURANCE	45,000
MANAGEMENT COMPANY	1,484,625
INSTRUCTIONAL EXPENSE	215,387
PROGRAM EXPENSE	131,375
TECHNOLOGY EXPENSES	63,640
HUMAN RESOURCES	6,000
ADMINISTRATIVE/OPERATIONS	210,000
SPECIAL EDUCATION (NON GRANT)	42,000
STUDENT SUPPORT	18,646
FOOD SERVICES	308,835
FACILITIES	1,095,000
MTRS FROM GRANTS	40,000
TOTAL EXPENSE OPERATING	8,784,937
SURPLUS(LOSS)	505,807
<i>OTHER INCOME / EXPENSES:</i>	
	BUDGET
MISC INCOME	0
INTEREST EXPENSE	0
AMORTIZATION EXP	0
CONTINGENCY EXPENSE	175,000
DEPRECIATION EXP	275,000
TOTAL OTHER INC/EXP	(450,000)
SURPLUS(LOSS) FY 2012	55,807

- FY 12 Capital plan

Due to the fiscal constraints of an enrollment reduction our capital expenses are being kept to a minimum. We are using grant money to purchase computers and MIMIOS; we are purchasing a new Math Curriculum for aligned with the Common Core as well as a phonics program. There will be some building improvements needed.

2011-2012	Amount	Funding
Technology, computers and Smart Boards	50,000	Grants/e-rate
Envisions Math Curriculum	90,000	General funds – Depreciation
Foundations (Phonics)	29,000	General funds – Depreciation line
Building Improvements	15,000	General funds – Depreciation line

Common School Performance Criteria- Capital Plan including possible ten year timeline (See Attachment A)

Data Section

STUDENT ENROLLMENT INFORMATION:	
Number of students who completed the 2009-10 school year but did not reenroll for the 2010-11 school year (excluding graduates)	125
Total number of students enrolled as of October 1, 2010	792
Total number of students who enrolled during the 2010-11 school year after October 1, 2010	20
Total number of students who left during the 2010-11 school year after October 1, 2010	35
Total number of students enrolled as of the June 30, 2011 SIMS submission	777
Number of students who graduated at the end of the 2010-11 school year	63
Number of students on the waitlist as of June 30, 2011	221

INSTRUCTIONAL TIME:	
Total number of instructional days for the 2010-11 school year	186
First and last day of the 2010-11 school year	08/24/2010-06/24/2011
Length of school day (please note if schedule varies throughout the week or the year)	7.5 (8:00 am-3:30 PM)

REASON FOR STUDENT DEPARTURE:	
Moved out of the vicinity	18
Transfer to nearby districts	9
Dissatisfaction	4
Services	4

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2011 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American/ African	172	22.1%
Asian	194	25%
Hispanic	321	41.3%
Native American	1	0.1%
White	57	7.3%
Native Hawaiian, Pacific Islander	1	0.1%
Multi-race, non-Hispanic	31	4.0%
Special education	112	14.4%
Limited English proficient	346	44.5%
Low income (free and reduced lunch)	636	81.9%

ADMINISTRATIVE ROSTER FOR THE 2010-11 SCHOOL YEAR:			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Kathy Egmont	<i>Head of School</i>	6/28/2010	
Carey Reeve Hildebrant	<i>Achievement Specialist</i>	8/1/2005	
Brian Campbell	<i>Operations Specialist</i>	4/1/2009	
Julie Smith	<i>Division Director of grades K-3</i>	8/4/2008	
Catarina da Silva	<i>Division Director of grades K-3</i>	7/1/2010	6/30/2011
Randy Taylor	<i>Division Director of grades 4-6</i>	11/1/2010	
Jennifer Holbrook	<i>Director of Student and Academic Support</i>	7/19/2010	
Elvira Paulino	<i>Director of Human Resources and Diversity</i>	5/1/2009	
Efrin Cotto*	<i>Behavior Specialist and Safety Officer, Director of Athletics</i>	8/30/2000	
Jeff Portnoy	<i>Informational Technology Director</i>	6/1/2005	
Sonya Patton	<i>External Program Manager</i>	10/1/2010	

TEACHERS AND STAFF ATTRITION FOR THE 2010-11 SCHOOL YEAR:			
	Number as of the last day of the 2010-11 school year	Departures during the 2010-11 school year	Departures at the end of the school year
Teachers	84	8	27
Other Staff	63	7	4

Reason for Attrition: Eight employees were terminated during the year due to employment issues or because they were not a good match for the goals of the school. In the end of year attrition, three people resigned and twenty four teachers were terminated as part of a reduction in force due to the decrease in enrollment.

BOARD MEMBERS FOR THE 2010-11 SCHOOL YEAR:

Name	Position on Board	Committee Affiliation(s)	Area of expertise and/or additional role at school (parent, staff, member, etc.)	Number of terms served Length of each term, including date of election and expiration
Carol Bailey	Chair	<i>Development and Public Relations</i>	Public School Board experience, Business leader	Election – June 2010 One year term
Darcy Orellana	Vice Chair	<i>Governance Committee</i>	Higher Education and diversity expertise	Election – June 2010 Three year term
Carol Keirstead	Member	<i>Chair of Governance Committee</i>	Education leadership & administration	Election – June 2010 Two year term
Doeun Kol	Treasurer	<i>Finance Committee</i>	Diversity and Lowell community leader	Election – June 2010 Three year term
Tyrone Mowatt	Member	<i>Finance Committee</i>	Research expertise, finance and business	Election – June 2010 Two year term
Kinara Yang	Secretary	<i>Development</i>	Medical research/Lowell community	Election – June 2010 One year term
Jennifer Valadao	Member	<i>Finance Committee</i>	Banking, financial expertise	Election – June 2010 One year term
Maggie Beebee	Member	<i>TBD</i>	Economics and research	Election – April 2011 Two year term

Attachment A

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL

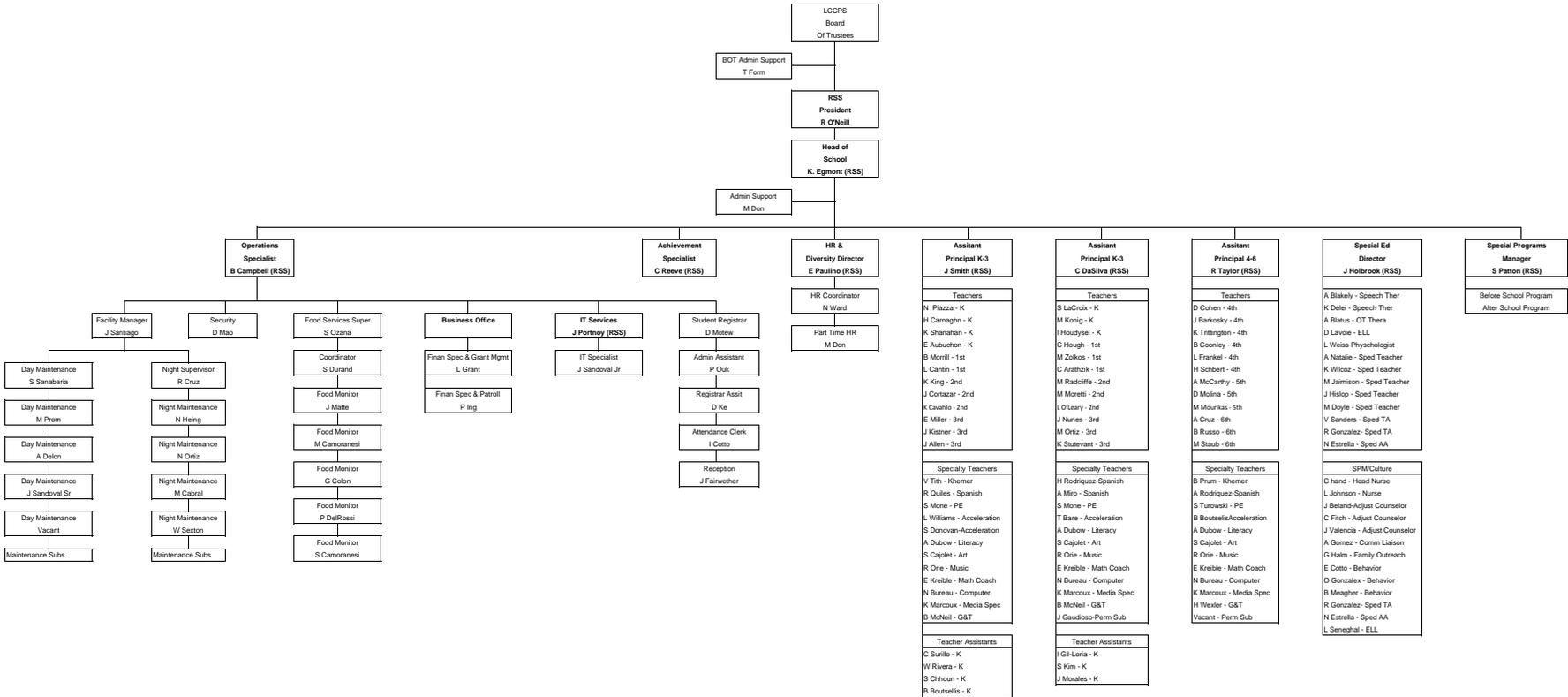
FY 2012 - FY 2021 CAPITAL PLAN

Current Facility	Year	Description	Status	Completion	Cost	Financing	Reserve Fund
Electrical Upgrades	2012	Continue to upgrade electrical grid of current facility.	On Going	2013	7,500	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
HVAC Upgrades	2012	Need to replace motors and wiring in 2 Compressors to cool 1/2 of the current facility.	On Going	2013	15,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Purchase Existing Facility	2013	Work with current Owner to Purchase Existing Facility	On Going	2015	3-5 Million	Mass Development, Banks Current Lease Obligations easily support purchase of current Facility	To be established in FY 2012

New Facility	Year	Description	Status	Completion	Cost	Financing	Reserve Fund
Build/Renovate New Facility	2012	Find land or building within Lowell to build/renovate new facility	On Going	2015	10-20 Million	Mass Development, Banks Current Lease Obligations easily support purchase of current Facility	To be established in FY 2012
Purchase existing School Building from City of Lowell	2012	Former Rogers Middle School currently being used to house Lowell Public Admin Offices. Begin negotiations to lease or purchase the school. Current lease obligations will cover debt service.	On Going	2014	8-10 Million	Mass Development, Banks Current Lease Obligations easily support purchase of current Facility	To be established in FY 2012

Technology	Year	Description	Status	Completion	Cost	Financing	Reserve Fund
New Servers	2012	Replace Aging Computer Servers (2)	On Going	2012	*8,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
New Servers	2015	Replace Aging Computer Servers (2)	On Going	2015	*6,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
New Servers	2018	Replace Aging Computer Servers (2)	On Going	2018	*4,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
New Servers	2021	Replace Aging Computer Servers (2)	On Going	2021	*4,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Desk Top/Laptops	2012	Replace Aging Computer Desktop/Laptops (50)	On Going	2012	*10,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Desk Top/Laptops	2015	Replace Aging Computer Desktop/Laptops (50)	On Going	2015	*10,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Desk Top/Laptops	2018	Replace Aging Computer Desktop/Laptops (50)	On Going	2018	*10,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Desk Top/Laptops	2021	Replace Aging Computer Desktop/Laptops (50)	On Going	2021	*10,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Instructional Equipment	2012	Purchase additional Instructional Equipment (i.e. Smartboards) as new technology become available	On Going	2012	*15,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Instructional Equipment	2015	Purchase additional Instructional Equipment (i.e. Smartboards) as new technology become available	On Going	2015	*15,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Instructional Equipment	2018	Purchase additional Instructional Equipment (i.e. Smartboards) as new technology become available	On Going	2018	*15,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Instructional Equipment	2021	Purchase additional Instructional Equipment (i.e. Smartboards) as new technology become available	On Going	2021	*15,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable

* ERATE COULD BE USED TO REDUCE THIS COST



Attachment C

Statement	Strongly Disagree		Disagree		Agree		Strongly Agree		Agree and Strongly Agree	
		%		%		%		%		%
I am satisfied with the school's academic program.	1	1%	2	1%	81	47%	88	51%	169	98%
I am likely to recommend this school to others.	1	1%	7	4%	76	44%	85	49%	161	94%
The school is fulfilling the mission outlined in the charter.	2	1%	8	5%	86	50%	70	41%	156	91%
I am satisfied with the quality of instruction that my child/ren received at the school.	1	1%	8	5%	76	44%	85	49%	161	94%
The school has provided a safe atmosphere for my child/ren.	2	1%	5	3%	83	48%	81	47%	164	95%
Homework helps my child/ren do better in class.	0	0%	2	1%	67	39%	101	59%	168	98%
I am satisfied with the performance of teachers who offer instruction.	0	0%	9	5%	69	40%	92	53%	161	94%
I am satisfied with school's efforts to communicate with families.	2	1%	7	4%	69	40%	92	53%	161	94%
I am satisfied with the performance of the teachers who offer instruction in the enrichment areas (Physical Education, Arts, Media, Computer and Music).	0	0%	5	3%	88	51%	75	44%	163	95%
My questions are responded to in a timely and friendly manner.	2	1%	9	5%	77	45%	79	46%	156	91%
I am satisfied with the overall performance of the school.	0	0%	6	3%	87	51%	75	44%	162	94%
I would like for my son/daughter to receive more instructional time in reading and mathematics.	0	0%	8	5%	65	38%	95	55%	160	93%
People who work in the school's main office are friendly and welcoming.	0	0%	3	2%	78	45%	84	49%	162	94%
I am satisfied with the performance of the principal.	0	0%	2	1%	76	44%	83	48%	159	92%
I support the uniform policy.	4	2%	10	6%	34	20%	115	67%	149	87%
I am pleased with the food service program.	8	5%	17	10%	78	45%	59	34%	137	80%
The school building and grounds are well maintained.	5	3%	19	11%	84	49%	48	28%	132	77%
Staff at the school care about my child's progress.	0	0%	0	0%	73	42%	91	53%	164	95%
My child's teachers know my child and focus on him/her as an individual.	4	2%	6	3%	47	27%	104	60%	151	88%
I am satisfied with my child's exposure to technology.	1	1%	5	3%	78	45%	78	45%	156	91%
The school is proactive in communicating important issues regarding my child/ren.	1	1%	8	5%	74	43%	81	47%	155	90%
My child's teacher communicates with me regularly about my child's progress.	1	1%	6	3%	57	33%	100	58%	157	91%
I feel comfortable speaking to my child's teacher about something I disagree with.	1	1%	5	3%	63	37%	95	55%	158	92%
The principal is accessible to parents.	1	1%	8	5%	92	53%	59	34%	151	88%
The school has communicated ways for me to get involved in my child's education.	1	1%	5	3%	77	45%	80	47%	157	91%
The school offers opportunities for my child to learn about the Southeast Asian, Latino and African cultures.	0	0%	3	2%	62	36%	99	58%	161	94%