



LOWELL COMMUNITY CHARTER PUBLIC SCHOOL

Learning Together to Live Together

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Annual Report

2008-2009

Allen Scheier, Ed.D.
Chairman, Board of Trustees

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3. INTRODUCTION

The Lowell Community Charter Public School (LCCPS) is presently a K-8 school servicing students of many ethnicities from Lowell and neighboring communities. LCCPS promotes students of different cultures learning together so that they can live together within their communities in the future. The school was founded in 2000, and is located at 206 Jackson Street in Lowell, Massachusetts. At the time of its founding, LCCPS was a K-3 school; in accordance with the charter, one additional grade has been added each year until grade 8, the highest grade permitted under the charter, was added during the 2005-2006 school year. LCCPS instructed students in grades K-8 again during 2008-2009 with LCCPS providing separate areas of its building for elementary and middle school students. As of June 24, 2009 the number of students enrolled was 894. The enrollment cap for the 2008-2009 school year was 900 and will remain at 900 through the end of the current charter, 2010.

During the past year, LCCPS expanded enrollment by adding two classrooms at the eighth grade bringing a full complement at each grade. Presently, LCCPS has maximized the full capacity of its current lease space (110,000 square feet). We are in negotiations with Mr. James Lichoulas, owner of the Appleton Mill Building, for purchasing our current space with the possible option of adding space for developing an adequate area for Physical Education/Athletics. We are working in partnership with JAMBRA, the local neighborhood association, and the City of Lowell as the Hamilton Canal Area continues to undergo urban renewal.

4. LETTER FROM CHAIR OF THE BOARD OF TRUSTEES

July 31, 2009

Dear Lowell Community Charter School Family and Friends:

On behalf of the Board of Trustees, I am pleased to present this 9th annual report of the LCCPS. I am proud to report that this Spring, LCCPS celebrated its 4th annual graduation. Of the 68 students who graduated from the 8th grade, 32 of them were part of our first group of students who enrolled at the school nine years ago. Over these nine years, there has been considerable growth as the school has gone from 300 to 900 students. As we approach our 10th year of operation, we believe we have established ourselves as a stable and effective community educational institution.

During the 2008-2009 school year, the Board of Trustees instituted a number of positive changes. The Board has bid a fond farewell to three long-term members while adding six new members, all of whom have specific areas of expertise that will be invaluable. The Board has pledged to utilize the expertise of its members to enable it to perform at its maximum effectiveness. In accordance with this goal, the Board's subcommittees have increased their activity. The Personnel Committee, with the assistance of the school's new full-time Human Resources Director, continues to develop and assess the school's employment policy and procedures. They also were active in the search process and eventual employment of a professional search firm to assist us in our nation-wide search for the school's next Executive-Director. The Finance Committee has developed policies and procedures to ensure that the Business Office operates in an efficient and transparent manner. The Governance Committee has actively recruited new members to the Board of Trustees. They have also begun a review of the Board's by-laws and the School's Charter to ensure compliance and faithfulness. The Development Committee has been very active searching and negotiating for the purchase of a permanent facility for the school. The Board of Trustees has invited other members of the school community to join these subcommittees.

This past year, the School Leadership and the Board produced two very important documents. The first is the school's Action Plan, which clearly defines the roles, responsibilities and assignments of leadership and staff as the school moves forward. The second is the school's Accountability Plan, which will provide the measuring stick for our continued success. One of the first aspects of these plans that have gone into effect is the requirement that all classroom teachers meet the HQT requirements outlined in NCLB.

On behalf of the Board of Trustees, I thank the community that is Lowell Community Charter Public School for their commitment, professionalism, and enthusiasm to see this school continue to succeed and to be true to its charter and mission.

Sincerely,

Allen Scheier, Ed. D., Chairman
Lowell Community Charter Public School Board of Trustees

5. 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, and 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.

6. SCHOOL PERFORMANCE AND PLAN

1. FAITHFULNESS TO CHARTER

Goal 1: *LCCPS will place an academic emphasis on the culture, language, and history of the Southeast Asian and Latino peoples.*

Measure 1: All students in grades K-8 will take either a Khmer or Spanish class daily.

Affirmative Evidence: During the 2008-2009, all LCCPS students participated in either a Khmer or Spanish class daily. Instruction begins in kindergarten; students in kindergarten through grade 3 receive 30 minutes of instruction daily, and students in grades 4-8 receive 45 minutes of instruction each day.

Measure 2: The academic program will be customized to include 3 Latino courses or major units each year and 3 Cambodian courses or major units each year.

Affirmative Evidence: LCCPS met this goal by providing Khmer and Spanish language classes. Additionally, students received instruction in both Music and Art classes with a strong emphasis on projects reflective of these two cultures. In preparation for our annual Hispanic Heritage and Cambodian New Year celebrations, World Language teachers developed instructional units with a performance-based project related to the cultural contributions of these two groups.

Measure 3: Parents will agree that LCCPS offers their student significant opportunities to learn about the Southeast Asian and Latino cultures.

Affirmative Evidence: LCCPS continues to highlight the Southeast Asian and Latino cultures with several special celebrations throughout the year (see Measure 4), including

Cambodian New Year, Spanish Heritage Month, and African-American Month. Additionally, LCCPS' continuing enrollment growth and waiting list speak to the satisfaction of parents with the unique cultural education opportunities at LCCPS. This is also noted on the parent satisfaction survey as there is satisfaction with the mission of the school and the quality of instruction provided in areas of enrichment and an added element to the Parent Satisfaction Survey asked for feedback on this measure.

Measure 4: The school will provide at least three activities done during the year that placed a specific emphasis on these two groups of people.

Affirmative Evidence: Within their daily World Language classes, students are exposed to the culture, language, and respective political and social histories of Cambodia and Spanish-speaking countries.

Latino Activities: During this past academic year, we again embarked on enriching our students with activities promoting the Latino culture and heritage. As it is so important to familiarize Hispanic students with the contributions of their heritage as well as introducing all students to this rich background, LCCPS formally sponsored cultural activities for the third year. During the month of October, we presented to our students exhibitions of artists from the world of art, music, theater and dance.

Asian Activities: In addition to the activities highlighting the Latino heritage as described above, staff and students participated in a special celebration of the Cambodian New Year on April 15 as well as celebrating Cambodia month in April. This holiday is the most popular and the joyous celebration in Cambodia. Our Khmer staff members and local community leaders organized the following activities:

1. Cambodia Flag rising in front of the Lowell City Hall. The Lowell mayor then issued a proclamation to the Cambodia community.
2. For the Cambodian New Year celebration at LCCPS, we invited members of the Angkor Dance Troupe, and had presentations of Cambodian classical, folk, and popular dance.
3. LCCPS continued the tradition of the Khmer culture fashion show.
4. LCCPS continued the Khmer music class, having obtained musical instruments from the Cambodian Mutual Assistance Association and Morgan Cultural Center.
5. LCCPS hired a music master, who resides in Lowell and who continues to instruct students to play authentic Cambodian instruments.
6. LCCPS has received a grant in order to further the development of the Cambodian music and dance program.

2. ACADEMIC PROGRAM SUCCESS

Following the renewal of its charter, Lowell Community Charter Public School (LCCPS) established the following academic goals in its revised Accountability Plan for 2005-2010, as approved by the Massachusetts Department of Education (DOE) in October 2005:

Academic Goal 1: Students at LCCPS will be proficient readers & writers of the English language.

Measure 1: Spring DIBELS (Dynamic Indicators of Basic Early Literacy Skills) results (K through 5) will indicate that 80% of students who started the year by October 8th at LCCPS will be scoring in the Low Risk category in all grade level specific subtests.

Affirmative Evidence: In 2003, LCCPS competed for and was awarded a 5-year, \$1.2M Reading First Grant. The purpose of this federal grant is to ensure that all students read at grade level by the end of third grade. The grant has provided the school with over \$200,000 worth of reading and teaching materials, new test instruments, technical support, and targeted professional development in the teaching of reading. The assessment tools employed within the Reading First initiative are the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Group Reading Assessment and Diagnostic Evaluation (GRADE). The DIBELS assesses different skills at different grades. Oral Reading Fluency is assessed in the second through fifth grades. In Kindergarten and first grade, subtests include: Initial Sound Fluency, Letter Naming Fluency, Phonemic Segmentation Fluency, and Nonsense Word Fluency. Student achievement is reported in three levels: Low Risk (students are meeting benchmarks through core reading program), Some Risk (students are slightly below benchmark and need supplemental instruction to progress) and High Risk (students are not progressing through the core and supplemental instruction and may require an intervention program to meet benchmarks and progress).

When looking at the DIBELS data, it is important to note that the subtests sometimes change or are not administered throughout the year. At a certain point, students are expected to have mastered that skill and are working on a different skill; therefore, you may see “N/A” (Not Administered) listed in a table. Also, the benchmark continually changes with each administration. The bar is set higher for that skill. As a result, data occasionally decline between benchmark dates as some students may have reached the benchmark in one administration, but not in the next one.

Table 1: DIBELS 2008-2009 Subtests (Kindergarten)

	Initial Sound Fluency	Letter Naming Fluency	Phonemic Segment Fluency	Nonsense Word Fluency
FIRST SCREENING	Fall 2008	Fall 2008		
At Risk (Intervention)	36%	34%		
Some Risk (Supplemental)	19%	14%		
Low Risk (Core)	45%	52%		
SECOND SCREENING	Winter 2009	Winter 2009	Winter 2009	Winter 2009
At Risk (Intervention)	12%	19%	20%	10%
Some Risk (Supplemental)	52%	15%	13%	9%
Low Risk (Core)	32%	66%	67%	81%
THIRD SCREENING		Spring 2009	Spring 2009	Spring 2009
At Risk (Intervention)		12%	8%	10%
Some Risk (Supplemental)		16%	14%	9%
Low Risk (Core)		72%	79%	81%

As shown in Table 1, Kindergarten students achieved the Accountability Plan goal for the subtests of Nonsense Word Fluency (81% low risk) during the Winter 2008 Progress Monitoring Benchmark and during the Spring screening. The measure was almost met (79%) by the Spring benchmark for Phonemic Segmentation and Letter Naming Fluency. This demonstrates

the commitment of kindergarten teachers in the successful implementation of best practices in literary instruction.

Table 2: DIBELS 2008-2009 Subtests (Grade 1)

	Letter Naming Fluency	Phonemic Segment Fluency	Nonsense Word Fluency	Oral Reading Fluency
FIRST SCREENING	Fall 2008	Fall 2008	Fall 2008	
At Risk (Intervention)	11%	7%	15%	
Some Risk (Supplemental)	25%	20%	19%	
Low Risk (Core)	64%	73%	66%	
SECOND SCREENING	Winter 2009	Winter 2009	Winter 2009	Winter 2009
At Risk (Intervention)		1%	15%	11%
Some Risk (Supplemental)		7%	36%	30%
Low Risk (Core)		92%	49%	59%
THIRD SCREENING		Spring 2009	Spring 2009	Spring 2009
At Risk (Intervention)		0%	6%	8%
Some Risk (Supplemental)		2%	20%	27%
Low Risk (Core)		98%	74%	65%

Table 2 shows that Grade 1 students showed consistent progress during the school year and has mastered Phonemic Segmentation Fluency, but continued emphasis is needed for Nonsense Word Fluency and Oral Reading Fluency. As indicated in last year’s report, LCCPS completed DIBELS assessments on three occasions during 2008-09 school year (in previous years, DIBELS assessments were administered twice) to further assist teachers in targeting instruction by providing additional and more timely data. Through Reading First funding, a team of teachers held monthly meetings to examine data for those students needing supplemental and intervention instruction for progress monitoring. Students received additional small group instruction from Acceleration Teachers and tutors who kept instructional plans and records of student progress. The Reading First coordinator monitored this effort and good progress can be seen in Nonsense Word Fluency while phonemic segmentation attained the highest level with only 2% of the entire first grade at “some risk”. This shows the commitment of teachers to work with data for the benefit of improving students’ literacy capacity.

Table 3: DIBELS – 2008-2009 Oral Reading Fluency (Grades 2-5)

	Grade 2	Grade 3	Grade 4	Grade 5
FALL 2008 TESTING				
At Risk (Intervention)	27%	21%	26%	21%
Some Risk (Supplemental)	22%	25%	13%	23%
Low Risk (Core)	51%	54%	61%	56%
WINTER 2008 TESTING				
At Risk (Intervention)	28%	20%	24%	19%
Some Risk (Supplemental)	17%	29%	28%	16%
Low Risk (Core)	55%	51%	48%	65%
SPRING 2008 TESTING				
At Risk (Intervention)	26%	14%	26%	16%
Some Risk (Supplemental)	21%	37%	31%	23%
Low Risk (Core)	53%	48%	43%	61%

Table includes the results of the Fall 2008, Winter 2009, and Spring 2009 DIBELS for Oral Reading Fluency for Grades 2 through 5. No grade level was able to achieve the 80% benchmark objective. It is interesting to note that the percentage of students who scored in the Low Risk category increased from the fall to winter testing session, but tended to decrease from the winter to the Spring testing. More examination into which students are not progressing in their fluency needs to be checked as well as observing how much time is allowed for students to practice fluency as part of the daily lesson plan for Reading class. As indicated in last year’s report, LCCPS completed DIBELS assessments on three occasions during 2007-2008 school year (in previous years, DIBELS assessments were administered twice) to further assist teachers in targeting instruction by providing additional and more timely data. As with the first grade students in need of supplemental and intervention instruction, students identified as being “at risk” and “some risk” received additional small group instruction using materials from the Scott Foresman series *My Sidewalks* and the utilization of the computer software program *Read Naturally*.

Measure 2: GRADE test results for controlled groups of students, as defined below, will indicate that 80% of students are scoring at the 6th stanine or higher.

- Grade K control group = students who spent entire kindergarten year at LCCPS
- Grades 1 & 2 control group = students who have been at LCCPS consistently since kindergarten
- Grades 3 – 8 control group = students who have been at LCCPS for at least three consecutive years

Affirmative Evidence: For Grades 1-8, the GRADE exam consists of several subtests in both Vocabulary (Word Reading, Word Meaning) and Comprehension (Passage Comprehension, Sentence Comprehension, and Listening Comprehension). For Kindergarten, only the Listening Comprehension subtest is used. The GRADE is administered two times per year at LCCPS as another internal assessment of literacy skills. Scores on each of the subtests are combined to yield a Total Test score that is converted/scaled to a Stanine unit. Stanine is short for “standard nine-point scale”, ranging from 9 to 1. Typically, Stanine scores are interpreted as above average/strength (7-9), average (4-6), and below average/weak (0-3). Using only nine numbers, Stanine scoring is usually easier to understand than other scoring models. Stanine scores are also used to compare a student’s performance across different content areas. For example, a 6 in Mathematics and an 8 in Reading generally indicate a meaningful difference in a student’s learning for the two respective content areas. The following tables show GRADE Total Test results for the Fall 2008 and Spring 2009 test events. As well, the scores for the subset of students representing the control groups defined in Measure 2 above are also provided for each grade level.

Table 4: GRADE – Listening Comprehension (Kindergarten)

	Fall 2008	Spring 2009	Spring 2009– control group
Weak (0-3)	50%	25%	23%
Average (4-6)	28%	39%	39%
Strength (7-9)	22%	37%	38%
6 th Stanine or Higher	22%	37%	38%

As can be seen by the above data table, we did not meet the objective of 80%. These results indicate that vocabulary and lack of conceptual knowledge are problematic as many of these students are ELL. As this is a first school experience for many of these children, attention and unfamiliarity with the task may be contributing factors. Instructional implications include regular exposure to quality literature and informational texts through read-aloud, systematic instruction of vocabulary and rigorous literacy instruction throughout the school day.

Table 5: GRADE – Total Test (Grade 1)

	Fall 2008 (149students)	Spring 2009 (148 students)	Spring 2009– control group
Weak (0-3)	46%	14%	12%
Average (4-6)	46%	50 %	48%
Strength (7-9)	7%	35	40%
6 th Stanine or Higher	18%	57%	59%

149 first grade students took the fall and Spring GRADE test and fell short of attaining this measure. Much progress was made in decreasing the number of students falling in the “weak” stanine level. During this year, teachers implemented reading strategies and literacy centers during the 90 minute reading block which allowed teachers, tutors and Acceleration teachers to work with small groups. This allowed for teachers to spend more time for conferencing with students as well as recording anecdotal information in reference to individual student progress. At the end of the school year, we implemented the Rigby Reading Survey for determining student independent reading levels.

Table 6: GRADE – Total Test (Grade 2)

	Fall 2008	Spring 2009	Spring 2009– control group
Weak (0-3)	34%	21%	20%
Average (4-6)	54%	70 %	69%
Strength (7-9)	13%	11%	11%
6 th Stanine or Higher	32%	27%	27%

The spring results showed that more students fell into the average category and upon further investigation; many students in the stanine 5 categories were on the cusp in reaching stanine 6. The same strategies and support structure for the sustained 90 minute Reading block were utilized at this grade level as in grade 1.

Table 7: GRADE – Total Test (Grade 3)

	Fall 2008	Spring 2009	Spring 2009– control group
Weak (0-3)	35%	23%	23%
Average (4-6)	51%	52%	55%
Strength (7-9)	12%	23%	22%
6 th Stanine or Higher	24%	38%	38%

Table 8: GRADE – Total Test (Grade 4)

	Fall 2008	Spring 2009	Spring 2009– control group
Weak (0-3)	28%	27%	25%
Average (4-6)	53%	59%	50%
Strength (7-9)	19%	14%	25%
6 th Stanine or Higher	26 %	33%	31 %

Table 9: GRADE – Total Test (Grade 5)

	Fall 2007	Spring 2008	Spring 2008 – control group
Weak (0-3)	34 %	24 %	30 %
Average (4-6)	50 %	55 %	57%
Strength (7-9)	16 %	21 %	13 %
6 th Stanine or Higher	30 %	35 %	25 %

Table 10: GRADE – Total Test (Grade 6)

	Fall 2007	Spring 2008	Spring 2008 – control group
Weak (0-3)	39 %	31 %	28 %
Average (4-6)	50 %	51 %	53 %
Strength (7-9)	11 %	18 %	19 %
6 th Stanine or Higher	30 %	29 %	30 %

Table 11: GRADE – Total Test (Grade 7)

	Fall 2007	Spring 2008	Spring 2008 – control group
Weak (0-3)	22 %	25 %	20 %
Average (4-6)	64 %	58 %	64 %
Strength (7-9)	14%	17 %	16 %
6 th Stanine or Higher	31 %	29 %	29 %

Table 12: GRADE – Total Test (Grade 8)

	Fall 2007	Spring 2008	Spring 2008 – control group
Weak (0-3)	28%	28 %	28 %
Average (4-6)	64%	54 %	56 %
Strength (7-9)	8%	18 %	16 %
6 th Stanine or Higher	26%	31 %	22%

Overall, none of the control groups for each grade level reached the 80% mark for the sixth stanine and above level. In planning for next year, it is our intention to provide more literacy support in a similar manner as in the lower grades. Special Education teachers and tutors along with ELL teachers will be working along side classroom teachers in providing targeted, small group instruction during the 90 minute reading block so as to employ an inclusion model. ELL teachers will provide further literacy instruction for additional time during the day in building background knowledge and vocabulary.

Another key area to focus more attention on the GRADE testing results is by examining the areas of specific weaknesses as specified in the data displays from TestWiz. In the SES Title 1

tutoring services, our provider, Club Z tutoring uses GRADE results along with an accompanying skills workbook based on the specific skill areas tested in this standardized assessment. This may be providential in examining the various sections of the test.

Measure 3: AYP and MCAS results will indicate the following:

- LCCPS will make Adequate Yearly Progress (AYP) each year in the aggregate for English Language Arts (ELA). CPI should be not less than targeted 79.9 for school year 2008-2009.
- LCCPS will make Adequate Yearly Progress (AYP) each upper-Mid-Cycle for each of its subgroups in ELA.
- Grade 3 Reading: Students will increase MCAS (Massachusetts Comprehensive Assessment System) scores consistently at the *proficient* level. Percentages will consistently decrease at the *Needs Improvement* level and the *Warning* level. No more than 8% of the students who have been at LCCPS for two years will score at the *Warning* level. No student who has been at LCCPS consistently for three or more years will score at the *Warning* level.
- Grades 4-8 English/Language Arts: Students will increase MCAS scores consistently at the *proficient* level. Percentages will consistently decrease at the *Needs Improvement* level and the *Warning* level. No more than 10% of the students who have been at LCCPS for two years will score at the *Warning* level. No student who has been at LCCPS consistently for three or more years will score at the *Warning* level.

Evidences:

Table 13: Grade 3 - Reading - MCAS scores from Spring 2004 to Spring 2008

	Proficient	Needs Improvement	Warning
Spring 2008	31%	42.5%	26.5%
Spring 2007	42%	34%	24%
Spring 2006	25 %	48 %	27 %
Spring 2005	32 %	43 %	25 %
Spring 2004	36 %	51 %	13 %

Table 14: Grade 3 -Reading - Spring 2008 MCAS scores by subgroup

	Proficient	Needs Improvement	Warning
All Students	31 %	42.5 %	26.5 %
Students at LCCPS for 2+ years	31.6 %	36.8 %	31.6 %
Students at LCCPS for 3+ years	31 %	42 %	27 %

Table 15: Grade 4 - ELA - MCAS scores from Spring 2004 to Spring 2008

	Advanced	Proficient	Needs Improvement	Warning
Spring 2008	2%	15%	43%	40%
Spring 2007	0%	16%	57%	27%
Spring 2006	0 %	13 %	48 %	38 %
Spring 2005	2 %	21 %	48 %	29 %
Spring 2004	3 %	30 %	43 %	25 %

Table 16: Grade 4 – English Language Arts – Spring 2008 MCAS scores by subgroup

	Advanced	Proficient	Needs Improvement	Warning
All Students	2 %	15 %	43 %	40 %
Students at LCCPS for 2+ years	3 %	15%	44 %	38 %
Students at LCCPS for 3+ years	2 %	15%	47%	37 %

Table 17: Grade 5 – English Language Arts – Spring 2008 MCAS scores by subgroup

	Advanced	Proficient	Needs Improvement	Warning
All Students	2 %	15 %	43 %	40 %
Students at LCCPS for 2+ years	3 %	15 %	44 %	38 %
Students at LCCPS for 3+ years	2%	15 %	47 %	37 %

Table 18: Grade 6 – English Language Arts – Spring 2008 MCAS scores by subgroup

	Advanced	Proficient	Needs Improvement	Warning
All Students	4 %	23 %	38 %	35 %
Students at LCCPS for 2+ years	5 %	25 %	37 %	33 %
Students at LCCPS for 3+ years	4 %	25 %	40 %	31 %

Table 19: Grade 7 – English Language Arts – Spring 2008 MCAS scores by subgroup

	Advanced	Proficient	Needs Improvement	Warning
All Students	1 %	53 %	38%	6 %
Students at LCCPS for 2+ years	1 %	52 %	44 %	6 %
Students at LCCPS for 3+ years	1 %	52 %	44 %	6 %

Table 20: Grade 8 – English Language Arts – Spring 2006 MCAS scores by subgroup

	Advanced	Proficient	Needs Improvement	Warning
All Students	0 %	50 %	28 %	23 %
Students at LCCPS for 2+ years	0 %	50 %	31 %	19 %
Students at LCCPS for 3+ years	0 %	50 %	31 %	19%

Evidence: As per our NCLB report card, for English Language Arts, our rating fell to “corrective action-subgroup performance”. Gains were made as far as moving students up in the proficiency level at grades 8 and 7 with grade 8 seeing a 50% rise. A particular concern is the performance at grade 4 and the performance on the composition.

Measure 4: Internal reading assessments (4SIGHT) and Success For All Reading Assessments will indicate that 80% of students who have been at LCCPS consistently for three or more years [*i.e.*, students in Grades 2 – 8 who have been at LCCPS for 3+ years] will be reading at or above their reading level.

Nota Bene: As per a change to our charter as well as approval from the Reading First Office at the Department of Education, we have adopted the Scott Foresman *Reading Streets* program for full implementation this school year. Therefore, we no longer utilize the 4Sight assessment, which paralleled the Success For All Reading program. We are

utilizing the benchmark assessments, which accompany the new program and are looking at ways to provide the data to teachers for effective literacy instruction.

Measure 5: 75% of ELL (English Language Learner) students who have been at LCCPS for two or more years will advance at least one proficiency level on the MEPA (Massachusetts English Performance Assessment).

Nota Bene: We are unable to report on this measure as the Massachusetts Department of Elementary and Secondary Education have implemented a new assessment system for ELL performance in reading and writing. The results from the 2009 administration of MEPA will not be released until the fall of 2009 as the testing is being calibrated over the summer of 2009.

Measure 6: 75% of students with special needs will pass the MCAS at their grade level given their approved accommodations.

Evidence: The following provides the MCAS passing rates (Needs Improvement or higher) for special needs students by grade level:

- Grade 3 Reading – 15% (2 of 13 students in Needs Improvement, 0 Proficient)
- Grade 3 Mathematics – 23% (3 of 13 students in Needs Improvement, 0 Proficient)
- Grade 4 ELA – 18% (2 of 11 students in Needs Improvement, 0 Proficient)
- Grade 4 Mathematics – 27% (3 of 11 students in Needs Improvement)
- Grade 5 ELA – 18% (2 of 11 students in Needs Improvement, 2 students Proficient)
- Grade 5 Mathematics – 27% (3 of 11 students in Needs Improvement, 2 students Proficient)
- Grade 6 ELA – 33% (2 of 9 students in Needs Improvement, 1 student Proficient)
- Grade 6 Mathematics – 31% (5 of 9 students in Needs Improvement, 1 Proficient)
- Grade 7 ELA – 20% (1 of 5 students, 1 Proficient)
- Grade 7 Mathematics – 20% (1 of 5 students, 1 Proficient)
- Grade 8 ELA – 25% (1 of 4 students in Needs Improvement)
- Grade 8 Mathematics – 25% (1 of 4 students Proficient)

This measure was not met. Under the guidance of our new Special Education Director, more staff will be in place for improvement of instruction as our model will transfer to an inclusion model with supplemental “pull out” as required by individual educational plans. The plans also include a better model for “response to intervention” along with more attention being placed on the MCAS data to see those specific areas of weakness. Also, for Reading instruction, Special Education teachers will follow a Tier 3 intervention model with materials that accompany the Scott Foresman *Reading Streets* program along with teachers who have completed Wilson *Foundations* training in a multi-sensory means of instruction. Likewise, Special Education students were able to attend Club Z tutoring assistance after school and on Saturdays as provided with supplemental educational services funding through Title 1.

Academic Goal 2: Students at LCCPS will be proficient in Mathematics.

Measure 1:

LCCPS will make Adequate Yearly Progress (AYP) each year in the aggregate for mathematics. CPI should not be less than targeted 74.3 for school year 2008-2009.

- LCCPS will make Adequate Yearly Progress (AYP) each upper-Mid-Cycle for each of its subgroups in Mathematics.
- Students to increase MCAS consistently at the proficient level. Percentages will consistently decrease at the Needs Improvement level and the Warning level. No more than 15% Students who have been at LCCPS for two years will score at the Warning level. No more than 5% of students who have been at LCCPS consistently for three or more years will score at the Warning level.

Table 21: Grade 3 –Mathematics – Spring 2008 MCAS scores by subgroup

	Advanced	Proficient	Needs Improvement	Warning
All Students	9%	25 %	33 %	32 %
Students at LCCPS for 2+ years	8 %	27 %	35%	30 %
Students at LCCPS for 3+ years	4 %	27%	42 %	27 %

Table 22: Grade 3 Mathematics –MCAS scores from Spring 2007 to Spring 2008

	Advanced	Proficient	Needs Improvement	Warning
Spring 2007	5%	32%	28%	35%
Spring 2008	9%	25%	33%	32%

Table 23: Grade 4 Mathematics –MCAS scores from Spring 2004 to Spring 2008

	Advanced	Proficient	Needs Improvement	Warning
Spring 2008	13.5%	15.7%	38.3%	32.5%
Spring 2007	5%	12%	49%	34%
Spring 2006	3 %	13 %	43 %	40 %
Spring 2005	10 %	14 %	39 %	36 %
Spring 2004	3 %	5 %	52 %	40 %

Table 24: Grade 4 –Mathematics – Spring 2007 MCAS scores by subgroup

	Advanced	Proficient	Needs Improvement	Warning
All Students	13.5% %	15.7 %	38.3 %	32.5 %
Students at LCCPS for 2+ years	14.6%	17.1 %	37.8%	30.5 %
Students at LCCPS for 3+ years	19%	16 %	32 %	33 %

Table 25: Grade 5 –Mathematics – Spring 2008 MCAS scores by subgroup

	Advanced	Proficient	Needs Improvement	Warning
All Students	1 %	21 %	56 %	22 %
Students at LCCPS for 2+ years	2 %	19 %	54 %	25 %
Students at LCCPS for 3+ years	2 %	15 %	55 %	28 %

Table 26: Grade 5 – Mathematics – MCAS scores from Spring 2007 to Spring 2008

	Advanced	Proficient	Needs Improvement	Warning
Spring 2008	1%	21%	56%	22%
Spring 2007	7%	30%	30%	33%

Table 27: Grade 6 – Mathematics – MCAS scores from Spring 2004 to Spring 2008

	Advanced	Proficient	Needs Improvement	Warning
Spring 2008	13%	17%	28%	42%
Spring 2007	7%	30%	30%	33%
Spring 2006	4 %	2 %	49 %	44 %
Spring 2005	3 %	11 %	21 %	66 %
Spring 2004	5 %	28 %	37 %	32 %

Table 28: Grade 6 –Mathematics – Spring 2008 MCAS scores by subgroup

	Advanced	Proficient	Needs Improvement	Warning
All Students	13 %	17 %	28 %	42 %
Students at LCCPS for 2+ years	13%	19%	27 %	41 %
Students at LCCPS for 3+ years	14 %	21 %	27 %	38 %

Table 29: Grade 7 Mathematics MCAS scores from Spring 2006 to Spring 2008

	Advanced	Proficient	Needs Improvement	Warning
Spring 2008	3%	24 %	30 %	41 %
Spring 2007	2 %	14%	43 %	38 %
Spring 2006	0 %	13 %	18 %	69 %

Table 30: Grade 7 –Mathematics – Spring 2008 MCAS scores by subgroup

	Advanced	Proficient	Needs Improvement	Warning
All Students	3 %	24 %	30 %	41 %
Students at LCCPS for 2+ years	3 %	24 %	35 %	38 %
Students at LCCPS for 3+ years	3 %	19 %	35 %	38 %

Table 31: Grade 8 –Mathematics – Spring 2008 MCAS scores by subgroup

	Advanced	Proficient	Needs Improvement	Warning
All Students	5 %	18 %	48 %	30 %
Students at LCCPS for 2+ years	5 %	22 %	52 %	21 %
Students at LCCPS for 3+ years	5 %	22 %	52 %	21 %

Evidence: In comparing the CPI per grade level from 2007-2008, the largest gain was at the grade 8 level where the index increased by 24.6 points. Similarly, more students did move into the Proficient/Advanced levels. Grade 4 had a significant gain by 9 points followed by grade 7 with only a 1 point gain. Students at grade 4 had more students scoring at Proficient and Advanced with less at the Needs Improvement range and about the same amount at Warning. The largest decrease was at the grade 6 level with a decrease of 7.3 points. However, at the grade 6 level, more students did attain the Advanced level but fewer students scored in the Proficient range. The challenge still remains for us to measure student progress or progress at each grade level as the annual test varies as to the amount of emphasis given to each of the curriculum strands.

Similar to the study done for the MCAS in English Language Arts, data was examined to determine which students were in need of supplemental educational services and parents were notified of these services to be provided in our MCAS Academy held after school as well as on Saturday mornings under the direction of Club Z tutoring. Teachers also received

an item analysis of each test question by category (i.e. geometry, measurement, patterns of algebra, numeration, data, probability) and strand (objectives noted in the MA curriculum framework). A comparison was made between state percentage correct and LCCPS percentage correct so that teachers could examine areas with wide discrepancy of result. Additionally, we administered practice MCAS tests (3 administrations) with accommodations for special needs students and did a similar analysis of results. Teachers also made notes of student behaviors during the testing sessions so as to provide strategies and useful suggestions in preparation for the May MCAS administration. An examination of CPI results was done by grade level as well as by individual classrooms to see at which grade level there was either strong or weak performance and comparing the CPI with our school CPI target. In order to improve our efforts in Math, a Math coach has been hired to work with teachers in kindergarten through grade 6 in order to increase teacher capacity in the delivery of instruction and effectively using all components of *Everyday Math* and using assessment data from common assessments in order to pinpoint deficiencies as well as identify students for response to intervention.

Measure 2: G-MADE test results for controlled groups of students, as defined below, will indicate that 80% of students are scoring at the 6th stanine or higher.

- Grade K control group = students who spent entire kindergarten year at LCCPS
- Grades 1 & 2 control group = students who have been at LCCPS consistently since kindergarten
- Grades 3 – 8 control group = students who have been at LCCPS for at least three consecutive years

Affirmative Evidence: The *Group Mathematics Assessment and Diagnostic Evaluation (G-MADE)* is a norm-referenced, standards-based assessment of mathematical skills. Due to the wide age range and multiple (9) levels, this test can be easily administered for use with kindergarten through high school students. Eight of the nine test levels contain three sections or subtests: Concepts and Communication, Operations and Computation and Process and Applications. (The “R” level for kindergarten does not contain a section for Operations and Computation.) The following data charts pertain to the total school population as well as to the control groups specified in Measure 2.

Table 32: G-MADE Spring 2009, total test scores by grade level and Stanine level for all students

	Weak (1-3)	Average (4-6)	Strength (7-9)	6 th Stanine or Higher
Grade K	22%	68%	10%	33 %
Grade 1	33 %	64%	3 %	24%
Grade 2	37 %	55%	8 %	19%
Grade 3	21 %	46 %	33%	52%
Grade 4	30%	51 %	19 %	28%
Grade 5	24 %	50 %	26 %	46 %
Grade 6	30%	52 %	18%	32%
Grade 7	34%	45 %	21%	30 %
Grade 8	37 %	51 %	12%	22 %

Table 33: G-MADE – Spring 2009 – Grade K control group: total test scores for students who spent the entire year at LCCPS

	Stanine 6	Stanine 7	Stanine 8	Stanine 9
K=123 students	29	0	8	5

A total of 42 students in kindergarten scored at the 6th stanine or above which only represents 34% achievement in comparison to Measure 2, which stipulates the 80% range.

Table 34: G-MADE – Spring 2008 – Grades 1 and 2 control group: total test scores for students who have been at LCCPS consistently since kindergarten.

	Stanine 6	Stanine 7	Stanine 8	Stanine 9
Grade 1=138 students	26	1	3	0
Grade 2=108 students	9	10	0	0

A total of 30 students in grade 1 scored at the 6th stanine or above which represents 24% achievement. In grade 2, a total of 19 students scored at the 6th stanine or above which represents 18% achievement. Both grade levels fall far short of the 80% goal stated in Measure 2.

Table 35: G-MADE –Spring 2008- Grades 3-8 control group: total test scores for students who have been at LCCPS for 3 or more years.

	Stanine 6	Stanine 7	Stanine 8	Stanine 9
Grade 3=77 students	14	12	8	2
Grade 4=63 students	7	6	5	1
Grade 5=60 students	12	13	1	4
Grade 6=58 students	6	5	1	5
Grade 7=43 students	5	4	2	4
Grade 8=60 students	7	4	4	0

A total of 36 students in grade 3 scored at the 6th stanine or above which represents 47% of the control group.

A total of 19 students in grade 4 scored at the 6th stanine or above which represents 30% of the control group.

A total of 30 students in grade 5 scored at the 6th stanine or above which represents 50% of the control group.

A total of 17 students in grade 6 scored at the 6th stanine or above which represents 29% of the control group.

A total of 15 students in grade 7 scored at the 6th stanine or above which represents 35% of the control group.

A total of 15 students in grade 8 scored at the 6th stanine or above which represents 25% of the control group.

None of the grade levels met the 80% goal for this measure.

We did not meet this measure. As this test is given toward the end of the school year and it is administered just two weeks after the Math MCAS tests, students may not try their best. Next year, we are planning to administer the GMADE to kindergarten, grades 1 and 2 at the same time as students in grades 3 through 8 are taking the Math MCAS.

In reviewing the GMADE results, it is important to do an item analysis per grade, class and student. When teachers return in August, they will receive the results for their students from last

year as well as the results for their prospective students. The results will include an item analysis broken down by strand (i.e., geometry, measurement, algebra, operation, numeration, etc.), which will be correlated to a p-value (a national norm score) so that teachers can see the major areas of discrepancy for the various test questions. An error analysis can also be performed to see what type of error students made. Additionally, each test question is related to a test objective and this will be correlated to a math standard from the Massachusetts Mathematics curriculum framework to ensure that the topic area has been adequately taught and assessed during the school year. Also included will be an individual student report breaking down the stanine for each of the three sections of the test and a standard sheet showing those skill and content areas where the student shows deficiency. The SES tutors from Club Z in relation to planning for individualized instruction during small group tutoring sessions used these results and individualized reports.

Common School Performance Criteria

Curriculum: We continue to utilize scientifically research-based curricular programs in most areas. This year, we fully implemented the *Reading Streets* program in grades 1-6. Our sixth graders were part of a research project utilizing *Accelerated Reader*. Teachers of the Khmer language continue to develop their own materials but have been developing units of instruction that are more thematic based. The Arts program utilizes various media in projects and many are reflective of our students' cultural backgrounds. The curriculum for Physical Education is based on the curriculum of *Project Adventure*. We have added a health component at the sixth grade level in partnership with Planned Parenthood and Wellesley College.

Instruction: Teaching methodology tends to lean on the direct instructional approach. However, through professional development in the area of literacy, teachers utilized a model which focused on small group instruction, centers and the use of technology with the software program *Read Naturally*. Acceleration teachers and tutors bolstered this model in providing targeted assistance for those students needing support.

Program Evaluation: Using MCAS data, particularly in the area of Mathematics, teachers examined student results from the 2008 results along with the results on the MCAS practice assessments to see where there were student deficiencies. With this information, grade levels developed strategic plans for points of focus. This also included special education staff to provide a co-teaching model. At the grade 2 level, teachers developed plans for improving student skills in the area of problem solving. In looking at the area of vocabulary development and the development of procedures, we reviewed and finalized plans for introducing our math and reading curricular materials at the kindergarten level.

School culture: As the 2007-2008 school year was not a positive year with the departure of the former CEO, both principals and Special Education director, the Board of Trustees and the new administrative team found the need to strengthen the school culture, particularly at the faculty level. We have utilized our team leaders in a better way as they played a part in the development of our action plan. Our staff survey from this past Spring shows that we have improved in many areas reflective of our culture.

We continue to need to develop a more definitive behavior plan. However, it is the leadership belief that better instructional practices in the classroom will lead to a higher level of student engagement and a decrease in behavioral issues. Next year, more professional development will be devoted both to behavior issues as well as best instructional practices a la Dr. Robert Marzano and Dr. Jane E. Pollock. With teacher input, we have developed a new daily schedule, which will provide more instructional blocks of time and is in conjunction with our school charter.

Diverse Learners: With the advent of a new director of Special Education, a new vision has been developed for supporting students with special needs. This will focus on utilizing inclusion along with limited pullout services. More staff for both Special Education and ELL will work in conjunction with classroom teachers in providing co-planning and differentiation strategies. Both areas underwent coordinated program reviews and are awaiting the results and suggestions for improvement.

Professional Development: Topics of focus were in literacy and best practices, differentiation and behavior management. In planning for next year, we began in the Spring to discuss the work of Drs. Robert Marzano and Jane E. Pollock. Dr. Pollock will be working with us next year and staff have been given the opportunity to read her book, *Improving Student Learning, One Teacher at a Time* and administrators have read *Improving Student Learning, One Principal at a Time*. In our discussions with teachers, we have presented a template for lesson plans, a model for staff evaluation and the introduction of developing standards-based assessment reporting.

3. ORGANIZATIONAL VIABILITY

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

Measure 1: Annual expenses will not exceed total income. [Please note that the LCCPS Accountability Plan incorrectly stated this as: Annual expenses will not exceed net income]

Affirmative Evidence: Please see finance section at the end of this report that verifies this measure.

Measure 2: The school's annual independent audit will report no major findings.

Affirmative Evidence: There were no major findings included in this year's auditor's report.

Measure 3: The Board of Trustees will hold one major fund raising campaign each year, which will include annual targets recorded in the Board of Trustee meeting minutes.

Affirmative Evidence: Although the Board of Trustees did not hold a major fundraising campaign this year, they have been actively involved in the negotiations for finding a permanent location for our school facility and have contacted potential donors in looking for a parcel of land upon which to build a future site for the school. In constructing the Accountability Plan for 2010-2015, the Board has agreed to keep this measure and will commit to contributing to the school.

Viability Goal 2: Families will be satisfied with the education they receive at LCCPS.

Measure 1: The school will be fully enrolled each year, based on target enrollment figures (enrollment will increase annually to 900 in 2008).

Affirmative Evidence: Opening target enrollment figures and end-of-year enrollment figures will indicate full enrollment each year. Enrollment at LCCPS has been stable and near capacity since it opened in fall 2000. The school opened in the fall of 2000 as a K-3 elementary school and has added one grade per year through 2005-2006; the school included grades K-8 for the third consecutive year in 2007-2008. While the school desires all students return to LCCPS each consecutive school year, the transient nature of the Lowell population has meant the school has experienced turnover each year. As families in

Lowell often leave the city for employment opportunities or for housing in other parts of the country, LCCPS has enrolled new students in each grade each year. Enrollment at Lowell Community Charter Public School is especially affected by the high numbers of families living in poverty who are forced to move to find less expensive housing. Historically, the school has been very successful at attracting approximately 115 new students annually: demand for the LCCPS kindergarten program is very high.

Measure 2: The average score for each item on annual parent satisfaction survey will be 3.0 or higher (1-4 scale).

Affirmative Evidence: A 28-question survey (translated into Spanish and Khmer) was sent to LCCPS families and 148 completed surveys were collected. The questions asked for parents to rate various areas of the school from programming to instructional practice. The range of responses is noted by percentage from “Strongly Disagree” to “Disagree” to “Agree” to “Strongly Agree”. Parents were also able to add comments.

1. I am satisfied with the school's academic performance.			
Strongly Disagree 0%	Disagree 3%	Agree 44%	Strongly Agree 52%
2. I am likely to recommend this school to others.			
Strongly Disagree 0%	Disagree 3%	Agree 39%	Strongly Agree 57%
3. The school is fulfilling the mission outlined in the charter.			
Strongly Disagree 1%	Disagree 5%	Agree 47%	Strongly Agree 41%
4. I am satisfied with the quality of instruction that our children receive at our school.			
Strongly Disagree 1%	Disagree 3%	Agree 43%	Strongly Agree 52%
5. I am satisfied with the school's efforts to manage student behavior.			
Strongly Disagree 2%	Disagree 3%	Agree 47%	Strongly Agree 47%
6. The school has provided a safe atmosphere for my child/children.			
Strongly Disagree 1%	Disagree 5%	Agree 43%	Strongly Agree 50%
7. Homework helps my child do better in class.			
Strongly Disagree 0%	Disagree 3%	Agree 38%	Strongly Agree 53%
8. I am satisfied with the performance of the teachers who offer instruction in the core content areas. (Reading, Math, Social Studies, Science)			
Strongly Disagree 1%	Disagree 2%	Agree 33%	Strongly Agree 63%
9. I am satisfied with the school's efforts to communicate with families.			
Strongly Disagree 1%	Disagree 5%	Agree 42%	Strongly Agree 52%
10. I am satisfied with the performance of the teachers who offer instruction in the enrichment areas.			
Strongly Disagree 0%	Disagree 5%	Agree 41%	Strongly Agree 55%
11. My questions are responded to in a timely and friendly manner.			
Strongly Disagree 1%	Disagree 5%	Agree 42%	Strongly Agree 51%
12. I am satisfied with the overall performance of the school.			
Strongly Disagree 2%	Disagree 3%	Agree 49%	Strongly Agree 39%
13. I would like for my son/daughter to receive more instructional time in reading and mathematics.			
Strongly Disagree 2%	Disagree 9%	Agree 33%	Strongly Agree 47%
14. People who work in the school office are friendly and welcoming.			
Strongly Disagree 2%	Disagree 5%	Agree 36%	Strongly Agree 49%
15. I am satisfied with the performance of the principal.			

Strongly Disagree 1%	Disagree 3%	Agree 35%	Strongly Agree 53%
16. I support the uniform policy.			
Strongly Disagree 5%	Disagree 5%	Agree 30%	Strongly Agree 52%
17. I am pleased with the food service program.			
Strongly Disagree 7%	Disagree 6%	Agree 41%	Strongly Agree 35%
18. I am likely to recommend this school to others.			
Strongly Disagree 1%	Disagree 5%	Agree 35%	Strongly Agree 49%
19. The school building and grounds are well maintained.			
Strongly Disagree 6%	Disagree 9%	Agree 45%	Strongly Agree 31%
20. Staff at the school care about my child's progress.			
Strongly Disagree 2%	Disagree 4%	Agree 37%	Strongly Agree 49%
21. My child's teacher knows my child and focuses on him/her as an individual.			
Strongly Disagree 1%	Disagree 4%	Agree 31%	Strongly Agree 55%
22. I am satisfied with my child's exposure to technology.			
Strongly Disagree 2%	Disagree 7%	Agree 39%	Strongly Agree 45%
23. The school is proactive with communicating important issues regarding my child.			
Strongly Disagree 1%	Disagree 3%	Agree 40%	Strongly Agree 47%
24. My child's teacher communicates with me regularly about my child's progress.			
Strongly Disagree 1%	Disagree 3%	Agree 33%	Strongly Agree 55%
25. I feel comfortable talking with my child's teacher about something with which I disagree.			
Strongly Disagree 1%	Disagree 3%	Agree 35%	Strongly Agree 53%
26. The principal is accessible to parents.			
Strongly Disagree 1%	Disagree 4%	Agree 43%	Strongly Agree 41%
27. The school has communicated ways for me to get involved in my child's education.			
Strongly Disagree 2%	Disagree 4%	Agree 39%	Strongly Agree 47%
28. The school offers my child opportunities to learn about the Southeast Asian and Latino cultures.			
Strongly Disagree 2%	Disagree 5%	Agree 41%	Strongly Agree 43%

Clearly, in each of the above areas, the results show that we have met this goal, as the percentages are greater in the areas of "Agree" and "Strongly Agree".

Measure 3: Each year, ninety percent of LCCPS students who finish the school year will reenroll for the following academic year. This calculation will not include students moving out of the Lowell area.

Affirmative Evidence: At the end of the 2008-2009 school year, LCCPS had an enrollment of 894 students. Of these, 70 (or 8%) have decided not to return to LCCPS for the 2009-2010 school year. More explicit data can be found in the data tables at the conclusion of this report.

Measure 4: The school will not lose more than five percent of its student body during the year. This calculation will not include students moving out of the Lowell area.

Affirmative Evidence: Seventeen students left our school during the school year with 5 dissatisfied, 5 students needing additional services and 7 students who left due to emergency but will re-enroll.

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

Measure 1: The Board of Trustees' membership numbers will meet its by-law requirements.

Affirmative Evidence: The LCCPS Board of Trustees at any given moment during the 2008-2009 school year operated with a membership in accordance with its by-law requirement (see Governance section).

Measure 2: The Board of Trustees will provide adequate facility space for the school, including overseeing expansion plans, leases, and other necessary items.

Affirmative Evidence: LCCPS operated at full capacity as per student enrollment policy of 900 students. The Board is present. Nevertheless, the Board continues to oversee the building lease and other facility issues and has provided school administration with the resources and stay in negotiations with the landlord for the purchase of our space and additional space at the Appleton Mill. These areas include a possible site for a full-size gymnasium and an additional space for our kindergarten. The landlord is presently renovating the turbine building for fitting as an Arts Café with our school being able to utilize a 100-seat theater area for small assemblies/performances. Grant money is being sought for the development of our existing playground space into a more "kid friendly" and "public art" area for both our utilization as well as for the residents of Lowell when school is not in session.

Measure 3: The Board of Trustees will complete an annual evaluation of the internal management services.

Affirmative Evidence: The Board is directing the firm of Isaacson Miller in the search for a new Executive Director. The Board implemented an evaluation instrument to assess the interim Executive Director's performance. The Board, as per this instrument, performed an evaluation of the school's interim Executive Director in March 2009.

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

Measure 1: All teachers and teacher assistants will meet the requirements of NCLB.

Affirmative Evidence: 88.7% of the teaching staff has met the requirements of "Highly Qualified" per the requirements of NCLB. Those teachers who did not meet the requirements signed an addendum to their offer letters for this past school year in which they agreed to become "HQT" by June 30, 2009 or their contract would not be renewed. 14 staff members were not renewed for next year due to failure to meet this requirement. LCCPS supported these individuals by providing resources (tuition reimbursement) for test preparation.

Measure 2: Voluntary teacher turnover will be under 20% annually. This percentage will not include teachers who are not offered new contracts.

Affirmative Evidence: Please see data table at the end of the report.

Measure 3: Fifty percent of teachers who are with LCCPS at the beginning of the 2005 – 2010 charter will be at the school at the end of the charter period. This percentage will not include teachers who are not offered new contracts.

Affirmative Evidence: Please see data table at the end of the report.

Measure 4: The administration will provide appropriate oversight and support of new and returning teachers, including 3 observations per year, mentoring (new teachers), peer coaching, common planning time, grade level and lead teacher meetings, shadowing teachers and providing opportunities for teachers to shadow, and reviewing/completing the Professional Standards rubric.

Affirmative Evidence: During the 2008-09 school year, LCCPS continued to have one lead teacher per grade level along with a lead teacher for World Languages, Physical Education and English Language Learners. They provided instructional and behavioral management support to the teachers at their grade level or within their department. Building Leadership Team meetings were held once a month and one of the major accomplishments for this team was the design of the 2009-2010 Action Plan, which was based on the 2008 CSO site visit. Team leaders planned the agendas and recorded minutes for their individual and weekly team meetings.

Teachers had common planning time throughout the school year that allowed them to collaborate and plan various themed units and lessons within their grade levels which was beneficial for the teachers involved as well as for their students. All teachers began the year by creating goals with one being personal and the other two being academic. Before formal observations, there was a pre-observation meeting where the teacher and principal reviewed the lesson objectives and procedures along with pinpointing an area for which the teachers wanted specific feedback. Following each observation, the teacher and principal met again in order to discuss the written observation rubric and what the teacher learned from the experience. In planning for the next school year, we will be utilizing the planning and observation/evaluation model as designed by Dr. Jane E. Pollock in her publication, *Improving Student Learning One Principal at a Time*. We are honored that Dr. Pollock will be working with us next year as an integral part of our professional development module.

Common School Performance Criteria

Board Planning: Dr. Allen Scheier, Chairman of the Board of Trustees, has undertaken the responsibility of scheduling "listening sessions" with the staff in order to keep open the lines of communication as well as increasing staff satisfaction. He has also revived the subcommittees (Governance, Personnel and Financial) in that each committee has board representation and a set schedule of meetings. His plans include opening membership to these committees for staff and community participation.

7. DISSEMINATION

This past year, we have established a relationship with Pawtucketville Memorial School of Lowell as it relates to best practices in the teaching of literacy. As we both utilize the same scientifically research-based program, our teachers have observed classes and discussed with teachers how best to implement the program along with further exploring ways to include reciprocal teaching methods into teaching repertoire.

Several of our teachers are continuing their studies in the area of ELE education at Hampshire Educational Collaborative. This partnership has proven very beneficial as teachers are afforded excellent professional development at a low cost plus the option of tuition reimbursement through school funding. A few of our teachers have been accepted into a tuition-free program due to the high rate of low-income families that our school serves.

Many of our boys are enrolled in Boy Scouts as we sponsor a school-based troop. This provides opportunities for our boys to become involved in service learning within the community. We sponsored three teams to compete at the state-level competition for Odyssey of the Mind. Two of our teams qualified for the national competition. Our coaches are parent volunteers who worked with students weekly in preparation for the competition. Samples of our student artwork continue to be displayed at the Revolving Museum in Lowell. These creations are reflective of the cultural backgrounds of our students.

In order to enhance parent involvement, we have planned a parent conference day prior to the start of the new school year. Our hope is that parents can meet their child's teachers, inform teachers about their child's background and discuss the plans for the school year.

As last year, we continued with enrichment clusters for all students in grades 3 through 8. A doctoral candidate from the University of Massachusetts at Lowell led a cluster devoted to scientific experimentation in the area of engineering and our students were afforded the opportunity to visit the laboratory on the university campus. Our eighth grade students learned about their options for high school with visits to various schools as well as attending on-site presentations from admissions directors representing area private schools.

LCCPS is characterized by strong organizational capacity. LCCPS was proposed by leaders of the Southeast Asian and Latino communities in an effort to address the unique needs of the city of Lowell, and in particular the needs of these immigrant groups who comprised a significant portion of Lowell's population. Up until the school opened in 2000, there was no school in Lowell dedicated to meeting the needs of the Southeast Asian and Latino students who were struggling and needed the special attention that the charter school provides.

At the time of the initial charter application, the founders hoped to create a school where students would "learn together to live together", thus addressing gang violence that has plagued Lowell. In 2000, school completion rates for Lowell students was unacceptably low; the dropout problem rendered too many young people – especially low income and minority students – woefully unprepared for the demands of productive employment and citizenship. The founding board envisioned filling the needs of these students and their families by creating a model public school with features often resisted in traditional public school settings that include:

- An extended school day: free quality before and after school care
- An emphasis on technology
- Specific emphasis on immigrant culture and history
- Emphasis on Khmer and Spanish languages
- Instruction on character and ethics
- An emphasis on family and community engagement throughout the school

Through the past five years, we have seen an influx of other cultural groups to add more to our diverse background. These groups comprise a rise in the number of students representative of the Brazilian Portuguese community and various African nations. In addition to the annual Hispanic and Cambodian festivals, we have added an African celebration primarily organized by parents.

Our curriculum program does encompass all areas as addressed by the Massachusetts Curriculum Frameworks. We continue to stress the importance of the study of foreign languages as part of our daily program of studies which stands out as a factor for enrollment in our school as there are very few schools in our geographical area which provide foreign language instruction beginning in the early grades. To meet the needs of our middle school students, we have worked in partnership with Wellesley College and Planned Parenthood in offering a health education program entitled *Get Real*. Members of their faculty have provided both classroom instruction as well as hosting a parent information night to give details of the program of study with an emphasis on sex education. The true partnership of this program lies in the activities provided for family interaction and discussion on this serious topic. An additional benefit has been the opportunity for our teachers to receive free training this summer so as to provide a “trainer of trainers” model in order that this program can be sustainable in subsequent years. Presently, a staff member from *Get Real* worked with our sixth graders as the initial cohort group and she will continue to instruct these students for the next two years.

Since the first year of the charter school, our staff has provided services for Special Needs students and English Language Learners. Three years ago, we recognized the need to also service gifted and talented students as children in urban centers and from low-income families tend to be overlooked for identification as gifted. This year, two teachers provided instruction for gifted students in grades two through six with the plan for expansion to seventh grade next year. Likewise, to provide enrichment to all students, again we provided enrichment clusters Multi-level, multi-age, heterogeneous clusters have been developed by the cross section of teacher and student interest. Students have been involved in various activities based upon student interest such as robotics, biology, crime scene investigations, journalism, scrap booking, etc. The focus is on talent development and creative investigation for an under identified and under services student population.

As our students leave us at the end of their eighth grade year, we have further endeavored on behalf of our charter for providing opportunities for life-long learning. This past year, we have invited representatives from various private schools to LCCPS as well as taking students to high school fairs in order to broaden their choices for the years of high school study. This has provided students with the skills of applying for admission and scholarships as well as involving parents who may need to apply for financial aid. Several of our students were accepted to private schools, but only one has enrolled. The main drawback has been due to financial hardships and transportation. In working with our Board of Trustees, we foresee establishing a committee for raising monies for the express purpose of supporting students looking to attend private schools.

This past December, members of the Massachusetts Charter School Office did a site visit and pointed out areas in need of improvement as it relates to “faithfulness of charter”. The Administrative Leadership Team in conjunction with Team Leaders and the Board of Trustees has constructed an Action Plan to address these areas. This plan is attached to the Annual Report with five goals and supporting activities listed in reference to “Faithfulness to Charter”.

8. FINANCIAL REPORTS

Budget Process

LCCPS uses conservative budget techniques. The initial budget is developed by the School Finance Committee which consists of the Executive Director, Board Treasurer, a Board Director and Controller. During the budget process, the tuition revenue budget for the coming fiscal year is developed with 3 scenarios; level funding of the current year, 98% of the current year figure and 95% of the current year figure. LCCPS educates an enrollment of 900 with over 100 students on the waiting list. For budget purposes, the Finance Committee uses an average enrollment of 895 students for the coming year. Expenses for the coming year are also level funded based on actual expenses up to that point in the current fiscal year plus projected expenses for the remaining months of the current fiscal year.

Once the initial budget is created, the Academic Leadership Team reviews the budget and submits changes based on staff and program needs for the coming fiscal year not covered by Federal and State grants. The Technology, Administrative, Operations and Athletic departments also submit their requests at this time.

All requests are loaded into the model and reviewed by the School Finance Committee. If the budget reflects a deficit based on requests, all departments are required to reduce expenses to insure a surplus for the coming fiscal year. The Finance Committee then selects one of the 3 Budgets developed for presentation to the Board of Trustees for approval. If the Trustees reject the proposed budget, the Finance Committee meets with the Leadership of the School to resolve any issues the Board of Trustees have raised. The Board of Trustees must approve the budget prior to the beginning of the new Fiscal Year.

FY2010 Budget Highlights

In accordance with the stated LCCPS budget process, the Tuition Reimbursement figures from the Commonwealth were not finalized at the time the FY 2010 budget was approved by the Board of Trustees on 05/16/09. The FY 2010 LCCPS budget includes \$10,700,000 (excluding grants), \$10,508,200 in expense leaving a budgeted Net Change in Assets of \$191,800. Included in the expense budget is \$7,549,000 in Salary/Payroll

2009 BUDGET COMPARATIVE AS OF JUNE 30, 2009
(Unaudited)

INCOME:				
	FY 2009 YEAR TO DATE			% OF
	ACTUAL	BUDGET	DELTA	BUDGET
TUITION	10,208,667	10,192,015	16,652	100.2%
FOOD PROGRAM	444,085	408,450	35,635	108.7%
MISC INCOME	105,346	210,058	(104,712)	50.2%
TOTAL INCOME	10,758,097	10,810,523	(52,426)	99.5%

EXPENSES:				
	ACTUAL	BUDGET	DELTA	BUDGET
SALARIES	5,850,595	5,842,221	8,374	100.1%
PAYROLL TAXES	242,621	219,000	23,621	110.8%
BENEFITS	703,927	601,000	102,927	117.1%
WORKERS COMP	50,589	52,500	(1,911)	96.4%
FACILITY EXPENSE	1,052,133	1,176,396	(124,263)	89.4%
UTILITIES	151,084	165,000	(13,916)	91.6%
TELECOMMUNICATIONS	34,072	48,000	(13,928)	71.0%
INFO & TECH MGMT	48,365	62,000	(13,635)	78.0%
SPED EXPENSES	185,108	103,500	81,608	178.8%
ACADEMIC PROGRAMS	379,167	426,550	(47,383)	88.9%
STAFF DEVELOPMENT	33,061	27,500	5,561	120.2%
ADMIN & OPS EXPENSE	35,917	38,000	(2,083)	94.5%
BANK CHARGES	1,375	2,500	(1,125)	55.0%
CONTRACTED SERVICES	384,800	213,246	171,554	180.4%
INSURANCE EXPENSE	31,013	40,000	(8,987)	77.5%
FOOD PROGRAM SUPPLY	407,189	350,000	57,189	116.3%
OTHER EXPENSES	83,689	60,500	23,189	138.3%
TOTAL EXPENSE	9,674,703	9,427,913	246,790	102.6%
SURPLUS(LOSS)	1,083,394	1,382,610	(299,216)	78.4%

OTHER INCOME / EXPENSES:				
	ACTUAL	BUDGET	DELTA	% BUDGET
INTEREST INCOME	11,966	12,000	(34)	99.7%
GRANT INCOME	919,530	974,257	(54,727)	94.4%
MISC INCOME	0	0	0	0.0%
INTEREST EXPENSE	36,136	45,000	(8,864)	80.3%
AMORTIZATION EXP	0	223,000	(223,000)	0.0%
DEPRECIATION EXP	388,189	229,000	159,189	169.5%
GRANT EXPENSE	837,834	974,257	(136,423)	86.0%
TOTAL OTHER INC/EXP	(330,664)	(485,000)	154,336	131.8%
SURPLUS(LOSS)	752,731	897,610	(144,879)	83.9%

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL					
06/30/2008 vs 06/30/2009					
COMPARATIVE BALANCE SHEET					
(Unaudited)					
ASSETS			LIABILITIES		
CURRENT ASSETS			CURRENT LIABILITIES		
	06/30/09	06/30/08		06/30/09	06/30/08
CASH	2,536,983	2,608,566	ACCOUNTS PAYABLE	212,983	469,268
TUITION RECEIVABLE	0	0	NOTES PAYABLE - BANK- CPD	0	145,833
LUNCH PROGRAM RECEIVABLE	33,713	29,051	NOTES PAYABLE - BANK- LOC	0	0
GRANTS RECEIVABLE	2,250	197,831	PAYROLL TAXES PAYABLE	0	0
MEDICAID RECEIVABLE	41,409	0	DEFERRED REVENUE	0	169,851
	=====	=====	ACCRUED EXPENSE	417,363	493,703
TOTAL CURRENT ASSETS	2,614,355	2,835,448	TOTAL CURRENT LIABILITIES	630,346	1,278,656
FIXED ASSETS			LONG TERM LIABILITIES		
	06/30/09	06/30/08		06/30/09	06/30/08
LEASEHOLD IMPROVEMENTS	2,406,615	2,319,591	LONG TERM DEBT - NOCPD	290,622	581,243
COMPUTER EQUIPMENT	630,846	596,868			
TELEPHONE EQUIPMENT	38,980	38,980			
FURNITURE & FIXTURES	417,080	417,080			
ACCUMULATED DEPRECIATION	(2,067,729)	(1,679,540)			
	=====	=====		=====	=====
TOTAL FIXED ASSETS	1,425,791	1,692,980	TOTAL L/T LIABILITIES	290,622	581,243
OTHER ASSETS			EQUITY		
	06/30/09	06/30/08		06/30/09	06/30/08
PREPAID EXPENSES	9,668	0	BOARD RESTRICTED RE	0	298,953
PREPAID INSURANCE	4,981	11,878	CURRENT EARNINGS	752,374	93,687
DEPOSITS	4,000	4,000	RETAINED EARNINGS	2,385,453	2,291,766
	=====	=====		=====	=====
TOTAL OTHER ASSETS	18,649	15,878	TOTAL EQUITY	3,137,827	2,684,406
TOTAL ASSETS	4,058,794	4,544,305	TOTAL EQUITY & LIABILITIES	4,058,794	4,544,305

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL 2010 BUDGET

<i>INCOME:</i>	
TUITION	10,113,500
FOOD PROGRAM	420,000
OTHER INCOME	138,000
MISC INCOME	17,200
TOTAL INCOME	10,688,700

<i>OPERATING EXPENSES:</i>	
	BUDGET
SALARIES	6,536,400
PAYROLL TAXES	243,000
BENEFITS	710,000
WORKERS COMP INSURANCE	60,000
ACADEMIC PROGRAMS	473,000
ADMIN & OPS EXPENSE	179,000
BANK CHARGES	2,500
FACILITY EXPENSE	1,099,000
FOOD PROGRAM SUPPLY	420,000
INFO & TECH MGMT	80,000
INSURANCE EXPENSE	35,000
SPED EXPENSES	80,000
STAFF DEVELOPMENT	12,000
TELECOMMUNICATIONS	40,000
UTILITIES	170,000
OTHER EXPENSES	6,000
TOTAL EXPENSE OPERATING	10,145,900

SURPLUS (LOSS)	542,800
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<i>OTHER INCOME / EXPENSES:</i>	
INTEREST INCOME	9,000
MISC INCOME	0
INTEREST EXPENSE	30,000
AMORTIZATION EXP	0
DEPRECIATION EXP	330,000
TOTAL OTHER INC/EXP	(351,000)

SURPLUS (LOSS) FY 2010	191,800
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9. DATA SECTION

INSTRUCTIONAL TIME	
Total number of instructional days for the 2008-09 school year:	188
First and last day of the 2008-09 school year:	August 19, 2008 – June 24, 2009
Length of school day (please note if schedule varies throughout the week or the year):	5 days/week 8:00 a.m. – 3:30 p.m.

STUDENT ENROLLMENT INFORMATION	
Number of students who completed the 2007-08 school year but did not reenroll for the 2008-09 school year (excluding graduates)	125
Total number of students enrolled as of October 1, 2008	915
Total number of students who enrolled during the 2008-09 school year, after October 1, 2008	895
Total number of students who left during the 2008-09 school year, after October 1, 2008	42
Total number of students enrolled as of the June 2009 SIMS submission	894
Number of students who graduated at the end of the 2008-09 school year	68

Reasons for Student Departure

Students who left school during school year	56
Moved out of vicinity	39
Transfer due to dissatisfaction	5
Transfer due to need for additional services	5
Transfer due to emergency and will re-enroll	7
Total number of student who finished the school year and chose not to return including other and no reason given	70

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2009 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	122	14%
Asian	269	30%
Hispanic	373	42%
Native American	1	0%
White	99	11%
Native Hawaiian, Pacific Islander	1	0%
Multi-Race, Non-Hispanic	29	3%
Special Education	98	11%
Limited English Proficient	228	26%
Low Income	719	80%

ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR			
Name	Brief Job Description	Start date	End date (if no longer employed at the school)
Acting Executive Director		05/18/00	
Academic Principal		08/01/05	
HR and Diversity Director		05/01/08	
PS Assistant Principal		08/04/08	
MS Assistant Principal		08/04/08	
Special Education Director		11/10/08	
GT and Assessment Director		08/01/05	
Reading Coordinator		10/24/08	6/30/09

TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR			
	Number as of the last day of the 2008-09 school year	Departures during the 2008-09 school year	Departures at the end of the school year
Teachers	78	6	14
Other Staff	77	8	3

STAFF DEPARTURES

Teachers (during the 2008-09 school year)

- 2 – terminations, performance issues (2)
- 4 – resignations: (i) dissatisfied with current position (2); (ii) took another job (2)

Other staff (during the 2008-09 school year)

- 1 – termination, performance issue
- 7 – resignations,
 - took another job (3)
 - moved out of the country (1)
 - moved out of the state (1)
 - the contract was over (1)
 - left of his own accord w/o notice (1)

Teachers (at the end of the school year)

- 14 terminations
 - non-HQT (13)
 - performance issues (1)

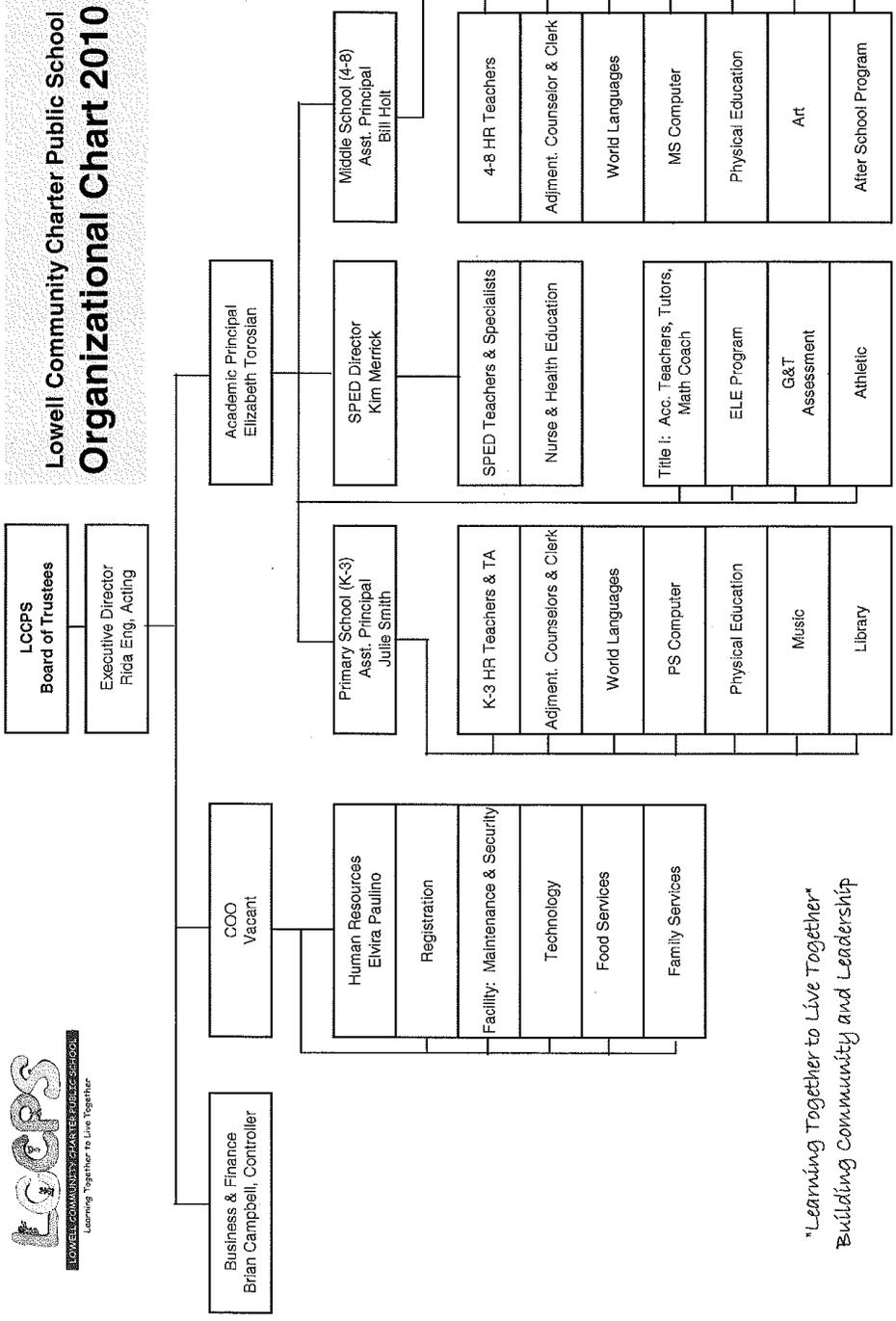
Other staff

- 3 – terminations and resignation
 - performance & attendance issues (1)
 - performance issues (1)
 - resigned, moved out of the state (1)

Members of the Board of Trustees

Officials	Governance Expertise	Occupation	Term
<p>Chairman <i>Dr. Allen Scheier,</i> <ul style="list-style-type: none"> • <i>Development Committee</i> • <i>Finance Committee</i> • <i>Personnel Committee</i> • <i>Governance Committee</i> </p>	<p>Veteran public school teacher and advocate, Education Policy & Governance</p>	<p>High School Teacher, Mathematics</p>	<p>2nd term End July, 2010</p>
<p>Vice Chairman <i>Mr. Roman Jaquez</i> <ul style="list-style-type: none"> • <i>Finance Committee</i> • <i>Personnel Committee</i> </p>	<p>Extensive experience in business management and community service volunteer</p>	<p>Electrical Engineer and Business Owner</p>	<p>1st term End July, 2010</p>
<p>Treasurer <i>Dr. Roger Boggs</i> <ul style="list-style-type: none"> • <i>Development Committee</i> • <i>Finance Committee</i> • <i>Personnel Committee</i> </p>	<p>Expert on personnel educational hiring, middle school and high school</p>	<p>Research Professor</p>	<p>2nd term End January, 2012</p>
<p>Secretary <i>Mr. Vesna Nuon</i> <i>Governance Committee</i></p>	<p>Liaison to Cambodian Community</p>	<p>SORB Board Member/Hearing Examiner at Executive Office of Public Safety</p>	<p>1st term End June, 2011</p>
Members	Governance Expertise	Occupation	Term of Appointment
<p>Mr. Richard Chávez <ul style="list-style-type: none"> • <i>Development Committee</i> • <i>Finance Committee</i> </p>	<p>Financial management expert</p>	<p>Vice President Enterprise Bank & Trust Company</p>	<p>1st term End June, 2009</p>
<p><i>Mr. William Merrill</i> <ul style="list-style-type: none"> • <i>Personnel Committee</i> • <i>Governance Committee</i> </p>	<p>Public school expert</p>	<p>Retired public school</p>	<p>1st term End February, 2012</p>
<p><i>Mr. Michael Vann</i> <i>PET Liaison</i></p>	<p>Liaison to Cambodian youth and families</p>	<p>Juvenile Probation Officer</p>	<p>1st term End February, 2012</p>
<p><i>Mr. Marcos Devers</i></p>	<p>Liaison to Hispanic Community in Lawrence Former City Councilor-Lawrence</p>	<p>Regional Manager of Department of Industrial Absentees</p>	<p>1st term End June 2011</p>
<p><i>Mr. Jeovanny Rodriguez</i> <i>Development Committee</i></p>	<p>Expert in building design, facility, and traffic solutions</p>	<p>Transportation Engineer</p>	<p>1st term End June, 2009</p>

10. ATTACHMENTS



Learning Together to Live Together
Building Community and Leadership

Lowell Community Charter Public School ACTION PLAN 2009-2010			
Area of Improvement/ Activity	Responsible Parties	Date (by when)	Evidence of Implementation
I. Faithfulness to the Charter			
Goal 1: To emphasize the contributions of immigrants to American life and to Lowell's development			
To create murals and photo displays throughout the building depicting elements of the contributions as stated in Goal #1.	Special topics committee (Lower School)	Ongoing with solid results in June 2009	Historical photos, contact with UML and building landlord
To develop partnerships that foster student learning of these contributions including a career day when members of the community speak about their personal contributions and background	Faculty outreach with: UMass Lowell, local museums, Lowell Redevelopment Project area neighborhood group (JAMBRA), social welfare agencies	Ongoing	Networking with local agencies (community breakfast hosted 3/26); Agenda meeting and minutes; Registration
To add a measure to the parent satisfaction survey in regards to student opportunities to learn about Asian, African-American and Latino heritages	Leadership Team	Jun-09	Revised parental survey; Agenda meeting and minutes
Goal 2: To promote the infusion of technology into teaching and learning practices			
To review the current technology plan in keeping with the capitol funding for additional hardware and upkeep of standard classroom equipment	Technology Committee	Spring 2009	Technology Committee has begun meeting; Updated school website; Agenda meeting and minutes
To provide opportunities for professional development (particularly Grade Quick, Renzulli Learning, Test Wiz, TechPaths)	Technology Committee; Data Team, Leadership Team, Curriculum Sub Committee	Ongoing	Participants enrolled in course for Grade Quick usage and capabilities (4/09); Participant enrollment in PD workshops; Agenda meeting and minutes
Goal 3: To develop systems and structures that clarify roles and responsibilities			
To develop a school-wide discipline model with teacher training including an anti-bullying policy and positive reward system	Behavior Committee and Assistant Principals, Leadership Team	Jan – Aug 2009	Consistency in management of classroom behaviors and expectations; decrease in disciplinary actions and parental reporting; Agenda meeting and minutes

Lowell Community Charter Public School ACTION PLAN 2009-2010			
Area of Improvement/ Activity	Responsible Parties	Date (by when)	Evidence of Implementation
To clarify the building organizational chart and definition of roles	HR Department, Leadership Team	Aug-09	Roles, responsibilities, job description, and scope clearly enumerated in teachers handbook; information supplied in materials for new teacher orientation; Agenda meeting and minutes.
To review and redefine the tools for evaluation of staff including the review of the mentoring program and the annual teacher improvement plans for re/certification	HR Department and Leadership Team	Aug-09	Completed comprehensive and systematic tools for evaluating teachers, including pre and post templates; Completion of individual professional development plan; Completed documents as required by the MA DESE for (re) certification/licensure.
To review the PET organizational structure and to provide numerous opportunities for increased parent involvement through PAC's, School Improvement Council, and parental workshops	PET members, Leadership Team, Parent Liaisons	Mar 2009 - Ongoing	Creation of parental partnerships; workshop attendance; agenda meeting and minutes
Goal 4: To develop partnerships with local schools.			
To establish opportunities for teachers to observe the Scott-Foresman Reading Program and co-teaching model especially in the area of Special Education	Reading First Coordinator, Reading First Facilitator, and Special Education Director; area public schools using program	Jun-09	Site visit reports; Agenda meeting and minutes
To share professional development opportunities, especially in the areas of Gifted and Talented and ELL best teaching practices.	Academic Principal, Gifted and Talented Director and ELL Lead teacher	Ongoing	Agenda meeting and minutes
II. Academic Program Success			
Goal 1: To promote the induction of best instructional practices			
To provide professional development opportunities and resources in the following areas: differentiated instruction, Response to Intervention, research-based strategies for increasing student achievement i.e.. Robert Marzano, ELL/SIOP category 2 training	Staff Development Commission, SDE Inc., Reading First, PLCs, Professional development providers in specified areas	Ongoing	PDPs accrued for participants; Agenda meeting and minutes

Lowell Community Charter Public School ACTION PLAN 2009-2010			
Area of Improvement/ Activity	Responsible Parties	Date (by when)	Evidence of Implementation
Goal 2: To map and fully align all curricular areas			
To map units which include essential questions, content, skills, common assessments and Mass learning standards via TechPaths software.	Curriculum subcommittee w/input from faculty	Aug-09	Creation of projection guides for K-8; Creation of common assessments; Agenda meeting and minutes
Goal 3: To continually monitor student progress on standardized assessments, particularly MCAS as it relates to the attainment of annual AYP goals.			
To examine assessment data via item analysis root causes in order to strengthen and improve student results and current teaching practices.	Academic Principal, Data Team	Ongoing	Completed templates and narratives on data analyzes; Agenda meeting and minutes
Goal 4: To utilize the elements of the Teaching Schema (GANAG)			
To develop a universal lesson plan format for unit and daily planning with an emphasis on standards-based and differentiation of instruction to accommodate ELL, G & T and SPED students. Plans for formative and summative assessments are included.	Leadership Team, Building Leadership Team, Faculty	Aug-09	Completed universal lesson plan template
Goal 5: To develop programming relative to the affective domain of education.			
To provide the following educational programs: health/sex education, anti-bullying, behavior management, high school acceptance project	Adjustment Counselors, PE Staff, Middle School Teachers, Assist. Principals, and Nurses	Mar - Aug 2009	Clear communication of and adherence to the behavior model, improved student behavior and classroom management
III. Organizational Viability			
Goal 1: To create, evaluate and continually review a school finance plan.			
To develop a budget building process that promotes sustainability of programming.	ED, Controller, and Leadership Team	Oct 09-Feb 10	Completed budget proposal addressing school needs, implementation of timeline
To actively pursue grants for program initiatives.	ED, Controller, and Academic Principal	Ongoing	Completed and submitted grant applications
To implement capital fund raising initiatives.	Board	Annual	Successful fundraising efforts

Lowell Community Charter Public School ACTION PLAN 2009-2010			
Area of Improvement/ Activity	Responsible Parties	Date (by when)	Evidence of Implementation
To plan for "no findings" in relation to the annual auditing process.	ED, Controller	Annual	Completed audit report
Goal 2: To utilize the building facility to its utmost capacity.			
To maintain and improve present areas as it relates to promoting the educational program	ED, Controller, Building Committee, & Plant Manager	Ongoing	Agenda meeting and minutes, overall appearance of facility
To utilize new spaces for enhancing the educational program (playground, gym, auditorium, science and language laboratories)	ED, Controller, Landlord, Building Committee, and Plant Manager	Ongoing	New spaces such as playground, auditorium, learning labs, etc.
Goal 3: To plan for 2010 charter renewal.			
To complete the application for 2010 charter renewal.	Leadership Team and Board	Aug-09	Completed and filed application prior to August 1st deadline, agenda meetings and minutes
To create the 2010-2015 Accountability Plan.	Leadership Team	Aug-09	Completed and filed accountability plan prior to August 1st deadline
To review the original charter to amend/ensure faithfulness.	Leadership Team	Ongoing	Completed review of charter, meeting minutes and agendas
Goal 4: To strive for improved satisfaction among staff, students and parents.			
To revise and implement staff, student and parent survey instruments and to strive for high participation.	Leadership Team Registrar	May-09	Completed parent surveys with accompanying analyzed data
To hold annual open houses to promote the school to the community	Leadership Team and Registrar	Mar-09	Completed applications from families, high parent participation in open houses
To retain staff by offering contracts on time with specific assignment and maintaining an affordable benefits package which includes health benefits, tuition reimbursement and longevity pay.	Leadership Team and HR Department	Apr-09	Completed faculty handbook, distribution of offer letters in a timely manner, retention of quality staff
To update the school website	IT Department and Technology Committee	Spring 2009	newly created website in all 3 languages