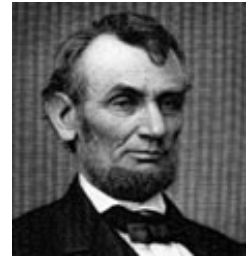




The Mission of Lincoln Academy is to help students attain their highest social and academic potential through an academically rigorous, content-rich educational program in a safe, orderly, and caring environment.



Lincoln Academy Board of Directors

Regular Business Meeting

Minutes for Monday, November 12, 2012

Lincoln Academy Library

6:30 p.m.

1. Preliminaries
 - a. Call to Order: President Doug Neely called the meeting to order at 6:31 pm.
 - b. Welcome to Guests and Introductions:
 - i. LA staff member present was Cindie Poulter.
 - ii. Other guests present were Marjorie Gilbert and Justin Trevizo.
 - c. Roll Call: All directors were present: Jeff Baucum, Kristi Geisz, Janelle Johnson, Derek Luyk, Doug Neely, Donna Randall, and Carrol Robinson.
 - d. Hearing of Persons: None
2. Consent Agenda: The following items were approved by unanimous consent:
 - a. Minutes of the last regular business meeting (10/8/12)
 - b. Tonight's agenda
3. Reports to Board
 - a. UIP Report
 - i. Janelle Johnson presented the school's Unified Improvement Plan (see attached documents), which is due to the district in December.
 - ii. The largest focus of the UIP is to improve math learning, especially in our middle school grades.
 - iii. Approve UIP: **Motion 07-11-2012**
Donna moved that we support the UIP as presented by Janelle. The motion was seconded and unanimously approved with no further discussion.
 - b. Principal's Report: Janelle presented her written report (see attached). There was some discussion.
4. Committee Reports
 - a. Governance: Policy Review: Board Meeting Procedures (See *Lincoln Academy Board Policy* document, pp. 14 & 15): Chairman Derek Luyk led discussion.
 - b. Facilities
 - i. Chairman Carrol Robinson presented his written report (see attached). There was some discussion of the security system bids.
 - ii. Approve Jeffco Bond agreement: This item was postponed until the December meeting because we have not received *Appendix A*.
 - c. Finance: 1st Quarter Financials: Treasurer Jeff Baucum presented his written report (see attached). There was some discussion.
 - d. School Accountability Committee (SAC): Chairman Donna Randall presented her written report (see attached). There was some discussion.
 - e. Development: Chairman Kristi Geisz presented her written report (see attached). There was some discussion.
5. Unfinished Business: Sign Lease agreement with Building Corp: **Motion 08-11-2012**
Derek motioned that we accept the Building Corporation resolution as presented by Doug Neely with amendments to make dates current. The motion was seconded and unanimously approved with no further discussion.

To prepare all students for their future endeavors by providing a comprehensive Core Knowledge® education.

6. New Business: Board Training Modules: There was some discussion.
7. Board Lessons Learned and Action Items
 - a. Lessons Learned:
 - i. Communicate with MS parents/community about outlined discipline policy - Janelle
 - ii. Invite students to meetings - Doug
 - b. Action Items:
 - i. Add signing of bond agreement with Jeffco to Dec. agenda - Doug
 - ii. Check into carryover of discipline policy from year to year - Janelle
 - iii. Email copy of UIP with graphs/narrative to board - Janelle
 - iv. Create a communication policy – Derek (Governance Committee)
 - v. Present explanation and review of 5% takeback from Jeffco at next meeting (Dec.) - Finance Committee
 - vi. Foundation/Building/Property Corporations meetings – Derek & Carrol
 - vii. New members learn who is on what boards/committees - Kristi
 - viii. Make PDFs of charter addendum, district buybacks - Doug
 - ix. Think of things to include on a financial report “dashboard” – Jeff and all
 - x. Climate survey of administration to be sent out to teachers and support staff by BoD (not anonymous - names given to Doug only) in the 3rd quarter (January) - Doug
 - xi. Investigate teacher pay raise procedure (vs. steps) – Finance Committee
 - xii. Put Cindie’s presentation on dashboard – Finance Committee
 - xiii. Ongoing Board Training – Modules to do prior to next month’s meeting:
 - *Waivers*
 - *Legal and Policy Issues*
 - *Policy Development*
8. Announcements
 - a. Jeffco Legal Training – Wednesday, November 14th, 6:30 PM (Training room 4E – 4th floor)
 - b. Next PTO meeting – Thursday, December 6th, 6:30 PM
 - c. Next BoD meeting – Monday, December 10th, 6:30 PM
9. Adjourn to Executive Session

As authorized by C.R.S. 24-6-402(4) and JCSD Policy BE/BEA/BEB

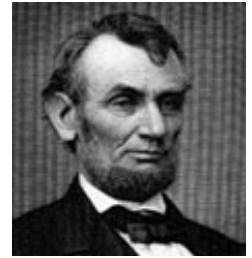
 - a. Principal Evaluation: ***Motion 09-11-2012***
 At 8:10 pm, Derek Luyk moved that we adjourn to executive session for the purpose of conducting the principal evaluation as authorized by C.R.S. 24-6-402(4)(f)(i). The motion was seconded and unanimously approved via roll call vote. Executive session was begun at 8:19 pm after a short break and adjourned at 9:05 pm.
 - b. Property Negotiations: ***Motion 10-11-2012***
 At 9:06 pm, Derek Luyk motioned that we enter a second executive session for the purpose of property negotiation as authorized by C.R.S. § 24-6-402(4)(a). The motion was seconded and unanimously approved via roll call vote.
10. Adjourn: At 9:45 pm, both the executive session and the regular meeting of the Lincoln Academy Board of Directors were adjourned via general consent.

Minutes respectfully submitted,
 Kristi Geisz, Secretary
 Lincoln Academy Board of Directors
 Minutes approved 12/12/12

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Lincoln Academy Board of Directors

Regular Business Meeting

Agenda for Monday, November 12, 2012

Lincoln Academy

Library

6:30 p.m.

	<u>Time Allotted(min)</u>	<u>Motion</u>
1. Preliminaries (Doug Neely)	5:00	
a. Call to Order		
b. Welcome to Guests and Introductions		
c. Roll Call		
d. Hearing of Persons		
2. Consent Agenda (Doug Neely)	1:00	
a. Approve Minutes of Last Board Meeting		
b. Approve Agenda		
3. Reports to Board		
a. UIP Report (Janelle Johnson)	15:00	Yes
b. Principal's Report (Janelle Johnson)	5:00	
4. Committee Reports		
a. Governance (Derek Luyk)	5:00	
i. Policy Review: Board Meeting Procedures		
b. Facilities (Carrol Robinson)	5:00	
i. Approve Jeffco Bond agreement		Yes
c. Finance (Jeff Baucum)	5:00	
i. 1 st Quarter Financials		
d. Academic Excellence (Donna Randall)	5:00	
e. Development (Kristi Geisz)	5:00	
5. Unfinished Business		
a. Sign Lease agreement with Building Corp	5:00	Yes
6. New Business		
a. Board Training Modules	5:00	
7. Board Lessons Learned and Action Items	5:00	

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8. Announcements

1:00

- a. BoD Monday – December 10th
- b. PTO Thursday- December 6th
- c. Jeffco Legal Training – November 14th

9. Adjourn to Executive Session

C.R.S. § 24-6-402(4)(f)(I)– Principal Evaluation

C.R.S. § 24-6-402(4)(a) – Property Negotiations

Ongoing Board Training – Modules to do prior to next month’s meeting

- *Waivers*
- *Legal and Policy Issues*
- *Policy Development*

To prepare all students for their future endeavors by providing a comprehensive Core Knowledge® education.

Performance

This is the plan type the school is required to adopt and implement. Schools are assigned a plan based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the score ranges below to determine the plan type.

Plan Assignment	Framework Points Earned
Performance	at or above 59%
Improvement	at or above 47% - below 59%
Priority Improvement	at or above 37% - below 47%
Turnaround	below 37%

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	81.3%	(20.3 out of 25 points)
Academic Growth	Meets	75.0%	(37.5 out of 50 points)
Academic Growth Gaps	Approaching	61.1%	(15.3 out of 25 points)
Test Participation³	Meets 95% Participation Rate		
TOTAL		73.1%	(73.1 out of 100 points)

²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

³Schools do not receive points for test participation. However, schools are assigned one plan category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	100.0%	99.4%	-	99.7%	Meets	Meets	-	Meets	172	162	-	334	172	163	-	335
Mathematics	100.0%	99.4%	-	99.7%	Meets	Meets	-	Meets	172	162	-	334	172	163	-	335
Writing	100.0%	99.4%	-	99.7%	Meets	Meets	-	Meets	172	162	-	334	172	163	-	335
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	58	49	-	107	58	49	-	107
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

August 31, 2012 Initial Draft - Not For Public Distribution

School: LINCOLN CHARTER ACADEMY

District: JEFFERSON COUNTY R-1 - 1420 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	171	80.12	71
Mathematics	3	4		Meets	171	80.12	71
Writing	3	4		Meets	171	64.91	72
Science	3	4		Meets	57	54.39	62
Total	12	16	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	110	55	24	Yes
Mathematics	4	4		Exceeds	110	66	44	Yes
Writing	4	4		Exceeds	110	61	41	Yes
English Language Proficiency (CELApro)	0	0		-	N<20	-	-	-
Total	11	12	91.7%	Exceeds				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	8	12	66.7%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	24	58	20	Yes
Minority Students	3	4		Meets	33	53	25	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	28	45	56	No
Mathematics	10	12	83.3%	Meets				
Free/Reduced Lunch Eligible	4	4		Exceeds	24	60	44	Yes
Minority Students	3	4		Meets	33	59	53	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	25	69	74	No
Writing	8	12	66.7%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	24	59	36	Yes
Minority Students	3	4		Meets	33	45	40	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	36	54	63	No
Total	26	36	72.2%	Meets				

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

School: LINCOLN CHARTER ACADEMY

District: JEFFERSON COUNTY R-1 - 1420 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	4	4		Exceeds	161	88.82	90
Mathematics	3	4		Meets	161	72.05	84
Writing	3	4		Meets	161	74.53	83
Science	4	4		Exceeds	49	75.51	90
Total	14	16	87.5%	Exceeds			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	160	46	19	Yes
Mathematics	2	4		Approaching	160	50	56	No
Writing	2	4		Approaching	160	43	39	Yes
English Language Proficiency (CELApro)				-				
Total	7	12	58.3%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	6	12	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	32	38	18	Yes
Minority Students	2	4		Approaching	44	42	16	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	20	49	52	No
Mathematics	6	12	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	32	47	57	No
Minority Students	2	4		Approaching	44	48	55	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	42	53	81	No
Writing	6	12	50%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	32	36	40	No
Minority Students	3	4		Meets	44	47	36	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	29	50	74	No
Total	18	36	50%	Approaching				

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used	

Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

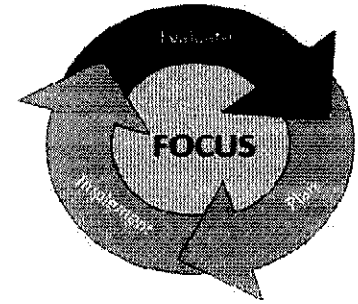
- State Accountability
 Title 1A (Targeted Assistance or Schoolwide)
 Title 1 Focus School
 Tiered Intervention Grant (TIG)
- Implementation Support Partnership Grant (ISP) or Title 1 School Improvement Grant
 Other:

School Contact Information (Additional contacts may be added, if needed)

Name and Title	Janelle Johnson - Principal
Email	jaljohns@jeffco.k12.co.us
Phone	(303)467-5363
Mailing Address	6980 Pierce St Arvada CO 80003

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. In the text box at the end of this section, provide a narrative that describes the process and results of the analysis of the data for your school. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified (with more than one data source) and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Measure	Metric	Targets for 2011-12 school year (Targets set in last year’s plan)	Target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura	Reading			
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura	Math	By the end of the 2011-2012 school year, 70% of our eighth graders, 65% of our seventh graders and 75% of our sixth graders will score Advanced/Proficient on Math CSAP. There will be an additional five percentage point increase in the percent of students scoring proficient or above on Standard 4 and 5 (Geometry and Measurement)	We fell short of our 8th grade target, achieving a 51% proficiency rating versus our projected 70% proficiency rating. We achieved our 7th grade target, advancing from 55% proficient to 69% proficient. This exceeds our projection of 65%. We achieved our 6th grade target, advancing from 61% proficient to 91% proficient. This exceeds our projection of 75%.	We will be implementing the Saxon curriculum in 8th grade during the 2012-2013 school year. Our long term goal has been to change from our current curriculum to the Saxon curriculum. This has been accomplished in our 6th and 7th grades, but has not yet been implemented in 8th grade. Additionally, 8th grade did not receive instruction at three learning levels, which will also be implemented during the 2012-2013 school year. We exceeded our 6th and 7th grade targets due to the success of the Saxon implementation, as well as our three learning level options and our after school support opportunities.
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura	Writing			
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura	Science			

Academic Growth	Median Student Growth Percentile	Reading			
Academic Growth	Median Student Growth Percentile	Math	The Median Student Growth Percentile in middle school will reach a score of 59 or higher which meets the state expectation.	We did not meet our Median Standard Growth Percentile target of 59.	Although we did not reach our target we increased our Student Growth Percentile to 50 from the prior year number of 29. This represents a deficit reduction from 30 points to 6 points against the target.
Academic Growth	Median Student Growth Percentile	Writing			
Academic Growth Gaps	Median Student Growth Percentile	Reading			
Academic Growth Gaps	Median Student Growth Percentile	Math	By the end of the 2011-2012 school year the Median Student Growth Percentile in math for our minority students will be 60, improving significantly and reaching state expectations.	We did not meet our goal of closing the Academic Growth Gap to the state level expectation of 60.	Although we did not achieve our target, we did close the Academic Growth Gap significantly with our minority students. In the 2010-2011 school year, we achieved a 29 against the state expectation of 60. In the 2011-2012 school year, we closed this gap to achieve a 48 percentile against the state expectation of 55. This improvement changed our rating from "Does Not Meet" to "Approaching."
Academic Growth Gaps	Median Student Growth Percentile	Writing			

Worksheet #2: Data Analysis

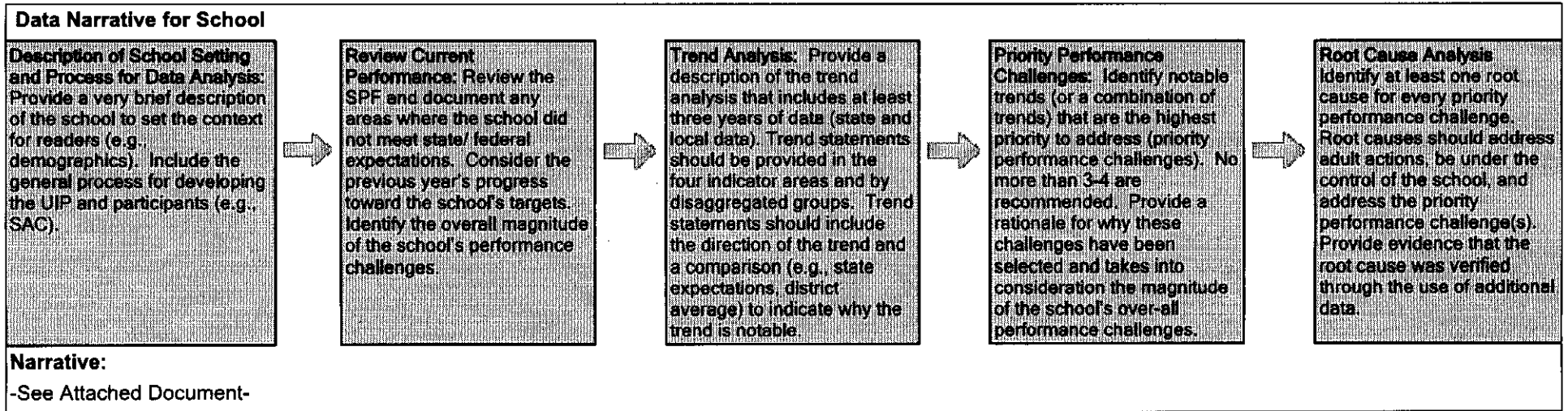
Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Measure	Metric	Description of Notable Trends (3 years of past data)	Priority Performance Challenges	Root Cause
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura	Reading			
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura	Math	<p>Over the past three years, our trends in 8th grade math have continued to decline. In 2009-2010, 70% of our 8th grade students were Proficient or Advanced In 2010-2011, 62 % of our 8th grade students were Proficient or Advanced In 2011-2012, 51% of our 8th grade students were Proficient or Advanced</p> <p>In the past three years, our trends in 7th grade were mixed. In 2009-2010, 58% of our 7th grade students were Proficient or Advanced In 2010-2011, 55% of our 7th grade students were Proficient or Advanced In 2011-2012, 69% of our 7th grade students were Proficient or Advanced</p> <p>In the past three years, our trends in 6th grade were mixed. In 2009-2010, 72% of our 6th graders were Proficient or Advanced In 2010-2011, 61% of our 6th graders were Proficient or Advanced In 2011-2012, 92% of our 6th graders were Proficient or Advanced</p>	<p>We identified our priority performance challenges in two key areas: the need for a third learning level and the need to change the math curriculum to Saxon to match our elementary curriculum.</p> <p>In 2010-2011, we changed the curriculum for 6th grade and began three levels of instruction in that grade as well.</p> <p>In 2011-2012, we changed the curriculum for 7th grade and began three levels of instruction in that grade as well.</p> <p>Our plan for the 2012-2013 school year is to continue to this implementation in 8th grade.</p>	<p>Because of budget constraints, we were unable to implement all curriculum and leveled learning changes in one year. We chose a phased-in roll out over a three year period to fully implement these plans.</p>
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura	Writing			
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura	Science			
Academic Growth	Median Student Growth Percentile	Reading			

Academic Growth	Median Student Growth Percentile	Math	<p>Three year growth trends in middle school are as follows:</p> <p>2009-2010 middle school math Median Growth Percentile Summary was 44 vs. the Adequate Growth Percentile of 56.</p> <p>2010-2011 middle school math Median Growth Percentile Summary was 29 vs. the Adequate Growth Percentile of 60.</p> <p>2011-2012 middle school math Median Growth Percentile Summary was 50 vs. the Adequate Growth Percentile of 56.</p>	Our priority challenge was to close the gap between our middle school Median Growth Percentile and the Adequate Growth Percentile.	A primary root cause of our lack of academic growth relates to the content being taught. Several topics that were critical components of the CSAP/TCAP were not taught before the test was administered. After reviewing the subcategory results, adjustments were made to the yearly lesson planning to allow students to be introduced to these topics before being assessed.
Academic Growth	Median Student Growth Percentile	Writing			
Academic Growth	Median Student Growth Percentile	ELP			
Academic Growth Gaps	Median Student Growth Percentile	Reading			
Academic Growth Gaps	Median Student Growth Percentile	Math	<p>Over the past three years, our main growth gap in middle school math has been with our minority students.</p> <p>In 2009-2010, our middle school math Median Growth Percentile was 37 against the Adequate Growth Percentile of 51.</p> <p>In 2010-2011, our middle school math Median Growth Percentile was 27 against the Adequate Growth Percentile of 62.</p> <p>In 2011-2012, our middle school math Median Growth Percentile was 48 against the Adequate Growth Percentile of 55.</p>	Our priority challenge was to close the gap between our middle school Median Growth Gap Percentile and the Adequate Growth Gap Percentile.	<p>Although we have not closed the Academic Growth Gap for minority students, we have made significant progress in this area.</p> <p>In 2009-2010, the gap between our Median Growth Percentile and the Adequate Growth Percentile was 14 points.</p> <p>In 2010-2011, the gap between our Median Growth Percentile and the Adequate Growth Percentile was 36 points.</p> <p>In 2011-2012, the gap between our Median Growth Percentile and the Adequate Growth Percentile was 7 points.</p>
Academic Growth Gaps	Median Student Growth Percentile	Writing			

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

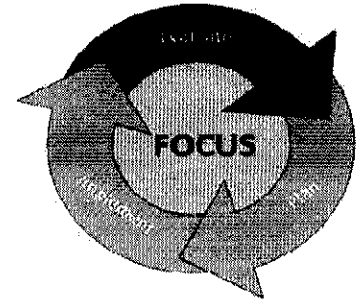


Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).



Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met - in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

School Target Setting Form

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Target 2012-13	Annual Target 2013-14	Interim Measures	Major Improvement Strategies
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura R					
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura W					

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Target 2012-13	Annual Target 2013-14	Interim Measures	Major Improvement Strategies	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura	M	<p>We identified our priority performance challenges in two key areas: the need for a third learning level and the need to change the math curriculum to Saxon to match our elementary curriculum.</p> <p>In 2010-2011, we changed the curriculum for 6th grade and began three levels of instruction in that grade as well.</p> <p>In 2011-2012, we changed the curriculum for 7th grade and began three levels of instruction in that grade as well.</p> <p>Our plan for the 2012-2013 school year is to continue to this implementation in 8th grade.</p>	<p>After reviewing our cohort achievement data for 6th grade, we expect the scores to increase from 86% to 88% Proficient or Advanced.</p> <p>After reviewing our cohort achievement data for 7th grade, we expect the scores to remain above 90% Proficient or Advanced.</p> <p>After reviewing our cohort achievement data for 8th grade, we expect the scores to increase from 69% to 75% Proficient or Advanced.</p>	<p>After reviewing our cohort data for the 2011-2012 4th grade, we are projecting that as 6th graders, our students will score 82% Proficient or Advanced.</p> <p>After reviewing our cohort data for the 2011-2012 5th grade, we are projecting that as 7th graders, our students will score 88% Proficient or Advanced.</p> <p>After reviewing our cohort data for the 2011-2012 6th grade, we are projecting that as 8th graders, our students will score above 90 Proficient or Advanced.</p>	<p>We will continue to offer three learning levels for all three middle school grades in math in the 2012-2013 year, and will continue at least two more years to identify improvement trends.</p> <p>We are currently teaching the Saxon curriculum to all three middle school grades.</p>	<p>* We will offer three learning levels for all three middle school grades in math this year, and will continue this for at least three years to identify improvement trends.</p> <p>* In the 2012-2013 school year, we have continued our implementation of Saxon math to the 8th grade. At this time, all middle school grades are now using the Saxon curriculum.</p>
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura	S					
Academic Growth	Median Student Growth Percentile	R					

Performance Indicators	Measures/Metrics		Priority Performance Challenges	Annual Target 2012-13	Annual Target 2013-14	Interim Measures	Major Improvement Strategies
Academic Growth	Median Student Growth Percentile	M	Our priority challenge was to close the gap between our middle school Median Growth Percentile and the Adequate Growth Percentile.	Our goal for 2012-2013 is to increase our Median Adequate Growth Percentile within all middle school grades, to meet state Adequate Growth Percentiles.	Our goal for 2013-2014 is to maintain our Median Adequate Growth Percentile within all middle school grades to meet the Adequate Growth Percentile.	After reviewing the subcategory results, adjustments will be made to the yearly lesson planning to allow students to be introduced to these topics before being assessed.	* Several topics that were critical components of the CSAP/TCAP were not taught before the test was administered. After reviewing the subcategory results, adjustments were made to the yearly lesson planning to allow students to be introduced to these topics before being assessed.
Academic Growth	Median Student Growth Percentile	W					
Academic Growth	Median Student Growth Percentile	ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Target 2012-13	Annual Target 2013-14	Interim Measures	Major Improvement Strategies	
Academic Growth Gaps	Median Student Growth Percentile	M	Our priority challenge was to close the gap between our middle school Median Growth Gap Percentile and the Adequate Growth Gap Percentile.	Our goal for 2012-2013 is to close the gap for all middle school grades between our Median Growth Gap Percentile and the Adequate Growth Gap Percentile to meet state standards.	Our goal for 2013-2014 is to maintain the closed Median Growth Gap Percentile to stay on par with the Adequate Growth Gap Percentile at the state level. We expect to close the gap with our non-white students during this year. Additionally, our goal is to close the gap between our male and female students and meet the Median Adequate Growth Percentile in each of those subcategories.	We will insure that teachers are analyzing the growth gaps data to help them identify the students for targeted intervention. Once identified, the teachers will encourage students to participate in the after school support times.	* We will identify our catch up students within our math Growth Gap subcategories. Based on this data, our teachers will work with these students during our after school support times.
Academic Growth Gaps	Median Student Growth Percentile	W					

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy:

We will offer three learning levels for all three middle school grades in math this year, and will continue this for at least three years to identify improvement trends.

Root Cause(s) Addressed:

Because of budget constraints, we were unable to implement all curriculum and leveled learning changes in one year. We chose a phased-in roll out over a three year period to fully implement these plans.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant Title I schoolwide or target assistance plan School Improvement Grant

Major Improvement Strategy:

In the 2012-2013 school year, we have continued our implementation of Saxon math to the 8th grade. At this time, all middle school grades are now using the Saxon curriculum.

Root Cause(s) Addressed:

Because of budget constraints, we were unable to implement all curriculum and leveled learning changes in one year. We chose a phased-in roll out over a three year period to fully implement these plans.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant Title I schoolwide or target assistance plan School Improvement Grant

Major Improvement Strategy:

Several topics that were critical components of the CSAP/TCAP were not taught before the test was administered. After reviewing the subcategory results, adjustments were made to the yearly lesson planning to allow students to be introduced to these topics before being assessed.

Root Cause(s) Addressed:

A primary root cause of our lack of academic growth relates to the content being taught. Several topics that were critical components of the CSAP/TCAP were not taught before the test was administered. After reviewing the subcategory results, adjustments were made to the yearly lesson planning to allow students to be introduced to these topics before being assessed.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant Title I schoolwide or target assistance plan School Improvement Grant

Major Improvement Strategy:

We will identify our catch up students within our math Growth Gap subcategories. Based on this data, our teachers will work with these students during our after school support times.

Root Cause(s) Addressed:

Based on our review of the data, the root causes affecting the white students are also affecting our subcategories in the Growth Gaps in achieving the Adequate Growth Gap Percentile.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant Title I schoolwide or target assistance plan School Improvement Grant

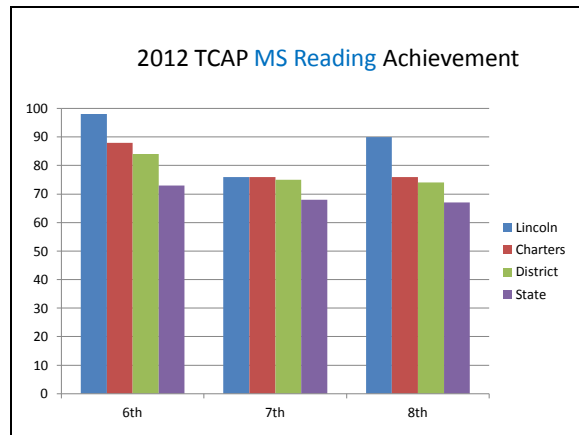
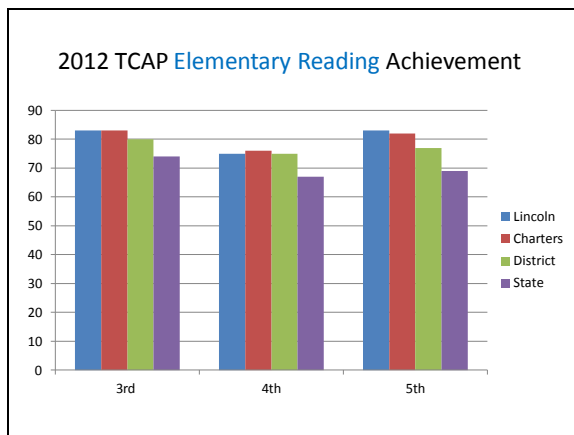
UIP Section III – Narrative 2012

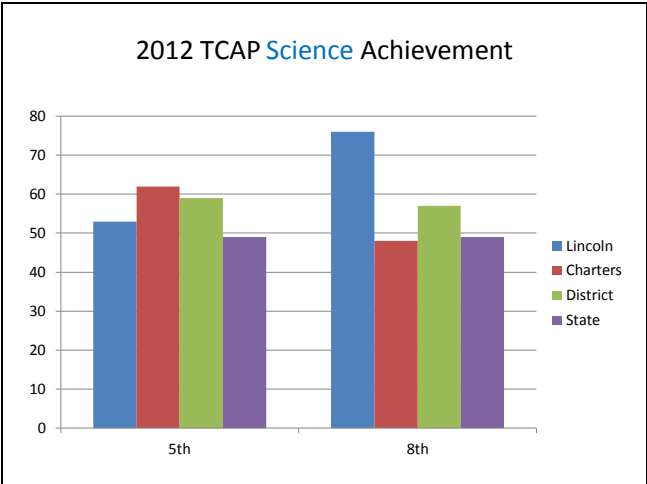
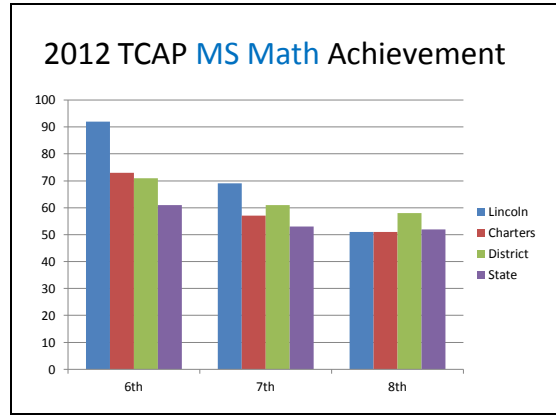
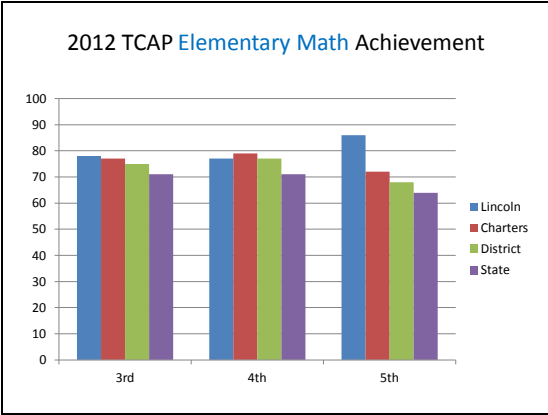
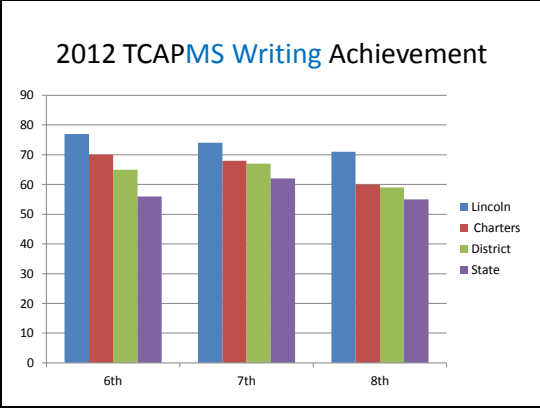
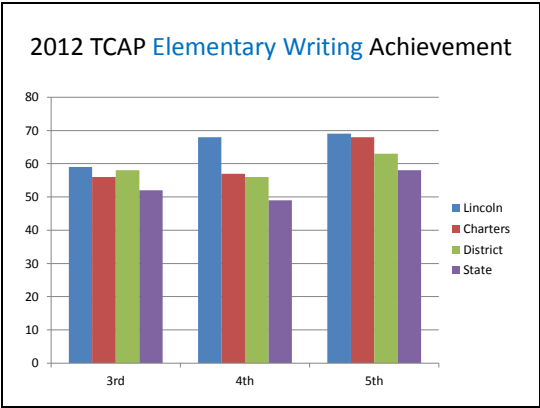
Lincoln Academy is a Core Knowledge charter school located in Arvada, CO. The school opened in 1997 with an enrollment of 119 students and today we have grown to a PreK-8 school which continues to provide excellence in education to over 530 students. Due to the fact that we are not a neighborhood school, all of our students must open enroll in order to attend. This past year, we admitted 51 new first through eighth grade students, with 80 students remaining on our wait list. Families generally choose to have their students attend Lincoln Academy because of the focus on academic rigor and achievement. Our free and reduced population has steadily increased to the current level of 22%. Our school population of English language learners is 10%. Our non-white students make up 27% of our total student count. Additional information highlighting our school and our teacher websites can be found at www.lincolnacademy.net.

The following information is an analysis of the 2011-2012 TCAP results. We use the information to better help us understand what we can do to continually improve instruction for our students. Lincoln Academy does not modify the content that is taught to improve our test scores since we teach the Core Knowledge curriculum. We can, however, look at improvement in structure through our curriculum maps, instruction, and pedagogy to improve scores and growth for students. Lincoln Academy teachers also do not teach to the test. The Core Knowledge foundation states that stopping content instruction to prepare students for standardized tests is poor practice. Teachers should teach the Core Knowledge content which increases students' knowledge which in turn, makes students more generally competent to improve their performance on these tests. We do, however, expose students to TCAP vocabulary and test taking strategies throughout the year. This helps them to be better prepared for the TCAP assessment.

Upon receiving the annual TCAP data, the Administration looks for school wide trends and areas for improvement. The classroom teachers examine the data from their students. Additionally, we review three years of CSAP/TCAP achievement and growth data to identify trends.

Below you will see the Academic Achievement scores for 2011-2012. Lincoln Academy regularly outperforms the state, district, and other area charter schools.





This review of prior CSAP/TCAP scores helped us to identify a priority performance need to improve math achievement. While our achievement scores are above state and district averages in all but one grade, our middle school growth scores have not yet reached the state expectations for our school.

Based on our root cause analysis of this issue, we identified several possible causes for the lack of student growth. The following areas were examined and interventions were implemented to close the achievement gap.

1. The administration has taken steps to insure that K-8 classrooms are teaching the curriculum with fidelity. To aid in this effort, we invited a certified curriculum trainer to work directly with our teachers to help them achieve optimal implementation of the curriculum.

2. Teachers have identified the gaps in the math curriculum against the common core standards. Through this process, teachers have analyzed and addressed those gaps.

3. Teachers were given the opportunity to visit other schools that are using the same math curriculum, but who have been able to achieve higher scores and gains in academic achievement and growth.

4. This year marked the full implementation of the new math curriculum in middle school. As a result, all middle grades are offered three levels of math instruction based on ability grouping.

This is the second year of a three year improvement plan, and we have seen significant decreases in the learning and growth gaps in mathematics. In the 2010-2011 school year, Lincoln Academy scored 31 points below the median adequate growth percentile. In the 2011-2012 school year, this number dropped to a difference of only 6 percentile points.

By continuing to implement these solutions to the root causes of math achievement and growth, we expect to meet the median growth percentile during the 2012-2013 school year.

School Climate and Community Participation	Goal Accomplished
<p>The school sets one goal to strengthen the safety of our student and staff members.</p> <p>Goal 1: Fine-tuning our safety policy and procedures by having a district representative and local authorizes evaluate the systems we have in place.</p>	Accomplished
<p>The school sets two goals as a results of the Make Your Voice Heard survey data.</p> <p>Goal 1: Through our Core Essential, Anti-Bullying and Character Education Programs, continue to foster an environment of respect between students.</p> <p>Goal 2: Increased staff awareness and intervention in student conflict.</p>	Accomplished
<p>The school sets one goal to increase parent and community involvement.</p> <p>Goal 1: Clarifying expectations and holding parents accountable to fulfilling volunteer requirements by updating them of their progress 2 times a year, and emphasizing the importance or parent involvement for school success.</p>	Accomplished
<p>The school sets and achieves a health and wellness goal. The health and wellness goal should focus on at least one component to the Coordinated School Health model. Schools may choose to develop more than one goal.</p> <p>Goal 1: To have 100% of students riding bicycles to and from school wearing safety helmets</p> <p>Goal 2: Every K-8 student will be exposed to instruction on how to live a lifestyle of fitness and activity weekly.</p>	No Yes
<p>The schools sets and achieves a welcoming environment goal. All schools will use a district survey for their parent community to assess the welcoming environment of the school.</p> <p>Goal 1: Establish a Parent Mentor Program which parries an existing family with a new family for the purpose of building community and relaying information.</p>	Yes

NEW School Climate and Community Participation
<p>The school sets one goal to strengthen the safety of our student and staff members.</p> <p>Goal 1: The school will provide an assembly for students and families that will educate and strengthen students' awareness and reaction to stranger danger.</p>
<p>The school sets two goals as a results of the Make Your Voice Heard survey data.</p> <p>Goal 1: Through our Core Essential, Anti-Bullying and Character Education Programs, continue to foster and improve the perceptions of safety within our school community.</p> <p>Goal 2: Through teacher professional development on the Depth of Knowledge, students will answer in a more positive manner to the question, "My teachers ask students difficult questions in class." Therefore, increasing our school's overall results in the Academic Challenge category.</p>
<p>The school sets one goal to increase parent and community involvement.</p> <p>Goal 1: Lincoln Acamdey, through the PTO adminstrative liasion, will communicate 2 times a year with parents about their progress towards completing the 20 hour volunteer commitment. Included with this communication will be furture opportunities to volunteer as well as communication about the importance of volunteer hours for student and school success.</p>
<p>The school sets and achieves a health and wellness goal. The health and wellness goal should focus on at least one component to the Coordinated School Health model. Schools may choose to develop more than one goal.</p> <p>Goal 1: 80% of our middle school students will participate in a Core Physical Education Class focused on Lifetime Wellness.</p> <p>K-5 students and their families will receive a monthly Homeplay Activities sheet. This information includes such items as healthy heart activites, nurtrition, injury prevention/tips, life time wellness activities, and activities to play outside with friends and family.</p>
<p>The schools sets and achieves a welcoming environment goal. All schools will use a district survey for their parent community to assess the welcoming environment of the school.</p> <p>Goal 1: Continue to use the Parent Mentor Program which pairs an existing family with a new family for the purpose of building community and relaying information, including a follow-up e-mail from the Program Coordinator 2 weeks after the start of the school year to ensure every family has been contacted.</p>



Lincoln Academy Charter School

Office of the Principal
November 2012 Report to the Board
"Educating with Excellence"

Final October 1 Count

- 2012-2013 505.96 FTE (Increase of 21.46 FTEs over 2011-2012)
- Additionally, the PPR funding for 2012-2013 will most likely be \$6309
- We budgeted for 500 FTEs and \$6025 = \$3,012,500
 - A potential increase of \$179,601.64

3A & 3B

- With the passing of 3A and 3B, Lincoln will be receiving an extra \$100 per student for operating costs. We will not see this money until the 2013-2014 school year. Additionally, the items on our bond list (safe, warm and dry items) will be repaired or replaced. Again most likely we won't see these changes until next school year.
- Thank you to our Jeffco voters!

Staff Interaction

- Gap Analysis
 - Teachers have been asked to look at the new Colorado Common Core standards, the Core Knowledge scope and sequence, as well as the TCAP standards. Teachers have been asked to find gaps that exist between all 3 areas. From the analysis, teachers will then meet with the grade below and the grade above to determine if standards that are not covered in their grade are covered in another grade.
 - As we are a Core Knowledge school, the Core Knowledge sequence will drive what we continue to cover in all our grade levels.
- Staff Development
 - K-5 teachers as well as Mr. Niemiec are piloting a new science resource called EduSmart. This technology goes along with our Core Knowledge sequence and is a resource that can enhance the units teachers are teaching.
 - Briony Bohm, our ALP director, presented training on Engaging the Brain. Using some of the latest brain research, she provided teachers with new resources in which to engage students by specifically have teachers start with the "end in mind."
 - To ensure students are learning at the highest levels, practices within our classrooms must be comprehensive and rigorous. To help accomplish this practice teachers are learning about the questioning technique known as *Depth of Knowledge* during profession development time and staff meetings. Sarah Jacobson and Matt Spahn have been leading this training.
 - DOK is not determined by the verb (like Bloom's taxonomy)
 - It is determined by the context in which the verb is used and the depth of thinking required.
 - Example:
 - Level 1: Describe three characteristics of metamorphic rocks. (Simple recall)
 - Level 2: Describe the difference between metamorphic and igneous rocks. (Requires cognitive processing to determine the differences in the two types of tocks)
 - Level 3: Describe a model that represents the relationships that exist within the rock cycle. (Requires deep understanding of rock cycle & determination of how to represent it best)

- Staff Morale
 - During the month of October, once again elementary teachers in particular were feeling very overwhelmed and staff morale was low. I extended the due date for the Gap Analysis and then took another project off teachers' to do list. Teachers were grateful for this gesture.
 - However, I was disappointed as a leader as I believed I was preparing for the October "slump" this year and felt like I was cognizant of what was on teachers' plates, but I missed it. In reflecting, I failed to remember 1st-4th grade are navigating a new reading curriculum in addition preparing for conferences is always a stressor.
 - For the middle school, an area of stress has been the new 6th grade class. There are a handful of students that are interrupting the learning of others.
 - This past week, I have been working with the middle school team to come up with ways to minimize the student distractions, yet encourage the students that are on task and ready to learn.
 - Students asked to leave the classroom because they are a distraction to the learning environment will have to complete a "Refocus Form" and make a phone call home. Mrs. Wilkinson will facilitate this process and will record the data.
 - After the 3rd Refocus Form is obtained, that student will have a ½ day in-school suspension. After the 4th it will be a full day in-school suspension, on the 5th out-of-school suspension. After the 3rd Refocus Form is obtained a student may be called a "Habitually Disruptive Student" per the Jeffco Code of Conduct and will be placed on a behavior plan with the possibility of expulsion.
 - For students that are prepared and ready to learn, teachers will be sending home postcards recognizing the students and their positive character qualities.
 - In addition, there will be 2 students from each middle school grade level that will be chosen as the "Student of the Month."
 - There will be a bulletin board in the hall that will display the students' pictures, a certificate and letter will be sent home, as well as school-wide recognition through morning announcements. Additionally, students will get to have lunch with me and hopefully get a gift card (hopefully –as details of the gift cards are still in process). Finally, these students will have the opportunity to nominate the next 2 students from their grade level to receive this honor. Those nominations will be reviewed by the middle school team and administration before being awarded.
 - Finally, one other way to recognize those students that are displaying positive character qualities is through leadership opportunities similarly to our 8th grade Ambassador Program. Students would be invited once or twice a month to help with the elementary classrooms or other areas around the school.
 - The goal is to minimize negative student interaction and recognize positive student characteristics by putting this process into place.
 - As this is implemented in the middle school, I would like to see something similar happen in the elementary grades. The goal being to start the student of the month in January.

UIP – Unified Improvement Plan

- Lincoln Academy's School Performance Framework scored a rating of **Performance**. This is the highest level any school can achieve.
- Lincoln Academy continues for the 3rd year to focus on the improvement of middle school math scores.
 - Based on our root cause analysis of this issue, we identified several possible causes for the lack of student growth. The following areas were examined and interventions were implemented to close the achievement gap.
 1. The administration has taken steps to insure that K-8 classrooms are teaching the curriculum with fidelity. To aid in this effort, we invited a certified curriculum trainer to work directly with our teachers to help them achieve optimal implementation of the curriculum.

2. Teachers have identified the gaps in the math curriculum against the Common Core standards and the TCAP standards. Through this process, teachers have analyzed and addressed those gaps.
3. Teachers were given the opportunity to visit other schools that are using the same math curriculum, but who have been able to achieve higher scores and gains in academic achievement and growth.
4. This year marked the full implementation of the new math curriculum in middle school. As a result, all middle grades are offered three levels of math instruction based on ability grouping with the Saxon math curriculum.

The results from our second year of a three year improvement plan have seen significant decreases in the learning and growth gaps in middle school mathematics. In the 2010-2011 school year, Lincoln Academy scored 31 points below the median adequate growth percentile. In the 2011-2012 school year, this number dropped to a difference of only 6 percentile points. By continuing to implement these solutions to the root causes of math achievement and growth, we expect to meet the median growth percentile during the 2012-2013 school year.

- o The complete UIP has been uploaded to the website under the board documents for November.
- o The UIP will be sent to the district in December who will in turn send it off to CDE in the spring to be posted on the CDE website.

Principal's Goals for 2012-2013

- In pursuit of my own professional and personal development, I will read at least one leadership book per semester and report to the board two times this year on my learning from the books.
 - o *Making Character First – Building a Culture of Character in Any Organization* by Tom Hill

I chose this book because I am learning, that building character is one of the most powerful forms of leadership influence I can have. As a leader, I can't force change, but rather have to lead change. By inspiring and exhibiting character and building an environment that recognizes and praises it, I can create a culture to propel everyone to lead with excellence, dedication, and passion.

As discussed at the Visioning Day, character is not a person's reputation or personality, but the moral constitution that a person lives by. It is what drives a person's attitudes, words, and actions. In reading this book, I was reminded that character begins at the top. I have to be committed to teaching and modeling good character to others and when I, "...focus on the success of (my) your employees and co-workers, creativity is released, responsibility is seized and dependability becomes common place." (Pg. 3)

So in response to this book, I would like to begin a conscientious effort to praise for character rather than the common mindset of praising for achievement. Using the definition from the book, "Praise: pointing out words, actions, and attitudes that demonstrate character qualities and explaining how they benefit you and those around you." (Pg. 50) Similarly to how the middle school students will be recognized for their character, I too would like to write letters weekly to staff members that are genuine in recognition for the character they demonstrate. This could be one small step to continuing to build character in the employees of Lincoln and cultivating excellence, dedication and passion at our school.

"Associate yourself with men of good quality if you esteem your own reputation for 'tis better to be alone than in bad company." George Washington

Facilities Report 11/8

Executive Summary

On Tuesday October 30th I sat down with Kurt Fritzler to again discuss the status of the Lincoln Academy Building. The bulk of our discussion centered around the damage/vandalism done to the facility on 10/7/2012. He has been instructed by Jeffco Schools Insurance provider to go ahead and get all repairs done and submit receipts for reimbursement. However the parents of the child responsible for the damage have agreed to pay Lincoln a sum of \$5000 in lieu of repairs. Kurt is trying to finalize this, at the time of our meeting it was only a verbal commitment. Kurt is going to continue to investigate if we even need to submit a claim. A final report on this issue will follow next month. We have already had a parent volunteer (Josh Peterson) offer to assist Kurt with the repairs and they will begin soon. Kurt spoke with Jeffco School glass shop and they came out and looked at the damage and say they are not qualified to do this type of repair so we will have to hire out a glass repair company.

Additional discussion centered on a recent fire inspection by Arvada Fire Department (AFD). For the most part Lincoln passed with no problems with the exception of bldg. A. AFD wants the bushes cut back and/or removed completely around the south side of bldg. A. In addition we have to get the staircases for the 2nd and 3rd grade classrooms "fixed". The staircases only descend one direction and if it was necessary to open both doors at the same time in case of a fire then two entire classrooms would not be able to escape. This is an issue that is/was addressed with the Jeffco Bond warm/safe/dry measure as a "safe" issue. Kurt's plan is for the stairs to descend in both direction not just one direction so both classrooms will be able to safely exit if there was ever a need. I will discuss with Kurt at our December meeting if he has any knowledge of when this may be fixed with the current knowledge that the bond measures passed.

Finally it was noted that most of the new signage that Kurt and Janelle ordered this past summer has been installed including the main sign out on Pierce Street. There are a few that still have to go up and will be put up soon.

Other Business

Please review the 3 estimates from Wolfe Security Systems, LLC (Lincoln Academy's current alarm monitoring company). Estimate # 1654 is for "glass breaker sensors". Estimate # 1655 is for a four camera security system. Estimate # 1656 is for an 8 camera security system. Kurt is going to shop these estimates and make sure that we are getting a competitive price. More information will follow as the estimates come in. Estimates are on a separate attachment.

Future needs include the exterior of our facility needs painted and something that he is looking into for a possible goal for the summer. We will likely have to hire a contractor for this.

Next Meeting

December



WOLFE SECURITY SYSTEMS, LLC
 9975 WADSWORTH PARKWAY, K2-201
 WESTMINSTER, CO 80021

303-439-9450

EMAIL: WOLFESECURITYSYSTEMS@COMCAST.NET

NAME
CONNIE MEADOWS LINCOLN ACADEMY 6980 PIERCE STREET ARVADA, CO 80003

ESTIMATE #	DATE
1654	0/29/2012

TERMS

ESTIMATE

DESCRIPTION	QTY	TOTAL
ADD THREE GLASS BREAK DETECTORS TO EXISTING ALARM SYSTEM IN BUILDING A..... DSCAC100 GLASS BREAK DETECTOR LABOR	3.00	117.81 130.00
SUBTOTAL		\$247.81
SALES TAX (0.0%)		\$0.00
TOTAL		\$247.81



WOLFE SECURITY SYSTEMS, LLC
 9975 WADSWORTH PARKWAY, K2-201
 WESTMINSTER, CO 80021

303-439-9450

EMAIL: WOLFESECURITYSYSTEMS@COMCAST.NET

NAME
CONNIE MEADOWS LINCOLN ACADEMY 6980 PIERCE STREET ARVADA, CO 80003

ESTIMATE #	DATE
1655	10/29/2012

ESTIMATE

TERMS

DESCRIPTION	QTY	TOTAL
ESTIMATE TO INSTALL CAMERA SYSTEM IN BUILDING B.....		
4 POSITION DVR 500GB STORAGE	1.00	725.50T
SPEC 600 LINES RESOLUTION LIGHT INTENSIFIER CAMERA	4.00	1,566.00T
4 CHANNEL 6-15VDC CAMERA POWER SUPPLY	1.00	90.95T
WIRE AND MISC HARDWARE	1.00	400.00T
LABOR		700.00
SUBTOTAL		\$3,482.45
SALES TAX (0.0%)		\$0.00
TOTAL		\$3,482.45



WOLFE SECURITY SYSTEMS, LLC
 9975 WADSWORTH PARKWAY, K2-201
 WESTMINSTER, CO 80021

303-439-9450

EMAIL: WOLFESECURITYSYSTEMS@COMCAST.NET

NAME
CONNIE MEADOWS LINCOLN ACADEMY 6980 PIERCE STREET ARVADA, CO 80003

ESTIMATE #	DATE
1656	10/29/2012

ESTIMATE

TERMS

DESCRIPTION	QTY	TOTAL
ESTIMATE FOR CAMERA SYSTEM IN BUILDING B.....		
SPECO 8 POSITION 1TB DVR	1.00	1,134.75T
SPEC 640 LINES RESOLUTION LIGHT INTENSIFIER CAMERA	5.00	1,957.50T
SPECO COLOR 640 RES VF DOME CAMERA	1.00	350.00T
12 VOLT DC 8 POSITION POWER SUPPLY	1.00	145.60T
WIRE AND MISC HARDWARE	1.00	550.00T
LABOR		1,050.00
	SUBTOTAL	\$5,187.85
	SALES TAX (0.0%)	\$0.00
	TOTAL	\$5,187.85



The Mission of Lincoln Academy is to help students attain their highest social and academic potential through an academically rigorous, content-rich educational program in a safe, orderly, and caring environment.



Lincoln Academy Board of Directors

October 2012

Finance Committee Summary

Lincoln Academy financials ending October 2012 are well within expected levels of performance and budget in all major categories. Currently, several significant issues will be impacting the budget over the next three months – most specifically the yearly adjustment to student funding as student count and annual payment per student are update to reflect State of Colorado approval levels. One material accounting adjustment made by Jeffco was partially enacted in October to move all charter schools towards GAAP accounting as noted in the Carryforward section below. Preliminary financial audit results were submitted to Lincoln Academy and Jeffco last month with no significant areas of concern or issue. Several comment were noted regarding financial policies which will be address during the overall review of policies in early 2013. As the final report become available, a review will be held with the accounting team to discuss overall financial position and accounting efforts.

Revenues: Overall, revenues sit at 55% of annual budget with the majority coming from the second quarterly influx for Per Pupil Revenue (PPR). Bond transfers have been appropriated as anticipated. The business manager has been diligent about working with families to cover any outstanding amounts owed to Lincoln and has reducing the small gap noted in prior month.

Expenses: Salaries and Benefits currently are at 32% of budget, four months through the year. Benefits are slightly below annual run rate and will be reviewed but no material concern currently.

41% of the Purchased Services budget has been expensed through October slightly higher than the yearly run rate with lease payments driving most of the budget overage.

Materials and Supplies are running right on monthly budget at 36%.

Net Margin: The Net Margin is currently estimated at (\$18,381). However, this margin is projected based on budget run rate and a conservative PPR calculation. As noted previously, the revenues will be update in January to account for Student and PPR figures. With those adjustments, Lincoln is expected to end favorable for 2012-2013 school year.

Carryforward: During October 2012, Jeffco accounting applied new accounting standards to all charter schools in the district to move closer to GAAP accounting as opposed to Budget based (cash) accounting. The district retroactively accrued salary expenses for the year ending in June 2012 in the amount of \$147,041 effectively lowering the Prior Year Carryforward to \$666,269 for operational Funds and \$1,005,507. A note from the

Salaries of teachers and certain other employees are paid over a 12-month period ending August 31; however most salaries are earned over the traditional school year of September through

May. For financial reporting purposes, these salaries have been recorded as expenditures of the District in the year earned rather than in the year paid.

Effectively, this means that in school year 2011-2012, Lincoln's financial were expensed for 13 months of salaries including the July 2012 accrual. However, this adjustment is for accounting purposes only, no impact to Cash, asset value or capital funds was incurred. The correction does not impact Lincoln's ability to cover expenses or plan for future capital needs. Jeffco will be adding an Account Payable amount to Lincoln's balance sheet this month to reflect GAAP . No adjustment will be needed to this year financial budget.



Account Number	Description	Estimated Revenue	Budget	Current Year	Current Year	Current Year	Variance	Percent Spent
				Operational Funds	Capital Funds	Total		
	Prior Year Carryforward			666,269.19	339,237.64	1,005,506.83		
401300	Vending Machines	250.00	0.00	137.83	-	137.83	112.17	55%
409000	Sales-Fund Raising	-	0.00	4,212.70	-	4,212.70	(4,212.70)	n/a
415000	Earnings On Investments	-	0.00	-	8.65	8.65	(8.65)	n/a
416000	Proceeds Lease/Purchase	10,000.00	0.00	5,760.00	-	5,760.00	4,240.00	58%
433000	State Revenue - Other	43,730.00	0.00	-	10,932.54	10,932.54	32,797.46	25%
450000	Transfers-Funding	3,124,447.52	0.00	1,663,875.54	-	1,663,875.54	1,460,571.98	53%
	Bond Transfers	-	0.00	-	97,517.35	97,517.35	(97,517.35)	n/a
451000	Fees/Dues	61,000.00	0.00	60,105.59	-	60,105.59	894.41	99%
455000	Tuition from Individuals	54,000.00	0.00	28,501.20	-	28,501.20	25,498.80	53%
456000	Tuition-Extended Day Kdgn	60,000.00	0.00	33,403.50	-	33,403.50	26,596.50	56%
461000	Building Rental	2,000.00	0.00	180.00	-	180.00	1,820.00	9%
474000	Trans - Field Trips	20,000.00	0.00	23,572.86	-	23,572.86	(3,572.86)	118%
481000	Concession Revenue	29,000.00	0.00	10,990.26	-	10,990.26	18,009.74	38%
482000	Resale/Activity Revenue	12,000.00	0.00	15,312.93	-	15,312.93	(3,312.93)	128%
492000	Textbook Fees	500.00	0.00	797.50	-	797.50	(297.50)	160%
498000	Donations	-	0.00	150.76	-	150.76	(150.76)	n/a
499000	Miscellaneous Revenue	-	0.00	2,086.38	-	2,086.38	(2,086.38)	n/a
950500	Mandatory Transfers	(10,800.00)	0.00	(3,600.00)	-	(3,600.00)	(7,200.00)	33%
	Bond Transfers	-	0.00	(72,052.27)	(21,865.08)	(93,917.35)	93,917.35	n/a
	Revenues	3,406,127.52	-	1,773,434.78	86,593.46	1,860,028.24	1,546,099.28	55%
	Available	3,406,127.52		2,439,703.97	425,831.10	2,865,535.07	1,546,099.28	84%
512100	Principal		83,000.00	27,666.68	-	27,666.68	55,333.32	33%
513100	Assistant Principal		66,750.00	22,248.00	-	22,248.00	44,502.00	33%
521100	Teacher		1,391,000.00	459,037.23	-	459,037.23	931,962.77	33%
521900	Substitute Teacher		17,000.00	2,097.00	-	2,097.00	14,903.00	12%
522200	Teacher Librarian		34,500.00	11,494.40	-	11,494.40	23,005.60	33%
524200	Coordinator - Classified		6,000.00	3,450.00	-	3,450.00	2,550.00	58%
526500	Administrator		22,695.00	8,497.99	-	8,497.99	14,197.01	37%
529200	Occupational Therapist		10,000.00	2,480.00	-	2,480.00	7,520.00	25%
529400	Nurse		16,900.00	4,215.00	-	4,215.00	12,685.00	25%
529500	Psychologist		20,000.00	2,420.00	-	2,420.00	17,580.00	12%
529600	Social Worker		10,000.00	2,800.00	-	2,800.00	7,200.00	28%
529800	Speech Therapist		22,000.00	5,500.00	-	5,500.00	16,500.00	25%
552100	School Secretary		113,760.00	38,143.17	-	38,143.17	75,616.83	34%
557100	Paraprofessional		205,550.00	52,201.09	-	52,201.09	153,348.91	25%
591100	Custodian		50,650.00	18,845.93	-	18,845.93	31,804.07	37%
592250	Food Service Hourly Worker		0.00	60.12	-	60.12	(60.12)	n/a
599400	Unused Sick Leave		12,000.00	850.00	-	850.00	11,150.00	7%
599810	Additional Pay - Certificated		4,000.00	1,200.00	-	1,200.00	2,800.00	30%
599820	Additional Pay-Classified		1,500.00	67.10	-	67.10	1,432.90	4%
599830	Additional Pay-Administrative		1,500.00	-	-	-	1,500.00	0%
	Salaries		2,088,805.00	663,273.71	-	663,273.71	1,425,531.29	32%



Account Number	Description	Estimated Revenue	Budget	Current Year		Current Year Total	Variance	Percent Spent
				Operational Funds	Capital Funds			
699000	Employee Benefits		368,256.32	104,786.49	-	104,786.49	263,469.83	28%
	Benefits		368,256.32	104,786.49	-	104,786.49	263,469.83	28%
	Total Salaries and Benefits		2,457,061.32	768,060.20	-	768,060.20	1,689,001.12	31%
701000	Mileage And Travel		1,000.00	-	-	-	1,000.00	0%
702000	Employee Training & Conf		7,000.00	5,785.87	-	5,785.87	1,214.13	83%
708000	Employee Background Verificatn		500.00	299.50	-	299.50	200.50	60%
710000	Meals/Refreshments		1,500.00	1,206.14	-	1,206.14	293.86	80%
713000	Student Transportation		5,000.00	332.43	-	332.43	4,667.57	7%
715000	Student Admission/Entry Fees		15,000.00	15,039.44	-	15,039.44	(39.44)	100%
717000	Athletic Trainers		5,000.00	1,484.28	-	1,484.28	3,515.72	30%
723000	Printing		2,000.00	-	-	-	2,000.00	0%
731000	Contracted Services		50,000.00	11,055.53	-	11,055.53	38,944.47	22%
743000	Equipment Rental		250.00	-	-	-	250.00	0%
745000	Contract Maint/Eq Repair		5,000.00	1,276.60	-	1,276.60	3,723.40	26%
745500	Technology Services		7,000.00	5,494.53	-	5,494.53	1,505.47	78%
746000	Const Maint/Repair-Bldg		11,000.00	10,472.37	-	10,472.37	527.63	95%
747000	Software Purch/Lease		8,000.00	6,095.35	-	6,095.35	1,904.65	76%
752000	Marketing - Advertising		300.00	-	-	-	300.00	0%
760000	Telephone/Pagers/Modems		50.00	8.25	-	8.25	41.75	17%
761000	Natural Gas		12,000.00	709.31	-	709.31	11,290.69	6%
764000	Electricity		44,000.00	12,325.43	-	12,325.43	31,674.57	28%
765000	Voice Communication Line		5,000.00	1,150.69	-	1,150.69	3,849.31	23%
766000	Water & Sanitation		9,000.00	2,012.39	-	2,012.39	6,987.61	22%
768000	Postage		500.00	45.25	-	45.25	454.75	9%
769000	Permits/Licenses/Fees		7,000.00	3,355.37	(52.61)	3,302.76	3,697.24	47%
770000	Risk Management Charges		13,000.00	2,165.50	-	2,165.50	10,834.50	17%
770800	Unemployment Comp Insur		6,000.00	1,354.49	-	1,354.49	4,645.51	23%
775000	Community Relations		500.00	-	-	-	500.00	0%
781000	Lease Purch-Other-Principal		102,000.00	-	-	-	102,000.00	0%
781500	Lease Purch-Other-Interest		87,000.00	-	43,970.01	43,970.01	43,029.99	51%
950000	Transfers		435,880.00	221,814.38	-	221,814.38	214,065.62	51%
	Purchased Services		840,480.00	303,483.10	43,917.40	347,400.50	493,079.50	41%
803000	Subscriptions/Books		0.00	50.45	-	50.45	(50.45)	n/a
805000	Materials/Supplies-Other		0.00	259.75	-	259.75	(259.75)	n/a
806000	Materials/Supplies Resale		12,000.00	3,661.06	-	3,661.06	8,338.94	31%
810000	Office Material/Supplies		1,050.00	904.68	-	904.68	145.32	86%
810001	Office Equipment - Under \$5K		2,450.00	2,350.62	-	2,350.62	99.38	96%
812000	Clinic Supplies/Materials		100.00	393.71	-	393.71	(293.71)	394%
814000	Custodial Supplies		7,500.00	2,071.86	-	2,071.86	5,428.14	28%
820000	Instructional Material/Supply		30,000.00	8,595.33	-	8,595.33	21,404.67	29%
820001	Instructional Equip-Under \$5K		10,000.00	9,738.94	-	9,738.94	261.06	97%
822000	Textbooks		15,000.00	6,564.35	-	6,564.35	8,435.65	44%
823000	Copier Usage		15,000.00	3,719.21	-	3,719.21	11,280.79	25%



Account		Estimated Revenue	Budget	Current Year		Current Year		Current Year	
Number	Description			Operational Funds	Capital Funds	Total	Variance	Percent Spent	
824000	Testing Materials		1,000.00	-	-	-	1,000.00	0%	
840000	Maint Materials/Supplies		14,000.00	6,274.04	-	6,274.04	7,725.96	45%	
870000	Library Materials		2,000.00	1,202.23	-	1,202.23	797.77	60%	
880000	Purchased Food		29,000.00	4,566.50	-	4,566.50	24,433.50	16%	
885000	Miscellaneous Expense		1,000.00	604.01	-	604.01	395.99	60%	
889000	Consumable Supplies		500.00	16.34	-	16.34	483.66	3%	
	Materials and Supplies		140,600.00	50,973.08	-	50,973.08	89,626.92	36%	
	Capital Outlay		-	-	-	-	-	n/a	
	Total Expenditures		3,438,141.32	1,122,516.38	43,917.40	1,166,433.78			
	Pre-Adjusted Carryforward			1,317,187.59	381,913.70	1,699,101.29			
	TABOR (school enters amount)	102,183.83							
	Adjusted Carryforward			1,317,187.59	381,913.70	1,699,101.29			
	Less Prior Year Carryforward			(666,269.19)					
	Projected Revenue			1,559,732.41					
	Projected Expenses								
	Salaries and Benefits			(1,689,001.12)					
	Purchased Services			(450,403.44)					
	Materials and Supplies			(89,626.92)					
	PROJECTED NET FOR 12-13			(18,380.67)					
						Per Pupil Revenue	6,025.00		
						One-day Count	500.00		
						Annual Pupil Funding	3,012,500.00		

SAC Report 11/12

Executive Summary

The SAC met on November 5th to finish up the Climate and Culture Goals for the UIP. The rough draft of these goals are in the Climate and Culture Goals document. This document will be finalized and submitted to the district by November 15th.

Strategic Plan

Other Business

Next Meeting

Next SAC Meeting February 4th at 6:30 in the Conference Room

Lincoln Academy

Development Committee Report

November, 2012

Grants

- Response from family/employer solicitation email:
 - One parent submitting documentation to his company for matching grant of \$100.
 - LA family business offering a donation of 3% of any sales referred by students of Lincoln Academy.
 - Received link to one other grant.
- No response from email sent to those who volunteered to help with grant research. Will make another attempt at contact.

Sponsorships/LA Foundation

- Emailed Suzanne Fries about “sharing” a volunteer willing to use their marketing talents to create a school brochure (if one steps forward).
- Nothing new to report on a video.
- Focus on LA alumni:
 - No specific list of alumni exists.
 - Suzanne Fries will gather what contact information she can find.
 - Contacted Kim McKinney to suggest including a “release” along with DC Scholarship applications so essays could be used in promotional literature.
 - Discussed creating a link to the Foundation webpage from the LA Facebook page with Suzanne Fries.

Strategic Plan

Set up Foundation webpage

Next Meeting

Tuesday, November 13 at noon