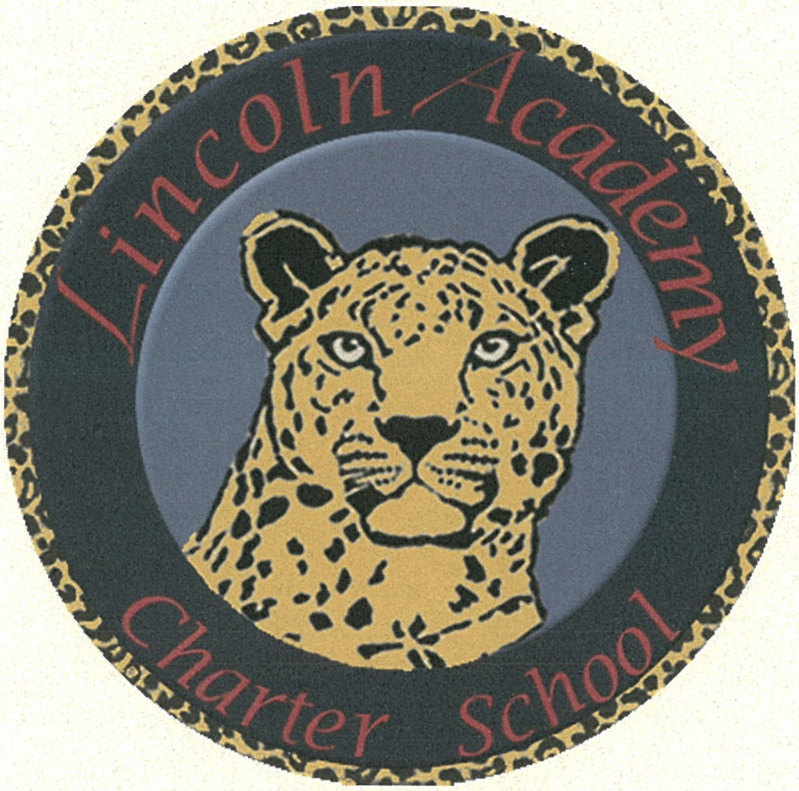


Lincoln Academy Charter School

Renewal Application

Appendices

2014-2015

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APPENDIX A

Lincoln Academy Staff 2014-2015

Lincoln Academy Staff 2014-2015

Teachers	
Full Day Kindergarten	Jennifer Roberts
Full Day Kindergarten	Heather Trelease
AM Kindergarten	Amy Jenkins
PM Kindergarten	Betsy Smith
1st Grade	Tammy Glasby
1st Grade	Maria Jelinek
1st Grade	Judy McKinney
1st Grade	Julie Pollack
2nd Grade	Stephanie Dunn
2nd Grade	Karen Dwyer
2nd Grade	Sharon Leasure
3rd Grade	CarylMay Herlyck
3rd Grade	Marilee Thompson
3rd Grade	Jennifer Brown
4th Grade	Summer McKee
4th Grade	Karla Morgan
	Amanda Karlin
5th Grade	Corryn Voris
5th Grade	Robin Welsh
MS ESS	Robyn Wilkinson
MS History	Emily Hall
MS Language Arts	Matt Spahn
MS Language Arts	Damien Veatch
MS Math	Becky Furst
MS Math	Morgan Wilkinson
MS Science	Larry Niemiec
MS Technology	Marty Nishida

Specials/Electives	
Art	Christy Goodman
Music	Karen Ullman
PE	Enoch Miller
Library	Kim McKinney
Technology	Debbie McNutt
MS Lifetime Wellness/Study Skills	Angie Craig
Athletic Director	Karen Erickson

Office Staff	
Principal's Secretary	Suzanne Fries
Financial Secretary	Cindie Poulter
School Secretary	Larisa Rogers
Production Assistant	Sharon Nickell

Facilities Team	
Facilities Manager	Kurt Fritzler
Support Member	Juan Martinez
Support Member	Nancy Martinez
Cleaning Crew	Ana Gamboa
Cleaning Crew	Mick McGrenaghan

Kitchen	
Manager	Tracy Warner

Educational Assistants	
Full Day Kindergarten	Keri Campbell
Full Day Kindergarten	Erin Wernlein
AM Kindergarten	Kathie Nozot
PM Kindergarten	
1st Grade	Melissa Lincoln
1st Grade	Mitzi Lewis
1st Grade	Sherri Shaffer
1st Grade	Jodi Cram
2nd Grade	Natalie Balderrama
2nd Grade	Niamh Apple
2nd Grade	Jennifer Sujansky
3rd Grade	Cathy Adams
3rd Grade	Jolene Stenzel
3rd Grade	Amber Berscheid
4th Grade	Michelle Luft
4th Grade	Danielle Lucero
5th Grade	Amy Lucero
5th Grade	Monique Roybal-Garcia
Middle School	Kim Carroll
	Bev Bean
	Leigh-Ann Turano
Specials	Jeanne Murchison
Library	Kim Fitzpatrick

DSS Department	
DSS Coordinator	Jeanne Coyle
Ed. Tech	Holly Fothergill
Ed. Tech	Brynn Wennen
Ed. Tech	Drenea Starbuck
ALP/Enrichment	Calee Schrock
Occupational Therapist	Nikki Canty-Jones
Psychologist	Kathy Sievering
School Counselor	Megan Brinkerhoff
Speech/Language	Brenda Walls
Speech/Language	Stephanie Houston-Council
Nurse	Audrey Klein
ESL Tutor	Kathy Randle

Pre-K Program	
Teacher	Barbara Robinson
Teacher Assistant	Nirma Trevizo
Educational Assistant	Christy Seyfer

Leadership Team	
Principal	Janelle Johnson
Assistant Principal K-5	Andrew Weir
Assistant Principal 6-8	Lindsey Tomsick
Instructional Coach	Sarah Jacobson

APPENDIX B

Who Does What at Lincoln Academy

Who Does What At Lincoln Academy

FUNCTION	PRIMARY CONTACT
504 Plans K-5	Andrew Weir
504 Plans 6-8	Lindsey Tomsick
Academics	Janelle Johnson
Accident Reports- Employee	Cindie Poulter
Accident Reports- Student	Larisa Rogers
Accountability (SAC)	Ben DeGrow
Accounting & Bookkeeping	Cindie Poulter
UIP	Andrew Weir
Advanced Learning Plans	Calee Schrock
District Assessment Coordinator	Sarah Jacobson
Athletics	Karen Erickson
Attendance- Student	Larisa Rogers
Attendance-Employees	Fries/Poulter
Attendance-Teachers	Suzanne Fries
Background Checks	Cindie Poulter
Benefits- Employee	Cindie Poulter
Board Liaison	Janelle Johnson
Book Fairs	Kim McKinney
Budgets	Cindie Poulter
Building Use and Rental	Kurt Fritzler
Buses- Fieldtrips	Cindie Poulter
Calendar Activities	Suzanne Fries
Calendar- School Year	Suzanne Fries
Cash Management	Cindie Poulter
Charter Renewal	Johnson/Jacobson
Clinic	Klein/Nickell
Computers	McNutt/Nishida
Copiers	Sharon Nickell
Copying/Laminating/Diecut	Sharon Nickell
Core Essentials/Character Ed.	Kim McKinney
Core Knowledge	Janelle Johnson
CPR/FA Certification	Audrey Klein
Curriculum	Janelle Johnson
Custodial	Kurt Fritzler
DSS Coordinator K-8	Jeanne Coyle
DSS Scheduling	Holly Fothergill
Diagnostician	Jeanne Coyle
Discipline - Students K-5	Andrew Weir
Discipline - Students 6-8	Lindsey Tomsick
Dress Code Enforcement	JJ/AW/LT
E.A. Coordinator K-5	Andrew Weir
E.A. Coordinator 6-8	Lindsey Tomsick
Emergency Management	Janelle Johnson
Enrollment - Student	Suzanne Fries
Facilities Manager	Kurt Fritzler
Fieldtrips - Approval	Janelle Johnson
Fieldtrips - Forms & Funding	Cindie Poulter
Financial Reports	Cindie Poulter

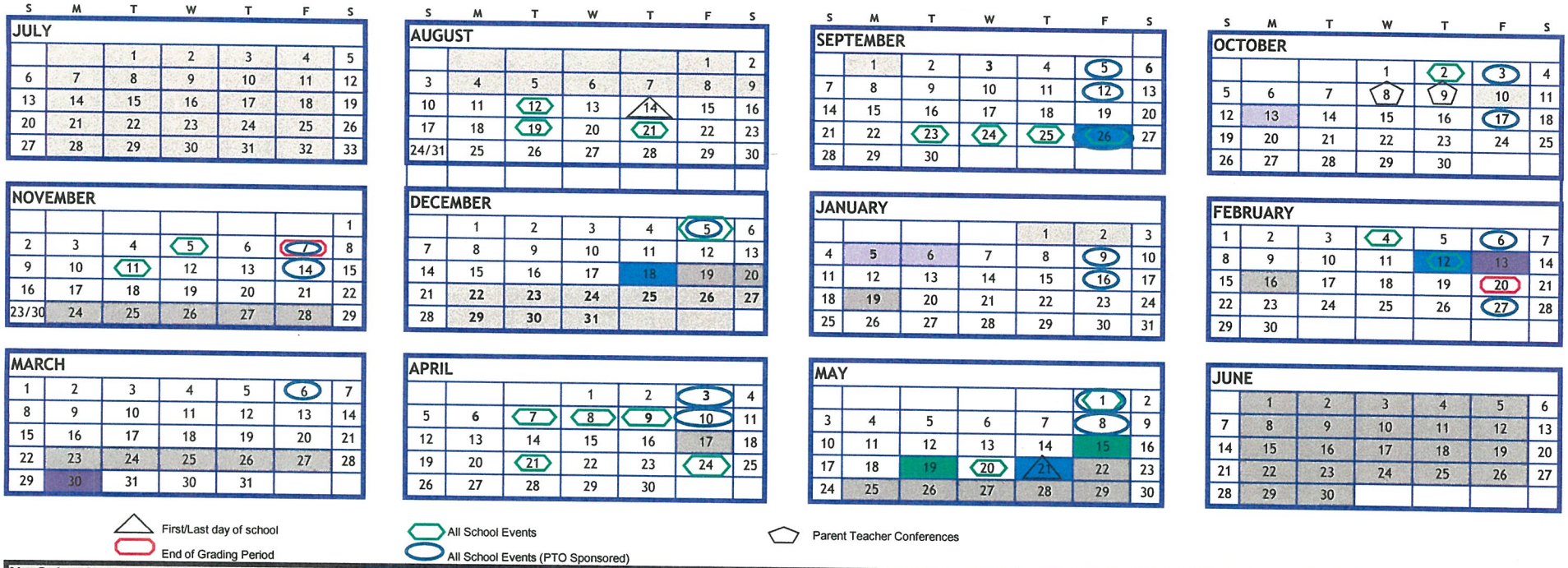
FUNCTION	PRIMARY CONTACT
Fundraisers	PTO & LA Foundation
Enrichment	Calee Schrock
Grants	Board/Develop. Comm.
Grievances	Immediate Supervisor
Grounds Coordinator	Kurt Fritzler
Hiring	JJ/AW/LT
Hiring (EAs only)	Weir/Tomsick
Human Resources	Cindie Poulter
IEP (Individual Ed Plans) K-8	Jeanne Coyle
Instructional Coach	Sarah Jacobson
Inventory- Equipment	Kurt Fritzler
Keys & Facility Access	Kurt Fritzler
Kindergarten Screening	Kindergarten Teachers
Library Oversight	Kim McKinney
Lincoln Loop	Larisa Rogers
Mail Services	Larisa Rogers
Maintenance Requests	Kurt Fritzler
Maintenance Supervision	Janelle Johnson
Marketing	Board/Develop. Comm.
Master Schedule	Tomsick/Weir
School Nurse	Audrey Klein
Ordering-Office Supplies	Larisa Rogers
Ordering-Textbks Materials	Suzanne Fries
Parental Concerns	JJ/AW/LT
Payroll	Cindie Poulter
Performance Evaluations	Immediate Supervisor
Playground Equip- Repair	Kurt Fritzler
PreK - Education	Barbara Robinson
PreK - Oversight	Sarah Jacobson
Principal Communication	Suzanne Fries
Professional Development	Janelle Johnson
Reimbursements	Cindie Poulter
Reservations - room/gym	Kurt Fritzler
Special Needs Students	Coyle/Wilkinson
Staff Bulletin	Suzanne Fries
Student Issues	Weir/Tomsick
Student Records	Larisa Rogers
Student Supply Lists	Suzanne Fries
CMAS/PARCC	Lindsey Tomsick
Teacher Induction	Sarah Jacobson
Teacher Observations	JJ/AW/LT
Technology Lab K-5	Debbie McNutt
Technology Lab Middle School	Marty Nishida
Telephones	Debbie McNutt
Volunteer Hours	PTO
Waiting List	Suzanne Fries
Website	Debbie McNutt
Worker's Comp. Insurance	Cindie Poulter

08.01.14

APPENDIX C

School Calendar

Lincoln Academy Charter School
2014 - 2015



No School | **Half Days Dismissal at 12:00** | **Field Day** | **Teacher Development Day**

August
11- Board Meeting 6:30
12- Welcome BBQ/Supply Drop Off 5:00-8:00
13- 6th Grade Orientation 8:00-11:00
14- First Day of School
19- Middle School Parent Academy 6:00-8:00
21- PK-5 Parent Academy 6:00-8:00

September
1- Labor Day (No School)
5- Spirit Day/Gift Card Orders Due
8- Board Meeting 6:30
9- PTO Meeting 6:30
12- PTO Movie Night 6:00
23-26- Book Fair
26- Grandparents' Day 1/2 day

October
2- Picture Day
3- Spirit Day/Gift Card Orders Due

October (cont'd)
8- K-8 Conferences 3:45-6:00
9- No School K-8 Conferences 11:00-8:00
10- No School Comp Day
13- No School Teacher Development
13- Board Meeting 6:30
14- PTO Meeting 6:30
17 PTO Fall Carnival
20-23 6th Grade Outdoor Lab
24- No School for 6th Grade
28- Middle School Creative Minds

November
5- Picture Retakes
7- End of 1st Trimester
7 Spirit Day/Gift Card Orders Due
10 Board Meeting 6:30
11- Veteran's Day Assembly
11- PTO Meeting 6:30
14- PTO Movie Night 6:00
24-28 No School Thanksgiving Break

December
5- Spirit Day/Gift Card Orders Due
5- Spelling Bee Assembly
8- Board Meeting 6:30
18- Holiday Parties Dismissal 12:00
19- Jan. 6 Winter Break

January
5- No School Teacher Development Day
6- No School Teacher Development Day
9- Spirit Day
12- Board Meeting 6:30
13- Geography Bee Assembly
13- PTO Meeting 6:30
16- Gift Card Orders Due
19- MLK Day- No School

February
4- Class Pictures
6- Spirit Day/Gift Card Orders Due
9- Board Meeting 6:30
10- PTO Meeting 6:30
12- Valentine's Day Parties
12- 12:00 Dismissal
13- No School Teacher Development Day
16- No School President's Day
20- 2nd Trimester Ends
27- PTO Movie Night 6:00

March
6- Spirit Day/Gift Card Orders Due
9- Board Meeting 6:30
10- PTO Meeting 6:30
19-23- MS Washington D.C Trip
23-27- Spring Break
30- No School Teacher Development Day

April
3- Spirit Day/Gift Card Orders Due
7-9 Book Fair
10- PTO Spring Event
13- Board Meeting 6:30
14- PTO Meeting 6:30
17- No School
21- SmartCow Event
24- LA Art Show 5:00-7:00

May
1- K-5 Assessment Day/PTO Movie Night
8- Spirit Day/Gift Card Orders Due
11- Board Meeting 6:30
12- PTO Meeting 6:30
15- K-5 Field Day
19- K Graduation
19- Middle School Field Day
19- 8th Grade Continuation
20- Awards Day
21- Last Day of School

APPENDIX D

Elementary Master Schedule

Lincoln Academy Master Schedule 2014-2015

		810-845	850-925	930-1005	1010-1045	1050-1125	1130-1205	1210-1245	1250-130	135-210	215-250
							MS Only 1130-1250				
Monday	P	3H	3T	KJ	1J	1M			L	2L	KS
	M	3T	3H	4M	1M	1G		KT	U	2Du	2Dw
	A	5W	3B	4MK	1P	KT		KR	N	2Dw	2L
	T	3B	5V		1G	1P			C		2Du
	L					1J			H		
Tuesday	P	5W	5V	4M	1P	KT	Electives		L	2Dw	2Du
	M	5V	5W	KJ	1J	KR	Electives		U	2L	KS
	A	3T	3B	KJ	1G	1M	Electives		N	4M	KS
	T	3H						KT	C	4KM	
	L		3H	4KM	1M			KR	H		
Wednesday	P	3B	5V	KT	1G		Electives		L	2Du	KR
	M	3T	3B	4KM	1P		Electives		U	2Dw	2L
	A	3H	5W	KR	1J		Electives		N	4M	2Dw
	T	5W		4M	1M		Electives		C	2L	
	L								H		
Thursday	P	3B	3T	4KM	1P	1M	Electives		L	4M	2Dw
	M	3H	3B	4M	1M	1P	Electives		U	4KM	
	A	5V	3H		1G	1J	Electives		N	2L	2Du
	T	3T		KJ/PreK	1J			KR	C		KS/PreK
	L	5W	5V	KJ/PreK		1G		KT	H	2Du	KS/PreK
Friday	P	3H	5W	KR	1J	1G	Electives		L	4KM	2L
	M	5W	5V	KT	1G	1J	Electives		U	KR	2Du
	A	5V	3T	4KM	1M	1P	Electives		N	2Du	KT
	T						Electives		C	2Dw	
	L	3T	3B	4M	1P				H	2L	2Dw

Lunch Schedule	
1125-1205	KF
1145-1225	4
1200-1240	2
1210-1250	1
1220-100	3
1230-110	5
1250-130	MS

Kindergarten Schedule	
800-1115	AM
1150-305	PM
800-305	Full Day

School Hours	
800-305	K-5
800-315	MS

Flooding & E^2 Schedule	
810-840	4
850-920	1
930-1000	5
1010-1045	K
1050-1120	2
1145-1215	3
1220-1250	KPM

PreK Schedule	
810-1110	AM (T-F)
1210-310	PM (T-Th)

Recess Schedule	
910-930	AMK
930-1000*	PreK
945-1000	2nd Grade
1-120 W/F*	FDK
110-130*	PMK
130-200*	PreK
140-200	1st Grade
2-220 T/Th/F	FDK
240-300 F	3rd Grade
*PreK Playground	

MS Schedule Gold (M)	
800-905	Class 1
910-1010	Class 2
1015-1115	Class 3
1120-1220	Class 4
1225-1250	Class 5A
1250-130	Lunch
135-210	Class 5B
215-315	Class 6

MS Schedule Navy (T/TH) and Burgundy (W/F)	
800-940	Class 1 or 4
945-1125	Class 2 or 5
1130-1250	Electives
1250-130	Lunch
135-315	Class 3 or 6

Character Traits Schedule		
Time	Week 1	Week 2
810-825	KJ	KT
840-905	LAMS	LAMS
910-935	LAMS	LAMS
935-955	3T	3B
10-1020	2L	2Dw
1025-1045	2Du	3H
1225-1250	LAMS	LAMS
1250-105	KR	KS
110-130	4M/K	4M
135-155	5W	5V
200-220	1M	1G
225-245	1J	1P

Lincoln Academy Charter School

Updated 08/19/2014

APPENDIX E

Middle School Master Schedule

Lincoln Academy Charter School

Master Schedule 2014-2015
1st Trimester

Gold Schedule (Monday)

Updated 8/14/14

	Spahn English 309	Veatch English 311	Hall History 303	Niemiec Science 305	Wilkinson Math 304	Furst Math 302	Nishida Technology 312
1 800-905	RW7B	RW7A	8B	8A	6B1	6B2	6A
2 910-1010	RW6B	RW6A	8A	8B	7B1	7B2	7A
3 1015-1115	LA7A	LA7B	6B	6A	8B1	8B2	8A
4 1120-1220	LA8A	LA8B	7B	7A	6A	5th 1130-1220	6B
5 1225-1250 130- 210	RW8B	RW8A	6A	6B	7A		7B
L 1250-130	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
6 215-315	LA6A	LA6B	7A	7B	8A		8B
A 315-345	ASH	ASH	ASH	ASH	ASH	ASH	ASH

Navy Schedule (Tuesday & Thursday)

	Spahn English 309	Veatch English 311	Hall History 303	Niemiec Science 305	Wilkinson Math 304	Furst Math 302	Nishida Technology 312
1 800-850 850-940	RW6A	RW6B	8B	8A	7B2/A	7B1/NC	7A/7B
2 945-1035 1035-1125	RW7A	RW7B	6A	6B	8A/8B1	NC/8B2	8B/8A
E 1130-1250	Electives	Electives	Electives	Electives	Electives	Electives	Electives
L 1250-130	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
3 135-225 225-315	RW8A	RW8B	7A	7B	6A/6B1	5TH/6B2	6B/6A
A 315-345	ASH	ASH	ASH	ASH	ASH	ASH	ASH

Goodman	Ullman	Miller	Craig	Wilkinson R	Tomsick	Wilkinson M	Niemiec
Art	Instrumentals	PE	Study Skills	Academic Focus 8th	Teacher Assistant	Strategic Board Games	Mechanical Challenge

Burgundy Schedule (Wednesday & Friday)

	Spahn English 309	Veatch English 311	Hall History 303	Niemiec Science 305	Wilkinson Math 304	Furst Math 302	Nishida Technology 312
1 800-850 850-940	LA6B	LA6A	8A	8B	7B1/A	7B2/NC	7A/7B
2 945-1035 1035-1125	LA7B	LA7A	6B	6A	8A/8B1	NC/8B2	8B/8A
E 1130-1250	Electives	Electives	Electives	Electives	Electives	Electives	Electives
L 1250-130	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
3 135-225 225-315	8B	8A	7B	7A	6A/6B1	5TH/6B2	6B/6A
A 355-345	ASH	ASH	ASH	ASH	ASH	ASH	ASH

Goodman	Ullman	Miller	Craig	Wilkinson R	Tomsick	Wilkinson R	Nishida	McNutt
Painting/Drawing	Choir/Drama	Basketball	Study Skills	Academic Focus 6th	Teacher Assistant	Academic Focus 7th	Media Production	GIMP

Lincoln Academy Charter School

Master Schedule 2014-2015
2nd Trimester

FINAL
Updated 8/14/14

Gold Schedule (Monday)

	Spahn English 309	Veatch English 311	Hall History 303	Niemiec Science 305	Wilkinson Math 304	Furst Math 302	Nishida Technology 312
1 800-905	LA6A	LA6B	7A	7B	8A		8B
2 910-1010	RW7B	RW7A	8B	8A	6B1	6B2	6A
3 1015-1115	RW6B	RW6A	8A	8B	7B1	7B2	7A
4 1120-1220	LA7A	LA7B	6B	6A	8B1	8B2	8A
5 1225-1250 130- 210	LA8A	LA8B	7B	7A	6A	Lunch 1225-115	6B
L 1250-130	Lunch	Lunch	Lunch	Lunch	Lunch	5th 120-210	Lunch
6 215-315	RW8B	RW8A	6A	6B	7A		7B
A 315-345	ASH	ASH	ASH	ASH	ASH	ASH	ASH

Navy Schedule (Tuesday & Thursday)

	Spahn English 309	Veatch English 311	Hall History 303	Niemiec Science 305	Wilkinson Math 304	Furst Math 302	Nishida Technology 312
1 800-850 850-940	LA7A	LA7B	6B	6A	8B1/8A	8B2/NC	8A/8B
2 945-1035 1035-1135	LA8A	LA8B	7A	7B	6B1/6A	6B2/5th	6A/6B
E 1130-1250	Electives	Electives	Electives	Electives	Electives	Electives	Electives
L 1250-130	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
3 135-225 225-315	LA6A	LA6B	8A	8B	7B2/7A	7B1/NC	7A/7B
A 315-345	ASH	ASH	ASH	ASH	ASH	ASH	ASH

Elective Choices

Goodman	Ullman	Miller	Craig	Wilkinson R	Tomsick	Wilkinson M	Niemiec
Art	Instrumentals	Basketball	Lifetime Wellness	Academic Focus 8th	Teacher Assistant	React to Film	Forensics

Burgundy Schedule (Wednesday & Friday)

	Spahn English 309	Veatch English 311	Hall History 303	Niemiec Science 305	Wilkinson Math 304	Furst Math 302	Nishida Technology 312
1 800-850 850-940	RW7B	RW7A	6A	6B	8B1/8A	8B2/NC	8A/8B
2 945-1035 1035-1125	RW8B	RW8A	7B	7A	6B1/6A	6B2/5th	6A/6B
E 1130-1250	Electives	Electives	Electives	Electives	Electives	Electives	Electives
L 1250-130	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
3 135-225 225-315	RW6B	RW6A	8B	8A	7B1/7A	7B2/NC	7A/7B
A 355-345	ASH	ASH	ASH	ASH	ASH	ASH	ASH

Elective Choices

Goodman	Ullman	Miller	Craig	Wilkinson R	Tomsick	McNutt	Nishida	Hall
Printmaking	Choir/Drama	PE	Academic Focus 7th	Academic Focus 6th	Teacher Assistant	Flash Animation	Media Production	Washington, DC

Lincoln Academy Charter School

Master Schedule 2014-2015
3rd Trimester

Gold Schedule (Monday)

Updated 8/14/14

	Spahn English 309	Veatch English 311	Hall History 303	Niemiec Science 305	Wilkinson Math 304	Furst Math 302	Nishida Technology 312
1 800-905	RW8B	RW8A	6A	6B	7A		7B
2 910-1010	LA6A	LA6B	7A	7B	8A		8B
3 1015-1115	RW7B	RW7A	8B	8A	6B1	6B2	6A
4 1120-1220	RW6B	RW6A	8A	8B	7B1	7B2	7A
5 1225-1250 130- 210	LA7A	LA7B	6B	6A	8B1	8B2	8A
L 1250-130	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
6 215-315	LA8A	LA8B	7B	7A	6A	215-305 5th	6B
A 315-345	ASH	ASH	ASH	ASH	ASH	ASH	ASH

Navy Schedule (Tuesday & Thursday)

	Spahn English 309	Veatch English 311	Hall History 303	Niemiec Science 305	Wilkinson Math 304	Furst Math 302	Nishida Technology 312
1 800-850 850-940	RW7A	RW7B	8A	8B	6B1/6A	6B2/NC	6A/6B
2 945-1035 1035-1125	RW6A	RW6B	7A	7B	8B1/8A	8B2/5th	8A/8B
E 1130-1250	Electives	Electives	Electives	Electives	Electives	Electives	Electives
L 1250-130	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
3 135-225 225-315	RW8A	RW8B	6A	6B	7B1/7A	7B2/NC	7A/7B
A 315-345	ASH	ASH	ASH	ASH	ASH	ASH	ASH

Elective Choices

Goodman	Ullman	Miller	Craig	Wilkinson R	Tomsick	Wilkinson M	Niemiec
Art	Instrumentals	Field Day Leadership	Lifetime Wellness	Academic Focus 8th	Teacher Assistant	Comic Book Making	Solar Car Competition

Burgundy Schedule (Wednesday & Friday)

	Spahn English 309	Veatch English 311	Hall History 303	Niemiec Science 305	Wilkinson Math 304	Furst Math 302	Nishida Technology 312
1 800-850 850-940	LA8B	LA8A	7B	7A	6B1/6A	6B2/NC	6A/6B
2 945-1035 1035-1135	LA6B	LA6A	8B	8A	8B1/8A	8B2/5th	8A/8B
E 1130-1250	Electives	Electives	Electives	Electives	Electives	Electives	Electives
L 1250-130	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
3 135-225 225-315	LA7A	LA7B	6B	6A	7B2/7A	7B1/NC	7A/7B
A 355-345	ASH	ASH	ASH	ASH	ASH	ASH	ASH

Elective Choices

Goodman	Ullman	Miller	Craig	Wilkinson R	Tomsick		Nishida	Brinkerhoff
Ceramics	Choir/Drama	PE	Academic Focus 7th	Academic Focus 6th	Teacher Assistant	Community Outreach	Media Production	Peer Mentoring

APPENDIX F

Board of Director's By-Laws



LINCOLN ACADEMY CHARTER SCHOOL

A Jefferson County Public Charter School

BYLAWS

October 11, 2010
L.A. BOARD OF DIRECTORS

ARTICLE I
NAME, LOCATION AND FISCAL YEAR

SECTION 1.1 NAME The name of the organization shall be Lincoln Academy Charter School (hereinafter sometimes referred to as the "school").

SECTION 1.2 LOCATION The location of the school's facility shall be in the Jefferson County School District.

SECTION 1.3 FISCAL YEAR The fiscal year of the school shall coincide with the fiscal year of the Jefferson County School District.

SECTION 1.4 BUSINESS CALENDAR The calendar used to measure time (calendar or business days) shall be the Jefferson County School District calendar.

ARTICLE II
MEMBERS

SECTION 2.1 NO MEMBERS The Corporation shall have no members.

ARTICLE III
BOARD OF DIRECTORS

SECTION 3.1 GENERAL POWERS The business and affairs of the corporation shall be managed by its Board of Directors, (hereinafter referred to as the "Board), except as otherwise provided in the Colorado Nonprofit Corporation Act, the articles of incorporation, or these bylaws.

SECTION 3.2 NUMBER, TENURE AND QUALIFICATIONS The Board shall have a maximum of ten members with a minimum of 6 members. Board members may not be teachers or other paid employees of the school except the principal who will be a non-voting member. No more than seven Board members will be parents/legal guardians of students currently enrolled in the school (Lincoln Board Members) with up to two additional Board members from the

community at large (Community Board Members). Any parent/legal guardian who wishes to apply for a Board vacancy must have served a minimum of one school year in one of the following committees with an attendance rate of fifty percent or better: Board committees, PTO, Building Corporation Board, or other capacity approved by the Board.

A Member of the community at large, who is not a parent/legal guardian of a student currently enrolled in the school, may be nominated to a Board vacancy by the Board. A Community Board Member is a voting member, has no one school year service requirement and may chair a Board Committee.

Each Board member shall be elected to a term of three years. The current board will adjourn during the regular May Board meeting, and the newly elected board will convene for the purpose of electing its officers. Newly elected Board members shall otherwise have no other responsibilities following the election, with voting privileges and Board responsibilities to begin the following school year, commencing June 1st. Board members leaving the Board will retain their positions until May 31st of the current school year. Board members may be elected to a maximum of two consecutive full terms of office. After a period of one year off the Board, including adjunct or any other Board position, a former member may be elected to or appointed to fill a vacancy. Only one person from an immediate family may serve on the Board at a time. Each Board member will agree to the qualifications and terms of the *Board Member Profile Agreement.*

The Board may add up to two adjunct Board members, as it deems appropriate, to assist with Board functions. They would be appointed at a regular Board meeting. The adjunct members would participate in all Board responsibilities except that they would function as non-voting members.

SECTION 3.3 VACANCIES In the event of resignation or removal of a Board member, all persons eligible to fill the vacancy will be invited to apply and an applicant will be selected by a vote of the Board. This vote may be by secret ballot. All vacancies must be filled within 30 business days. The Board may instead fill the vacancy by directing that a special election be held for that purpose on terms prescribed by the Board. In any such special election, all eligible voters shall be entitled to vote.

SECTION 3.4 COMPENSATION By resolution of the Board of Directors, any director may be compensated for expenses incurred on behalf of the Board or for attendance at meetings. Directors are otherwise unpaid by the corporation.

SECTION 3.5 RESIGNATIONS Any Board member may resign at any time by giving written notice to the President or Secretary of the Board. Such resignation shall take effect at the time specified therein and, unless otherwise stated therein, the acceptance of such resignation shall not be necessary to make it effective. If the Board member resigns or is dismissed, they may not fill or run for a Board position for a minimum of two consecutive general elections.

SECTION 3.6 TEMPORARY LEAVE A Board member may take a leave of absence for health or other family needs, upon a unanimous vote of the remaining members of the Board.

SECTION 3.7 REMOVAL Upon the petition of 20% of eligible voters, an election shall be held on terms prescribed by the Board to determine whether a Board member shall be removed from the Board. All eligible voters shall be entitled to vote in such an election. The Board member shall be removed if the number of votes cast in favor of the removal exceeds the number of votes cast against the removal. A Board member may be removed for good cause, as determined by the Board, upon a two-thirds (2/3) vote of the remaining members of the Board. A Board member having two consecutive absences from the monthly meetings without prior notification and approval by the President or Secretary shall be deemed to have resigned as a Board member.

SECTION 3.8 PARLIAMENTARY AUTHORITY The rules contained in the current edition of *Roberts Rules of Order* shall govern this Board in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Board may adopt.

SECTION 3.9 BOARD POLICY The policies enacted by the Board shall be shall guided by the *Carver Policy Governance© model*.

SECTION 3.10 CONFLICT OF INTEREST Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of this section to maintain public confidence and prevent the use of public office for private gain. In order to avoid conflict of interest, it is the general policy of the school not to employ or contract with Board members, employees (except for the employee's primary assigned duties), members of their families, or persons or entities having an ongoing business or financial relationship with the aforementioned persons. Board members and employees shall disclose any known or potential conflicts of interest in writing to the Board prior to the time set for voting on any such transaction and the Board member making such disclosure shall not vote on the matter or attempt to influence the decision of the other Board members in voting on the matter. The written disclosure shall be attached to the minutes of the meeting in which Board action occurs relating to the matter disclosed. If a quorum of the Board is no longer in effect by the act of the Board member recusing himself, the matter under consideration will be tabled until such time as a quorum of the Board, not including the conflicted party, may be assembled to consider the matter.

Any contract entered into in violation of this section shall be void and failure to make the disclosure required by this section shall be grounds for removal of the Board member and/or termination of the contract.

SECTION 3.11 MEETINGS All Board meetings and Board committee meetings, as required, shall comply with the requirements of the Colorado Open Meetings law.

ARTICLE IV
OFFICERS OF THE BOARD

SECTION 4.1 OFFICERS The Officers of the Board shall be President, Vice President, Secretary, and Treasurer.

SECTION 4.2 ELECTION AND TERM Officers shall be elected annually at the regular May meeting of the Board, as provided by Section 3.2 (Article III) of these Bylaws. Officers shall serve until their successors are elected or until their deaths, resignation or removal.

SECTION 4.3 PRESIDENT The President shall prepare the agenda and preside at all meetings of the Board, and shall perform such other duties as may from time to time be assigned by the Board. Upon request of the Principal, the President may issue written directions to the Principal regarding any matter affecting the school which shall be binding until the next regular or special meeting of the Board, whichever can be held sooner. The President shall execute all contracts, except where required by law to be otherwise signed or where the signing thereof shall be expressly delegated by the Board to some other Officer or agent of the school. In general, the President shall perform all duties and may exercise all rights incident to the office of the President.

SECTION 4.4 VICE PRESIDENT The Vice President shall have all the powers and perform all the duties of the President in the absence or disability of the President. The Vice President shall perform such other duties as may from time to time be assigned by the President or by the Board.

SECTION 4.5 THE SECRETARY The Secretary shall keep minutes of all meetings of the Board. The Secretary shall attend the meetings of the Board and shall act as clerk thereof and record all the acts, votes and minutes of all proceedings by means chosen at the Board's discretion. The Secretary shall see that all notices are duly given in accordance with these bylaws or as required by law and shall perform such duties as may from time to time be assigned by the President or by the Board. In the absence of the Secretary, the President of the Board may direct that the Secretary's duties be performed by any other person.

SECTION 4.6 THE TREASURER The Treasurer shall ensure that the Financial Secretary keeps regular books of account for the school that set out business transactions of the school. These books are to be at all times open to inspection at their place of keeping at the request of any Board member. The Treasurer shall be the chair of the Financial Committee, which shall oversee and submit an annual budget, in conjunction with the School Principal and the School Financial Secretary, for the consideration and approval of the Board. The Treasurer shall ensure that the Financial Corporation with such depositaries as shall be designated by the Board. The Treasurer shall provide oversight to the Financial Secretary in the investment and/or reinvestment of school funds and the disbursement of school funds as may be ordered by the Board. The Treasurer shall render to the Board and the members of the school community, statements evidencing the current financial condition of the school. The Treasurer shall ensure that the Financial Secretary establishes a system of adequate financial recording showing quarterly income and expenditures.

ARTICLE V
BOARD ELECTIONS AND APPLICATION

SECTION 5.1 TIME AND MANNER Elections of Board members will be held annually, beginning on the third Tuesday of April. At this time, other matters that are determined by the

Board to be submitted for voter approval may also be voted on by eligible voters. Elections shall be conducted as directed by the board. Voting will be from the third Tuesday in April until the Friday that follows in April. Votes shall be tallied after the close of voting and the results published by an election committee made up of a minimum of two eligible voters appointed by the Board, including a Board member not up for re-election and an employee designated by the Principal. Every valid vote cast shall be counted unless, prior to the close of voting it is challenged by an eligible voter on the grounds that the vote was cast without authorization by a child's parent or legal guardian. The election results shall become a permanent record of the school.

SECTION 5.2 APPLICATION TO THE BOARD Eligible voters shall be notified in a timely manner of the date of the next Board election and of the qualifications for the Board positions then open. A candidate must complete written application for submission to voters and the Board shall prescribe the form of application. Completed applications will be accepted until 5:00 p.m. one week before the April Board meeting. At the first Board meeting in April, all applicants for the Board will have time to speak at the regular Board meeting.

SECTION 5.3 ELIGIBLE VOTERS The list of eligible voters shall be kept by the school office. Eligible voters shall include each parent or legal guardian of every child currently enrolled in the school, teachers currently employed by the school, and all other paid employees of the school.

SECTION 5.4 NOTICE Whenever notice to eligible voters is given or required to be given under these Bylaws, such notice shall be sufficient if given by the school's normal means of communicating with all parents and staff, and the school shall have no obligation to separately notify parents or staff who, through no action of the school, lack access to such means of communication.

ARTICLE VI
MEETINGS OF THE BOARD

SECTION 6.1 REGULAR MEETINGS Regular meetings of the Board will be held monthly, except for July, with time and place to be set by the Board no later than the previous regular meeting.

SECTION 6.2 SPECIAL MEETINGS Special Meetings of the Board may be called by the President and any other member. Notice of any special meeting shall be given to each Board member at least 24 hours prior to such a meeting in person, by telephone, by voicemail or by any other method reasonably calculated to provide actual notice.

SECTION 6.3 QUORUM A majority of the voting Board shall constitute a quorum for the transaction of business at any meeting.

SECTION 6.4 MANNER OF ACTING Except as otherwise required by law or by these Bylaws, the act of a majority of the voting members of the Board present at a meeting at which a quorum is present shall be the act of the Board.

SECTION 6.5 AGENDA A written agenda for every regular or special meeting of the Board shall be prepared by the President and posted with or included in every public notice of the meeting. Any matter requested by any Board member for inclusion shall be included in the agenda. Hearing of persons will be an agenda item at the beginning of each board meeting and public comments will be heard **without action or comment** by the Board.

SECTION 6.6 PUBLIC COMMENT Members of the public present at any Board meeting may be invited to comment on every proposed action on which a motion is pending, and upon which any Board member has commented. At the discretion of the Board, public comment may be invited with respect to any matter affecting the school.

SECTION 6.7 NOTIFICATION All regular and special Board meetings will be posted not less than 24 hours prior to the meeting.

SECTION 6.8 BYLAW CHANGES The amendment of Bylaws shall take place at any regular or special Board meeting with at least ten days notice by posting in the lobby and/or Board website. A two thirds (2/3) vote by the Board is required for passage.

ARTICLE VII
BOARD COMMITTEES

SECTION 7.1 COMMITTEES There shall be the following standing committees.

1. Finance Committee
2. Governance Committee
3. Facilities Committee
4. Academic Excellence Committee
5. Development Committee

Each committee shall be chaired by a Board member. The president of the Board shall not be a voting member of any committee but shall be an ex-officio member of every committee. Each committee will adopt, with the approval of the Board, a set of written guidelines and goals which will become a part of the Board process manual.

SECTION 7.2 MEETINGS Each committee shall comply with the State of Colorado Open Meeting law, as applicable.

ARTICLE VIII
ADVISORY COMMITTEES TO THE BOARD

SECTION 8.1 DESIGNATION AND AUTHORITY The Board may from time to time adopt a resolution convening an advisory committee to assist the Board in the discharge of its duties.

SECTION 8.2 MEMBERSHIP The composition of the advisory committees shall be broadly representative and shall take into consideration the specific tasks assigned to the committee.

Members will be selected by the Board from among volunteers who are approved by the Board. Any number of Board members may sit on an advisory committee.

SECTION 8.3 INSTRUCTION AND RESPONSIBILITY Each committee shall be clearly instructed by the Board, as to the length of time each member is to serve, the service the Board wishes the committee to render, the extent and limitations of responsibility, the resources the Board will provide, and the dates on which the Board wishes to receive major reports. Recommendations of advisory committees shall be based on research and fact.

SECTION 8.4 POWERS AND PREROGATIVES The Board possesses certain legal powers and prerogatives which cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted in writing to the Board for action.

DOCUMENT HISTORY

Change	Justification
General: This document will be considered rev 0 for the purposed of future tracking of this document. In addition, changes in the future will be recorded and justified to enable future Boards to understand the documents evolution and development.	**This document currently does not have an adequate revision tracking method and this will impose such. Previous Versions will be listed as Rev A, B, C, etc. if a determination can be made; The justification will serve as reason and instruction to future Boards.**

APPENDIX G

Board of Director's Policies

LINCOLN ACADEMY CHARTER SCHOOL

A Jefferson County Public Charter School

Board Policy

Date of Last Update: August 8, 2009

ENDS

Global Ends Policy

Vision: Our vision is to prepare all students for their future endeavors by providing a comprehensive education based upon the Core Knowledge Sequence®.

Core Values: Respect, Honesty, Integrity, Excellence, Perseverance and Team Work.

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

Lincoln Academy staff and administration will strive to achieve the following goals for each student:

Proficiency (as measured by Jefferson County School District Standards)

1. By the end of the primary level, students will demonstrate proficiency on the District's K-3 math and language arts standards.
2. By the end of the intermediate level, students will demonstrate proficiency on the District's 4-5 standards.
3. By the end of the intermediate level, students will demonstrate proficiency on the District's 6-8 standards.
4. Students will demonstrate at least one level's growth per year as measured by the benchmarks based on District Standards.

Academic Skills

Each student will:

a. Develop communication skills in the areas of listening, speaking, reading and writing.
b. Develop a grade appropriate knowledge of mathematics and the sciences.
c. Develop an appreciation and knowledge of world and American history and our country's heritage.
d. Develop an appreciation of his/her physical environment.
e. Develop good study habits.

f. Achieve his/her full learning potential.
g. Hold high expectations for the quality of their own work.
h. Attend school regularly and arrive on time.

Physical Skills

Each student will:

a. Develop coordination skills.
b. Develop an appreciation of sports through observation and participation.
c. Develop safety awareness.
d. Artistic Skills

Artistic Skills

Each student will:

a. Develop an awareness of and appreciation for nature.
b. Develop an understanding and enjoyment of art and its materials.
c. Develop a knowledge and enjoyment of a variety of musical expressions.
d. Enjoy creative expression through drama, musicals and visual arts.
e. Enjoy and participate in artistic experiences in the community.

Emotional/Social Skills

Each student will:

a. Be assisted in developing a good self-image.
b. Develop an appreciation, compassion and respect for others.
c. Experience success in group participation as a leader and follower.
d. Develop self-control and responsibility as a way of life.
e. Develop the ability to meet change, uncertainty and complexity with confidence.
f. Prepare for intelligent, responsible citizenship.

EXECUTIVE LIMITATIONS (MEANS)

Global Executive Limitations Policy

The Principal shall not cause or allow any practice, activity, decision or organizational circumstance that is unlawful, imprudent or in violation of commonly accepted ethics or Lincoln Academy policy (or District policy, if no applicable school policy exists).

Treatment of Parents

With respect to interactions with parents, the Principal shall not cause or allow conditions, procedures or decisions that are undignified, disrespectful, and unnecessarily intrusive or that fail to provide appropriate confidentiality, privacy or information.

Accordingly, the Principal shall not:

1. Fail to inform and educate parents and prospective parents about the school policies and procedures.

2. Fail to establish with parents what may be expected and what may not be expected from the programs offered.
3. Fail to implement a means of informing parents of their students' levels of proficiency, progress and expectations with respect to District Standards.
4. Elicit information for which there is no reasonable need.
5. Use methods of collecting, reviewing, transmitting or storing student/personnel information that fails to protect against confidentiality and improper access to the material elicited.
6. Discriminate against or fail to constructively respond to any parents.
7. Fail to operate within the guidelines of the Grievance Procedure as stated in the Parent/Student Handbook.

Treatment of Students

With respect to interactions with students, the Principal shall not cause or allow conditions, procedures or decisions that are unsafe, disrespectful, undignified, and unnecessarily intrusive or that fail to provide appropriate confidentiality, privacy or otherwise detract from a safe and orderly school environment.

Accordingly, the principal shall not:

1. Fail to operate within the guidelines of the Discipline Policy that is based on the District Code of Conduct and the Discipline Policy and Procedures as stated in the Parent/Student Handbook.
2. Allow students to violate the Discipline Policy and Procedures without experiencing an appropriate consequence.
3. Fail to inform and educate students, and prospective students, about the school policies and procedures.
4. Fail to encourage students as they develop the academic skills, passion and responsibility for learning.
5. Discriminate against or fail to constructively respond to any student.

Treatment of Staff

With respect to the treatment of paid and volunteer staff, the Principal, so long as consistent with at-will employment, may not cause or allow conditions that are illegal or that fail to treat staff with dignity, respect and professionalism or that fail to provide appropriate confidentiality, privacy or information.

Accordingly, the Principal shall not:

1. Fail to continuously inform and educate staff, and prospective staff, about the policies and procedures and appropriate elements of the Charter School Contract.
2. Fail to operate within written personnel policies that clarify personnel rules for staff, provide for effective handling of grievances and protect against wrongful conditions such as nepotism and grossly preferential or biased treatment of personnel concerns.
3. Discriminate against or fail to constructively respond to any staff member.
4. Prevent staff from grieving to the Board in accordance with the School Grievance Procedure.
5. Evaluate staff in ways that are not consistent with the Board's adopted Ends Policies.
6. Fail to provide the support and encouragement to staff as they work with students in their pursuit of acquiring the academic skills, passion and responsibility for learning.

Implementation of the Education Program

With respect to the education program of the school, the Principal shall not cause or allow deviation from the Board's Ends Policies.

Accordingly, the Principal shall not:

1. Deviate from the established curriculum implementing the Core Knowledge Sequence®, the synthetic, systematic phonics program (Open Court) and the incremental math program (Saxon Math).
2. Allow staff to address the Ends Policies in ways that deviate materially from school policies and procedures.
3. Allow the purchasing or utilization of materials that are not aligned with the Ends Policies and the school policies and procedures.
4. Fail to hold staff accountable for assessing, tracking and regularly reporting to parents, the individual capabilities of students and their progress on the school's benchmarks in accordance with the Academic Skills Ends Policy.
5. Fail to facilitate teacher conferences with individual students on a consistent basis.
6. Fail to ensure academic skill acquisition and passion for learning.
7. Fail to ensure staffings on appropriate students.
8. Fail to ensure quality work from students and staff.
9. Fail to inform and seek approval from the Board for substantive instructional changes.

Organizational Health and Viability

With respect to the organizational health and viability of the school, the Principal shall not cause or allow conditions that will jeopardize the existence or renewal of the charter with the School District.

Accordingly, the Principal shall not:

1. Allow excessive student and staff attrition.
2. Fail to implement responsible efforts for staff and student recruitment.

Financial Planning and Budgeting

Financial planning for any fiscal year, or the remaining part of any fiscal year, shall not deviate materially from the Board's Ends Policies, risk fiscal jeopardy or fail to be derived from a multi-year plan.

Accordingly, the Principal shall not allow:

1. Budgeting that contains too little information to enable credible projection of revenues and expenses, separation of capital and operational items, cash flow and disclosure of planning assumptions.
2. Budgeting that plans the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period or saved from previous years and approved for expenditure by the Board.
3. Budgeting that is in violation of applicable law including the TABOR Amendment and the contract with the School District.
4. Budgeting that is in violation of financing agreements and any other relevant contracts.
5. Budgeting that is not based on reasonable assumptions.

Financial Condition and Activities

With respect to the actual, ongoing financial conditions and activities, the Principal shall not operate outside of the budget or cause or allow the development of fiscal jeopardy or a material deviation of actual expenditures from the Board's Ends Policies.

Accordingly, the Principal shall not:

1. Allow purchases that are inconsistent with Ends Policies and school policies and procedures.
2. Expend more than $5000.00 on a non-budgeted item without prior Board approval.
3. Expend more funds than are available and within budget.
4. Indebt the organization in an amount greater than can be repaid by certain otherwise unencumbered revenues within sixty days.
5. Borrow money without prior Board approval.
6. Use any long-term reserves without Board approval.
7. Conduct inter-fund shifting in the expenditure portion of the budget.
8. Fail to settle payroll and debts in a timely manner and according to applicable law.
9. Allow tax payments, or other government ordered payments or filings, to be overdue or inaccurately filed.
10. Acquire, encumber or dispose of real property.
11. Fail to aggressively pursue receivables after a reasonable grace period.

Emergency Principal Succession

In order to protect the Board from the sudden loss of principal services, the Principal shall have no fewer than one other individual familiar with Board and Principal issues and processes and must inform the Board of the identity of his/her potential successor.

Asset Protection

The Principal shall not allow the assets to be unprotected, inadequately maintained or unnecessarily risked.

Accordingly, the Principal shall not:

1. Fail to ensure against theft and casualty losses to at least 100% of replacement value or otherwise required by applicable contracts and against liability losses and errors and omissions losses to Board members, staff and the organization itself in an amount greater than the average for comparable organizations.
2. Allow unbonded personnel access to material amounts of funds.
3. Subject building and equipment to improper wear and tear or insufficient maintenance.
4. Unnecessarily expose the organization, its Board or staff to claims of liability.
5. Fail to implement a system that ensures all purchases are consistent with the Ends Policies and school policies and procedures and are monitored in a coordinated and prudent manner.
6. Fail to protect intellectual property, information and files from loss or significant damage.
7. Receive, process or disburse funds under controls that are insufficient to meet the Board appointed auditor's standards.
8. Invest or hold operating capital in insecure instruments, including uninsured checking accounts and bonds of less than AAA rating, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions or as otherwise required by applicable contracts.

9. Endanger the school's public image or credibility, particularly in ways that would hinder the accomplishment of the Ends Policies.

Compensation and Benefits

With respect to employment, compensation and benefits to employees, consultants, contract workers and volunteers, the Principal shall not cause or allow conditions that are illegal or that jeopardize fiscal integrity or public image.

Accordingly, the Principal shall not:

1. Change his/her own compensation and/or benefits.
2. Promise or imply permanent or guaranteed employment or otherwise alter the at-will employment relationship with staff.
3. Fail to operate within the Board approved compensation and benefits plans.
4. Pay employees or provide benefits that are contrary to State and/or Federal law.

Communication and Support to the Board

The Principal shall not permit the Board to be uninformed or unsupported in its work.

Accordingly, the Principal shall not:

1. Neglect to submit monitoring data required by the Board (see policy Monitoring Principal Performance) in a timely, accurate and understandable fashion, directly addressing provisions of Board policies being monitored.
2. Let the Board be unaware of relevant trends, potential lawsuits, anticipated adverse media coverage, material external and internal changes, particularly changes and/or anticipated changes in staff and in the assumption/values upon which any Board policy has previously been established.
3. Fail to advise the Board if, in the Principal's opinion, the Board is not in compliance with its own policies on Governance Process and Board/Principal Linkage, particularly in case of Board behavior that is detrimental to the work relationship between the Board and the Principal.
4. Fail to marshal for the Board as many staff and external points of view, issues and options as needed for fully informed Board choices.
5. Present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types: monitoring, decision preparation and other significant information.
6. Fail to provide a mechanism for official Board, officer or committee communications.
7. Fail to deal with the Board as a whole except when fulfilling individual requests for information or responding to officers or committees duly charged by the Board.
8. Fail to report in a timely manner an actual or anticipated non-compliance with any policy of the Board.
9. Present any issue to the District Board of Education or other outside agencies without receiving prior approval from the Board.
10. Fail to maintain a positive, professional and constructive working relationship with the Board.

Ends Focus of Grants or Contracts

The Principal may not enter into any grant or contract arrangements that fail to facilitate the accomplishment of Board stated Ends and avoidance of Board prescribed Means (Executive Limitations).

Accordingly, the Principal shall not:

1. Allow grant funds to be used contrary to the grant's terms and monetary limitation or in imprudent, unlawful or unethical ways.
2. Fail to assess and consider an applicant's capability to produce appropriately targeted, efficient results.

BOARD/PRINCIPAL LINKAGE

Global Board/Principal Linkage Policy

The Board's sole official connection to the operating organization, its achievement and conduct will be through the Principal.

Unity of Control

Only decisions of the Board acting as a body are binding on the Principal.

Accordingly,

1. Decisions or instructions of individual Board members, officers or committees are not binding on the Principal except in rare instances when the Board has specifically authorized such exercise of authority.
2. In the case of Board members or committees requesting information or assistance without Board authorization, the Principal can refuse such requests that require, in the Principal's opinion, a material amount of staff time or funds or are disruptive.

Accountability of the Principal

The Principal is the Board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the Board is concerned, is considered the authority and accountability of the Principal.

Accordingly,

1. The Board will never give instructions to persons who report directly or indirectly to the Principal.
2. The Board will refrain from directly evaluating staff other than the Principal. The Principal, in conjunction with the Teacher Review Committee, will be responsible for staff evaluation.
3. The Board will view the Principal's performance as identical to organizational performance, so that organizational accomplishment of Board stated Ends and avoidance of Board prescribed means (Executive Limitations) will be viewed as successful Principal performance ("Principal Evaluation").
4. Annually, the Board and the Principal will agree on goals with respect to the Ends and Executive Limitations (Means) policies. Accomplishments of the goals will also be viewed as successful Principal performance (school improvement plans, etc.).

Delegation to the Principal

The Board will instruct the Principal through written policies that prescribe the organizational Ends to be achieved and describe organizational situations and actions to be avoided (Executive Limitations).

Accordingly,

1. The Board will operate within the policies instructing the Principal to achieve certain results for our families. These policies are stated from the broadest, most general level to more defined levels and are called Ends Policies.
2. The Board will operate within policies that limit the latitude the Principal may exercise in choosing the organizational means. These policies are stated from the broadest, most general level to more defined levels, and they are called Executive Limitations Policies.
3. The Principal is authorized to establish further policies, make decisions, take actions, establish practices and develop activities which adhere to and support the Board's Ends and Executive Limitations Policies.
4. The Board may change its Ends and Executive Limitations policies at any time; however, changes will not be retroactive.

Monitoring the Principal's Performance

Systematic and rigorous monitoring of the Principal's job performance will be solely based on the accomplishment of Board stated Ends and avoidance of Board prescribed means.

Accordingly,

1. Monitoring is simply to determine the degree to which Board policies are being met. Data that do not deal with Board policies will not be considered to be monitoring data.
2. The Board will acquire monitoring data by one or more of the three methods: a) by internal report, in which the Principal discloses compliance information to the Board, b) by external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies and c) by direct Board inspection, in which a designated member or members of the Board assess compliance with the appropriate policy criteria.
3. In every case, the standard for compliance shall be a mutually agreeable interpretation of the Board policy or Principal goal being monitored.
4. All policies that instruct the Principal will be monitored at a frequency and by a method chosen by the Board. The Board can monitor any policy at any time by any method. The formal evaluation will depend on the following routine schedule.

Policy		Method	Frequency
ENDS			
	Academic Skills (CSAP)	Internal	Annually
	Parent Survey	Internal	Annually (May)
EXECUTIVE LIMITATIONS (MEANS)			
	Treatment of Parents& Students (Annual Parent Survey, BOD New Family Phone Calls)	Internal	Annually

Treatment of Staff (Staff Surveys)	Internal	Bi-Annually
Implementation of the Core Knowledge Sequence	Internal	Annually (June)
Organizational Health and Viability (Principal's Report)	Internal	Monthly
(Staff Attrition and Recruitment)		Annually (May)
Financial Planning and Budgeting	Internal	Bi-Annually
Financial Condition and Activities (Budget Committee)	Internal	Quarterly
Emergency Principal Succession	Internal	Annually (August)
Asset Protection (Insurance)	Internal	Annually (March)
Compensation and Benefits	Internal	Annually (May)
Communication and Support to the Board (Principal's Report)	Internal	Monthly
Ends Focus of Grants or Contracts	Internal	Quarterly

BOARD PROCESS

Global Governance Process Policy

The purpose of the Board is to ensure compliance with the School Charter, Mission Statement and other governing documents.

Governing Style

The Board will govern with an emphasis on 1) outward vision rather than internal preoccupation, 2) encouragement of diversity in viewpoints, 3) strategic leadership more than administrative detail, 4) clear distinction of Board and Principal roles, 5) collective rather than individual decisions, 6) future rather than past or present, and 7) pro-activity rather than reactivity.

1. The Board will cultivate a sense of group responsibility. The Board, not the staff, will be responsible for excellence in governing. The Board will be the initiator of policy, not merely a reactor to staff initiatives. The Board will use expertise of individual members to enhance the ability of the Board as a body rather than to substitute individual judgments for the Board's values. The Board will allow no officer, individual or committee of the Board to hinder or be an excuse for not fulfilling Board commitments.
2. The Board will establish and monitor carefully written Board policies reflecting the Board's values and perspectives about Ends to be achieved and Means to be avoided. The Board's major policy focus will be on the intended long-term results, and the relationship between results and the programmatic means.
3. The Board will enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation, respect of roles, and ensuring continuance of governance capability. Continual Board development will include orientation of new Board members in the Board's Governance Process and periodic Board discussion of process improvement.
4. The Board will monitor and discuss the Board's process and performance annually. Self-monitoring will include comparison of Board activity and discipline to policies in the Governance

Process and Board-Principal Linkage categories.

Board Job Description

The Board is committed to the accomplishment of Board-stated Ends (Goals) and avoidance of Board-prescribed Means (Executive Limitations).

1. The Board will operate consistently with respect to the School Charter and other applicable contract and law.
2. The Board will adopt a Grievance Policy which will ensure timely and appropriate response to matters presented to the Board.
3. The Board will adopt, monitor, and evaluate a strategic plan which is focused on Ends, future oriented and consistent with the philosophy, mission vision and values of the school.
4. The Board will establish, monitor and evaluate written Board policies:
   - Monitor and evaluate the Principal (Board/Principal Linkage)
   - Financial Planning and Budgeting (Executive Limitations/Means)
   - Staff issues – hiring, firing, compensation, grievances (Executive Limitations and Governance Process)
   - Legal compliance (Executive Limitations/Means)
   - School community issues – communication, advocacy, grievances (Executive Limitations/Means and Governance Process)
   - Board's role (Governance Process)
5. The Board will evaluate school success, Board process and compliance with the Code of Conduct.

Code of Conduct

The Board commits itself and its members to ethical, business-like and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members.

1. I will serve the children, staff and parents of the school in accordance with the Charter, Contract, Bylaws, Policy Governance and any other governing documents approved by the Board.
2. I will listen, speak my mind and share all relevant information with the Board.
3. I will respect the opinions of others.
4. I will make decisions based on what is best for the children and school as a whole.
5. I will be aware of the implications of my role and how it affects my relationships with other school community members.
6. I will vote for an Executive Session of the Board if the situation requires it, but I will consider secret sessions of Board members unethical.
7. I will not use the school or any part of the school program for my own economic advantage or for the advantage of my friends.
8. I will, prior to any deliberation on a topic with which I have a conflict of interest, disclose the conflict of interest and physically leave the deliberation room without comment and not return until the discussion has ended or a vote has been taken on the issue in which I have a conflict of interest.
9. I will not attempt to exercise my Board authority over the school or speak for the Board except to repeat explicitly stated Board decisions.
10. I will make no disparaging remarks, in or out of Board meetings, about other members of the Board or members of the school community.

11. I will express my honest and most thoughtful opinions frankly, in Board meetings, in an effort to have all decisions made for the best interest of the children and the school.
12. I will encourage all members of the Board to participate fully in Board action.
13. I will abide by and support majority decisions of the Board.
14. I will not discuss the confidential business of the Board outside of Board meetings.
15. I will not conduct Board business outside of Board meetings.
16. I will not individually judge the Principals' or staff performance.
17. I will carefully read all information and ask critical questions so that I am fully informed about issues facing the Board.
18. I will not make decisions without a careful examination of all sides of issues.

Board Elections

Board Meeting Procedures

Board meetings will be conducted in a predictable manner that will be communicated to the school community.

1. The Board President will set the agenda for the meeting. The agenda will include items from the previous meeting, monitoring data, information and business items.
2. Board members will receive packets of information items, monitoring reports and the agenda at least one week before the next board meeting.
3. The agenda will be posted 48 hours before the meeting in the Administration Office in accordance with open meeting laws.
4. The agenda will identify items that are informational only.
5. All Board meetings are open to the public except that, upon a vote of a majority of the members present, an Executive Session may be held in accordance with open meeting laws.
6. Any member of the school community will be given the opportunity to address the Board during the Public Comment item on the agenda. Persons wishing to address the Board on agenda items may do so at this time or when those items are being considered. There will be a time limit of 5 minutes per person for public comment. When there is a large number of speakers to be heard, the Board may shorten this time.
7. The Board will follow the decision making process outlined below for considering proposals for policy change in any governing documents:

Step 1	NOTIFICATION A written proposal is submitted to the Board of Directors outlining the proposed policy and anticipated implications.
Step 2	FACT-FINDING The proposal will be shared with parties who will be affected by the proposed policy change. Their input will be gathered in a report. A questionnaire might be distributed to seek feedback from a larger population. The results of any questionnaires will be gathered in a report.
Step 3	DISCUSSION AGENDA ITEM – BOARD OF DIRECTORS The proposal will be presented to the Board followed by the results of the fact-finding process. The Board will be able to ask questions about the proposal and its implications for the school. All proposals presented to the Board will address how the proposed change fits within the relevant document and the school's mission. The Board will specify a

	period of time in which those in attendance may make public comments to the Board about the proposed policy. The Board will discuss the proposed policy and its implications for the school.
Step 4	ACTION AGENDA ITEM – BOARD OF DIRECTORS Public comment about the proposed policy will occur according to the Board's Procedures Policy. A Board member will make a motion concerning a decision about the proposed policy change. Discussion might occur. If the motion is seconded, the Board members will vote on the motion made.

President's Role

The President assures the integrity and fulfillment of the Board's process and occasionally represents the Board to outside parties.

1. The President is charged with assuring that the Board behaves consistently within its own rules and those legitimately imposed upon it from outside the organization.
    a. Discussion content during meetings will only pertain to issues that, according to Board Policy, clearly belong to the Board to decide, not the Principal.
    b. Deliberation will be fair, open and thorough but also timely, orderly and to the point.
2. The President is authorized to use any reasonable interpretation of the provisions within the Board's Governance Process and Board-Principal Linkage policies.
    a. The President is empowered to chair Board meetings with all the commonly accepted power of that position (for example, ruling and recognizing).
    b. The President has no authority to make decisions about policies created by the Board within the Ends and Executive Limitations (Means) policy areas. Therefore, the President has no authority to supervise or direct the Principal.
    c. The President may represent the Board to outside parties in announcing Board-stated positions and in stating decisions and interpretations that are delegated to him.
    d. The President may delegate authority but remains accountable for its use.

Board Committee Principles

Board committees, when used, will be assigned so as to reinforce the wholeness of the Board's job and so as never to interfere with delegation from the Board to the Principal.

1. Board committees are to help the Board do its job. Committees ordinarily will assist the Board by preparing policy alternatives and implications for Board deliberation. In keeping with the Board's broader focus, Board committees will normally not have dealings with current staff operations.
2. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully written in order not to conflict with authority delegated to the Principal.
3. Board committees cannot exercise authority over staff. Because the Principal works for the Board, the Principal will not be required to obtain approval from a committee of the Board before an Executive action.
4. Board committees are to avoid over-identification with organizational parts rather than the whole. Therefore, a Board committee that has helped the Board create policy on some topic will not be used to monitor organizational performance on that same topic.
5. Committees will be used where appropriate.

6. This policy applies to any group that is formed by Board action, whether or not it is called a committee and regardless of whether the group includes Board members. It does not apply to committees formed under the authority of the Principal.

Board Committee Structure

The structure of the committees will facilitate their effectiveness.

1. Each Board committee will explicitly state its goal(s).
2. Each Board committee will explicitly state its actions.
3. Each Board committee will make regular reports to the Board.

APPENDIX H

Elementary Year Long Plans

Lincoln Academy

Kindergarten Year Long Plan 2014-2015

Science History Geography Literature Poetry Sayings & Phrases

August	September	October	November	December
Weather & 4 Seasons 1, 2, Buckle My Shoe It's Raining, It's Pouring Little Boy Blue Mary Had a Little Lamb Rain Rain Go Away Rain See-Saw Margery Daw It's raining cats & dogs A place for everything, & everything in its place	Communities Maps and Globes Taking Care of Our Bodies Johnny Appleseed Velveteen Rabbit Early to Bed Georgie Porgie Hey Diddle Diddle Humpty Dumpty Jack and Jill Jack Sprat Little Bo Peep Time to Rise Practice makes perfect	Christopher Columbus North America Europe Five Senses Winnie the Pooh Casey Jones A Diller, A Dollar Hickory Dickory Dock My Nose London Bridge Little Miss Muffet Pat-a-Cake Do unto others	Native Americans Pilgrims and Thanksgiving Legend of Jumping Mouse King Midas Old King Cole Old Mother Hubbard	Antarctica Needs and Wants Wright Brothers Cinderella Snow White Little Red Riding Hood Ugly Duckling Little Jack Horner This Little Piggy The More it Snows Where there's a will, there's a way

January	February	March	April	May
Asia Peach Boy Winter Wind There Was a Little Girl There was an old woman Twinkle, Twinkle Look before you leap Better safe than sorry	USA Symbols George Washington Thomas Jefferson Abraham Lincoln Teddy Roosevelt Current President Africa Roses are Red Teddy Bear, Teddy Bear Simple Simon	Animals and their Needs Jane Goodall Tug of War How Many Spots does a Leopard have? Goldilocks & the 3 Bears The Three Little Pigs The 3 Billy Goats Gruff Bremen Town Musicians Rock-a-bye Baby Star Light, Star Bright Three Little Kittens Early bird gets the worm A dog is man's best friend	Conservation Magnetism South America Australia The Tortoise & the Hare The Lion & the Mouse The Grasshopper and the Ants The Dog and His Shadow The Little Red Hen Chicken Little April Rain Song Happy Thought Jack be Nimble	Plants George Washington Carver Mary Mary Quite Contrary Diddle, Diddle, Dumpling Tommy April showers bring May flowers Great oaks from little acorns grow

Lincoln Academy
1st Grade Year-Long Plan 2014-2015

Science *History* *Geography* *Literature* *Poetry* *Sayings & Phrases*

August	**September**	**October**	**November**	**December**
Neighborhood and Community *Map Skills* *Safety Rules* *Geography: Oceans, Continents* *House at Pooh Corner* *"The Purple Cow"* *"Sing a Song of People"* *Do unto others…*	*Geography: Oceans, Continents cont…* *Ice Age* *Maya, Inca, Aztec* *Why the Owl has Big Eyes* *Lon Po Po* *Little Red Riding Hood* *"Rope Rhyme"* *"My Shadow"* *"The Swing"* *"Wynken, Blynken, and Nod"* *An apple a day…* *A.M. and P.M.* *Land of Nod*	*Maya, Inca, Aztec cont.* *Geography Review: Oceans, Continents* *Human Body* *Edward Jenner* *Louis Pasteur* *Matter* *Jack and the Beanstalk* *Pinocchio* *Tom Thumb, Thumbelina, Little Finger of Watermelon Patch* *Issun Boshi* *"Solomon Grundy"* *"Table Manners"* *Fish out of water* *Practice Makes Perfect*	*Matter* *Electricity* *Thomas Edison* *Landforms taught with: Early Exploration and the English Settlers* *Cinderella Stories* *"Thanksgiving Day"* *The more the merrier* *If at first you don't succeed…*	*Landforms taught with: Early Exploration and the English Settlers* *World Religions* *Hansel and Gretel* *Hit the nail on the head*
January	**February**	**March**	**April**	**May**
American Revolution I *The Earth* *Measurement* *Puss-in-Boots* *The Frog Prince* *Rumpelstiltskin* *"The Owl and the Pussycat"* *"Hope"* *Never leave till tomorrow what you can do today*	*Measurement* *American Revolution II* *Westward Expansion* *Solar System* *Tales of Peter Rabbit* *Rapunzel* *Princess and the Pea* *Sleeping Beauty* *"Washington"* *"The Frog"* *There's no place like home*	*Westward Expansion* *Habitats* *Animal Classification* *Rachel Carson* *The Pied Piper of Hamelin* *Br'er Rabbit Stories* *"The Pasture"* *"I Know all the Sounds the Animals Make"* *Let the cat out of the bag*	*Mesopotamia and Ancient Egypt* *Animal Classification* *Oceans* *Aesop's Fables* *It Could Always be Worse* *A wolf in sheep's clothing* *Sour grapes*	*Oceans* *Drama* *Mexico* *Review all Core Knowledge* *Medio Pollito* *Knee High Man* *The Boy at the Dike* *Anansi Stories*

Lincoln Academy

Second Grade Year Long Plan 2013-2014

History Geography Science Sayings & Phrases Poems Math Literature

August	***September***	***October***	***November***	***December***
Geography Review Summer The Fisherman and His Wife Charlotte's Web "Bed in Summer" "Sea Shell"	Summer Landforms Life Cycles Constitution Limericks: "There was an old man with a beard Back to the drawing board Get up on the wrong side of the bed "Hurt No Living Thing" "Rudolph is Tired of the City" The Emperor's New Clothes The Tongue Cut Sparrow	Japan Fall War of 1812 "Something Told the Wild Geese" In hot water "Windy Nights"	War of 1812 Simple Machines India "Windy Nights" Two heads are better than one Elijah McCoy The Tiger, the Brahman, and the Jackal The Blind Men and the Elephant How the Camel Got His Hump	Geography of North and South America Magnets "The Christmas Carol" El Pajaro Cu
January	***February***	***March***	***April***	***May***
Ancient Greece Digestive System Nutrition "The Microscope" Keep your fingers crossed Eaton out of house and home Greek Myths	China Westward Expansion Winter You can't teach an old dog new tricks Turn over a new leaf Iktomi Stories Paul Bunyan Pecos Bill Jonny Appleseed The Magic Paintbrush	Westward Expansion Civil War Insects "Buffalo Dusk" Practice what you preach "Lincoln" "Harriet Tubman" Better late than never Easier said than done John Henry Casey Jones Johnny Appleseed	Insects Spring Water Cycle "Bee, I'm Expecting You" "Caterpillars" "Discovery" "Who Has Seen the Wind?" Don't cry over spilled milk "Smart"	Immigration Civil Rights Heroes Units review Where there is a will there is a way Cold feet Don't judge a book by its cover Peter Pan Beauty and the Beast

Lincoln Academy
3rd Grade Year-Long Plan 2014-2015

August	***September***	***October***	***November***	***December***
Geography *Alice in Wonderland* *"Three Words of Wisdom* *1-10 and placement test*	*Ecology* *John Muir* *Canada* *"Adventures of Isabel"* *"Trees"* *Let bygones be bygones* *Cold shoulder* *Three Words of Wisdom* *Actions speak louder than words* *11-20, then start groups* *A: 21-30* *C: 21-30*	*Animal Classification* *Canada (cont'd)* *Native Americans (open note test)* *Wind in the Willows* *"Hunting of the Great Bear" (NA story)* *Rule the roost* *"Eletelephony"* *"The Bee"* *"The Crocodile"* *A: 31-50* *C: 31-45* *Zoo field trip*	*Muscular and Skeletal Systems* *Vikings* *"The Husband who was to Mind the House" (Viking story)* *"Father William"* *Beat around the bush* *A: 51-70* *C: 46-60*	*Vikings (cont'd)* *Nervous System* *Science Fair Preparation* *"Little Match Girl"* *"William Tell"* *"Jimmy Jet & His TV Set"* *"Dream Variation* *"By Myself"* *Beggars can't be choosers* *Clean bill of health* *One rotten apple spoils the whole barrel* *A: 71-80* *C: 61-69*
January	***February***	***March***	***April***	***May***
Early Exploration *Rivers of the World* *"The People Could Fly"* *Touch and go* *A feather in your cap* *The show must go on* *A: 81-100* *C: 70-85*	*Colonies* *Hearing and Sound* *Alexander Graham Bell* *"For Want of a Nail"* *"Catch a Little Rhyme"* *"First Thanksgiving of All"* *"Knoxville"* *His bark is worse than his bite* *A: 101-110*	*Colonies (cont'd) feast* *Light and Vision (eye dissection)* *"Aladdin and the Magic Lamp"* *"Ali Baba and the Forty Thieves"* *"Knoxville, Tennessee"* *On Its Last Legs* *A: 111-120* *C: 93-105*	*Ancient Rome* *Light and Vision (cont'd) (eye dissection)* *Greek and Roman Mythology* *When in Rome do as the Romans do* *Last Straw* *A: 121-130* *C: 106-117* Planetarium field trip	*Astronomy* *Mae Jemison* *Copernicus* *Drama (new/Poetry)* *A: 131-135, review* *C: 118-128* Drama field trip

Science
History
Geography
Literature
Poetry
Sayings & Phrases
Math
(a=accelerate, c=core)

Lincoln Academy
4th Grade Year-Long Plan 2014-2015

Science *History* *Geography* *Literature* *Poetry* *Sayings & Phrases* *Math*

August	**September**	**October**	**November**	**December**
Geography/Mountains *Colorado Geography* *Gulliver's Travels* *"Clarence"* *"As the crow flies"* *"On the warpath"*	*Meteorology* *American Revolution* *Gulliver's Travels* *"Paul Revere's Ride"* *"Dreams"* *"Fog"* *"Clouds"* *"You can lead a horse to water"* *"The bigger they are..."* *"Don't count your chickens"* *"Birds of a feather flock together"*	*Chemistry* *Constitution* *Gulliver's Travels* *Rip Van Winkle* *The Legend of Sleepy Hollow* *"Afternoon on a Hill"* *"When it rains, it pours"* *"Blow hot and cold"* *"Lightning never strikes twice"* *"Break the ice"*	*Constitution* *State Government* *Pollyanna* *"Run-of-the-mill"* *"An ounce of prevention"* *"Two Wrongs Don't Make a Right"* *"Half a loaf is better than none"*	*Early Presidents* *Pollyanna* *"Seeing is believing"* *"Can't hold a candle to"* *"Don't put all your eggs in one basket"*
January	**February**	**March**	**April**	**May**
Middle Ages *Circulatory and Respiratory Systems* *King Arthur* *"Humanity"* *"Etc."* *"One picture is worth a thousand words"* *"Haste makes waste"* *"RSVP"*	*Middle Ages* *Islam* *King Arthur* *Robin Hood* *Core Knowledge Legends* *"Bury the hatchet"* *"Beauty is only skin deep"* *"Bull in a china shop"* *"Go to pot"* *"A Tragic Story"* *"Monday's Child"*	*African Kingdoms* *Core Knowledge Legends* *"Timbuktu"* *"Birds of a feather flock together"* *"Money burning a hole in your pocket"* *"Laugh and the world laughs with you"*	*China (feast)* *Geology* *Science Biographies* *Robinson Crusoe* *Treasure Island* *"The Drum"* *"Make hay while the sun shines"* *"Once in a blue moon"* *"Live and let live"*	*Electricity* *Treasure Island* *"The Rhinoceros"* *"The Pobble Who Has No Toes"* *"Make ends meet"* *"Through thick and thin"* *"Shipshape"*

Lincoln Academy
5th Grade Year-Long Plan 2014-1015

Science *History* *Geography* *Literature* *Poetry* *Sayings & Phrases*

August	***September***	***October***	***November***	***December***
Geography and Spatial Sense *Daybook Unit 1* *Birthday suit* *Bite the hand that feeds you* *Classification*	*Great Lakes of the World* *Poetry Unit 1* *Sherlock Holmes* *Daybook Unit 2* *Chip on your shoulder* *Count your blessings* *Eat crow*	*Cells: Structures and Processes* *Mayas, Incas, and Aztecs* *Secret Garden* *Eureka!* *Eleventh Hour* *Every cloud has a silver lining* *Few and far between* *Forty winks*	*European Explorers* *Japan* *Shakespeare* *Daybook Unit 3* *Scientific Method* *The grass is always greener…* *Kill two birds with one stone* *Lock, stock and barrel* *Make a mountain out of a molehill*	*Renaissance* *A Midsummer Night's Dream* *Daybook 4* *A miss is as good as a mile* *It's never to late to mend….*
January	***February***	***March***	***April***	***May***
Plant Structures and Processes *Golden Age of England* *Westward Movement* *Out of the frying pan..* *A penny saved…* *Read between the lines* *Sit on the fence*	*Chemistry* *Oregon Trail* *Russia* *Steal his/her thunder* *Take the bull by the horns* *Time heals all wounds* *Tom, Dick and Harry*	*Tom Sawyer* *Ameritowne* *Vice versa* *A watched pot never boils*	*States and Capitals* *Slavery* *Civil War* *Poetry Unit 3* *Fredrick Douglass* *Little Women* *Well begun is half done* *What will be, will be*	*Endocrine System* *Reconstruction* *Native American: Cultures and Conflicts* *Little Women* *Don Quixote*

APPENDIX I

Middle School Year Long Plans

6th grade Writing

Grammar and Mechanics vocabulary

Grammar and conventions

Writing fundamentals

Composition

SEPTEMBER Parts of speech-nouns, pronouns, verbs, adverbs, subject, predicate, paragraph clauses, subject and predicate paragraph basics, paragraph usage Descriptive Essay-**Best Vacation Ever**; using description, essay format **Mt. Rushmore Essay**; basic research, strong paragraphs, proper paragraph usage, essay format, revision	**OCTOBER** POS- adjectives, conjunctions, interjections, phrase, clause phrases and clauses (dep./ind.), sentence fragments, run-ons thorough paragraphs for expository writing Creative Writing-**Odyssey Tabloid Project**; satire, writing for humor, group writing **Explanatory Writing**-Crafting a paper to explain a process, clear transitions, revision	**NOVEMBER** POS-review all, plus complex uses of parts of speech, comma, dependent clause, independent clause comma use-series, with dependent and independent clauses, with appositives writing excellent paragraphs **Persuasive Essay**- thesis sentence, defending a thesis, using paragraph structure to support thesis, using details to back up support
DECEMBER POS-ongoing review, punctuation terms, poetry terms Editing & Revising-spotting errors, basic corrections, punctuation review Continued practice with clauses **Creative Writing**- Poetry, poetry terms, styles; creating poetic pieces	**JANUARY** POS-ongoing review, subject/predicate review Editing & Revising-spotting errors, complex corrections **Outlining**- prewriting strategies, emphasis on detailed outline Research Paper-**Shakespeare Biography**; setting research questions, gathering facts, sorting facts into groups, transferring facts to outline, crafting multi-paragraph research paper	**FEBRUARY** POS-ongoing review Editing & Revising-spotting errors, basic corrections, rewriting incorrect passages **Compare and Contrast**- gathering information, organizing info into groups, paragraph structure
MARCH Full punctuation with commas, semicolons, colons	**APRIL** Dialogue-proper uses, punctuating dialogue properly **Response to literature**- forming an opinion about literature, writing about your opinion, supporting it with the text	**MAY** **Book report**- summarizing, analyzing, synthesizing in a multitask written project

7th grade Writing

Grammar and Mechanics vocabulary

Grammar and conventions

Writing fundamentals

Composition

SEPTEMBER Review-POS and complex uses, subject/predicate, phrases, clauses (dependent and independent) Review- clauses, subject and predicate, phrases and clauses (dep./ind.), sentence fragments, run-ons Review- paragraph basics, paragraph usage, thorough paragraphs for expository writing Narrative Essay-**Personal Memoire** using description, essay format **Expository Essay-** in-class essay assignment, managing time, writing graded essay questions	**OCTOBER** Review-POS and complex uses, subject/predicate, phrases, clauses (dependent and independent) Review- comma use-series, with dependent and independent clauses, with appositives Essay format, essay structure Creative Writing-**Yukon Project**; characterization, writing for audience, group writing **Persuasive Essay**- thesis sentence, defending a thesis, using paragraph structure to support thesis, using details to back up support	**NOVEMBER** Infinitives, verb phrases Sentence structure, subject-verb agreement Creative synonyms, descriptive adjectives, the pacing of Creative Writing: **The Scary Story**- writing for drama, word choice, description, story structure, creating suspense
DECEMBER Prepositional phrase Review-punctuation, prepositional phrases Editing & Revising-spotting errors, basic corrections, punctuation review **Expository Essay: Compare and Contrast**- gathering information, organizing info into groups, paragraph structure	**JANUARY** Adjectival clause, adverbial clause, noun clause Types of dependent clauses Editing & Revising-spotting errors, complex corrections **Poetry**- Poetry techniques, writing structured poetry with rhyme and meter	**FEBRUARY** Direct object, indirect object, Direct/indirect objects, direct address Prewriting strategies; detailed outline **Responding to Literature: Introduction to the Literary Analysis**- Lit Analysis of the poetry of William Blake
MARCH Participles, pronoun/antecedent Sentence variety with prepositional phrases; punctuation review Full punctuation with commas, semicolons, colons **Book report**- summarizing, analyzing, synthesizing in a multitask written project	**APRIL** Gerund, gerund phrase Review- use of participles, modifying antecedent to ensure agreement with pronouns/nouns Dialogue-proper uses, punctuating dialogue properly **Research Paper**- setting up research, using a variety of materials to conduct research, checking sources/facts, organizing prewrite, formulating structure of the paper	**MAY** Word choice and sentence structure to effect mood Presentation skills- voice, pace, modulation, coordinating with technology, speaking for effect Research presentation- oral presentation of Holocaust victim to the class

8th grade Writing

Grammar and Mechanics vocabulary

Grammar and conventions

Writing fundamentals

Composition

SEPTEMBER Review-POS and complex uses, subject/predicate, phrases, clauses (dependent and independent) Review- subject and predicate, phrases and clauses (dep./ind.), sentence fragments, run-ons Review- paragraph basics, paragraph usage, essay format, essay structure, prewriting structure, detailed outline Argumentation structure-Literary analysis format **Personal Narrative-** personal memoire, emphasizing sentiment, passion, description, poignancy	**OCTOBER** Review-infinitives, verb phrases, pronouns/antecedents, italics Review- sentence structure, subject-verb agreement, direct/indirect object In-class essay, time management, handling the essay exam question; story development, characterization **Short Story Focus**- Short, third-person story **Persuasive Essay**- in-class essay, time management, point scoring on the essay question	**NOVEMBER** Review- prepositional phrases, types of clauses, apostrophes Review- comma use: series, with dependent and independent clauses, with appositives, with direct address Essay structure for maximum persuasion **Poetry**-informal techniques, creativity, free verse, blank verse
DECEMBER Review-Direct object, indirect object, dashes, hyphens Review-punctuating dialogue, prepositional phrases, types of dependent clauses Editing & Revising-spotting errors, basic corrections, punctuation review, complex corrections **Persuasion Mini-Pieces**- response to opposition and evaluating evidence	**JANUARY** Participles, gerunds, gerund phrases, parentheses Sentence variety with prepositional phrases; punctuation review; pronoun/antecedent Persuasion- Rhetoric: Aristotle's Three Premises of Persuasion **Oral Persuasion-** oral presentation conventions, using modulation and conversationality to enhance persuasion	**FEBRUARY** Misplaced modifiers Strong verbs Persuasion- effective argumentation, support, facts, opposing alternatives, handling opposition **Mock Trial**- Oral persuasion presentation, Socratic method, response to opposition, rebuilding your thesis, advocacy
MARCH Participles, pronoun/antecedent, misplaced modifiers Character development and description Dialogue-proper uses, punctuating dialogue properly, effective use of tag lines **Book report**- summarizing, analyzing, synthesizing in a multitask written project	**APRIL** Parallelism Setting development and description Plot development **Fiction Writing-**the short story, story structure, characterization, use of setting, dialogue	**MAY** Parallelism, cont. Word choice and sentence structure to effect mood **Fiction Writing**, cont.- surprise ending, complex plot structure, symbolism, metaphor

Lincoln Academy
6th Grade Year-Long Plan 2014 - 2015

August	***September***	***October***	***November***	***December***
Geography (1 week) *Deserts* (1 week)	*Deserts* (1 week) *Middle East* (2 weeks) *Judaism/Christianity* (2 weeks) *Ancient Greece* (2 weeks)	*Ancient Greece* (1 week) *Ancient Rome* (2 weeks) *OUTDOOR LAB*	*Enlightenment* (3 weeks) *French Revolution* (1 week)	*French Revolution* (3 weeks)
January	***February***	***March***	***April***	***May***
Industrialism, Capitalism, and Socialism (3 weeks) *Immigration* (1 week)	*Immigration* (2 weeks) *Urbanization and Industrialization in America* (2 weeks)	*Urbanization and Industrialization in America* (2 weeks and spread out during the weeks of PARCC) *PARCC*	*Reform in Industrial America* (3 weeks) *Latin America* (1 week)	*Latin America* (3 weeks) *PARCC*

Lincoln Academy

7th Grade Year-Long Plan 2014 - 2015

August	***September***	***October***	***November***	***December***
America Becomes a World Power (2 weeks)	*United States Geography* (2 weeks) *World War I* (2 weeks)	*World War I* (2 weeks) *Russian Revolution* (2 weeks)	*Russian Revolution* (4 weeks)	*Russian Revolution* (1 week) *The Roaring Twenties* (2 weeks)
January	***February***	***March***	***April***	***May***
The Roaring Twenties (2 weeks) *The Great Depression* (2 weeks)	*The Great Depression* (3 weeks) *The New Deal* (1 week)	*The New Deal* (2 weeks) *Geography of Europe* (spread out over PARCC weeks) SPRING BREAK	*World War II and the Holocaust* (4 weeks) CMAS	*World War II and the Holocaust* (3 weeks) PARCC

Lincoln Academy

8th Grade Year-Long Plan 2014 - 2015

August	September	October	November	December
Decline of European Colonialism (DEC) – Breakup of the British Empire (2 weeks)	*Decline of European Colonialism (DEC) – Breakup of the British Empire* (1 week) *DEC - People's Republic of China* (3 weeks)	*The Cold War – Origins* (2 weeks) *The Korean War (Cold War)* (3 weeks)	*America in the Cold War* (3 weeks) *Civil Rights Movement* (1 week)	*Civil Rights Movement* (3 weeks)
January	**February**	**March**	**April**	**May**
Vietnam War (4 weeks)	*Rise of Social Activism* (2 weeks) *Geography of Canada and Mexico* (2 weeks)	*Geography of Canada and Mexico* (1 week) *Geography of the Middle East* (spread out during the ME Oil Politics unit) *Middle East and Oil Politics* (3 weeks) PARCC	*Geography of the Middle East* (spread out during the ME Oil Politics unit) *Middle East and Oil Politics* (2 weeks) *End of the Cold War* (2 weeks)	*Civics: The Constitution – Principles and Structure of American Democracy* (3 weeks) PARCC

Lincoln Academy Middle School
2014-15 Year Long Plan
Math

Grade: 6th, 7th & 8th **Textbooks: Saxon 7/6, Algebra 1/2, Algebra 1,**

August	September	October	November	December
Expectations; Lesson 1-8	***Lesson 9-25*** ***Investigation 1 & 2 (Investigations for Saxon 7/6 & 8/7 only)*** ***Test 1 & 3 (Do every other test every 10th lesson)***	***Lesson 26-41*** ***Investigation 3 & 4 (7/6 only)*** Outdoor Lab	***Lesson 42-55*** ***Investigation 5 (7/6 only)*** ***Test 9***	***Lesson 56-68*** ***Investigation 6 (7/6 only)*** ***Test 13***
January	**February**	**March**	**April**	**May**
Lesson 69-79 ***Investigation 7 (7/6 only)*** ***Graph It Up (8th Grade)*** ***Test 15***	***Lesson 80-92*** ***Investigation 8 & 9 (7/6 only)*** ***Graph Attack (7th Grade)*** ***Stock Project (8th Grade)***	***Lesson 93-102*** ***Investigation 10 (7/6 only)*** ***Test 21*** TCAP	***Lesson 103-115*** ***Investigation 11 (7/6 only)*** ***Test 23***	***Lesson 116-end of book (various lesson number by book - up to 129)*** ***Investigation 12 (7/6 only)*** ***Test 25-final tests***

Note: Entire plan subject to change

2014 - 2015 Calendar Middle School Science

Week#	Mon	Fri		6th		7th		8th
1	12-Aug	15-Aug		Intro/Safety		Intro/Safety		Intro/Safety
2	18-Aug	22-Aug		Plate Tectonics		Chemistry		Physics - Motion
3	25-Aug	29-Aug				Intro To Matter		
4	1-Sep	5-Sep						
5	8-Sep	12-Sep						
6	15-Sep	19-Sep				Chemical & Physical Prop		Forces
7	22-Sep	26-Sep		Volcanoes/Earthquakes				
8	29-Sep	3-Oct		Rock Cycle				
9	6-Oct	10-Oct		Oceans Unit				
10	13-Oct	17-Oct				Periodic Table		
11	20-Oct	24-Oct		Outdoor Lab				Forces in Fluids
12	27-Oct	31-Oct		Oceans Unit				
13	3-Nov	7-Nov						
1	10-Nov	14-Nov				Chemical Bonding		
2	17-Nov	21-Nov						
Thanksgiving Break								
3	1-Dec	5-Dec		Astronomy				Weather
4	8-Dec	12-Dec						
5	15-Dec	19-Dec						
Winter Break								
6	5-Jan	9-Jan		Astronomy		Cell Structure & Function		Weather
7	12-Jan	16-Jan						
8	19-Jan	23-Jan						
9	26-Jan	30-Jan				Genetics		Waves - Sound & Light
10	5-Feb	6-Feb						
11	9-Feb	13-Feb						
12	16-Feb	20-Feb		Human Body Circulation & Immune System				
1	23-Feb	27-Feb						
2	2-Mar	6-Mar						
3	9-Mar	13-Mar						Nature of Science
4	16-Mar	20-Mar						
Spring Break								
5	30-Mar	3-Apr		Energy				
6	6-Apr	10-Apr				Adaptations Evolution		
7	13-Apr	17-Apr						
8	20-Apr	24-Apr						
9	27-Apr	1-May						Electricity & Magnatism
10	4-May	8-May				History of Earth		
11	11-May	15-May						Energy Transfer in Cells

Unit 1: The Appeal of Heroism

Instruction Dates **August to October 2014**

Grade - 6th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - The Appeal of Heroism

Concept: Myth/Warrior Hero

Curriculum: Introduction to Myth

Instruction ideas-

Classical Mythology Texts
Apollo and Daphne
Orpheus and Eurydice
Narcissus and Echol
Pygmalion and Galatea

PreAssessment - Informal
Post Assessment - Formal

Teacher Resources

United Streaming - Greece
Brain Pop - Homer
Trojan War information
Homers Greece

Concept: Myth/Warrior Hero

Curriculum: The Odyssey ***20 days***

Instruction ideas-

Tabloid
Timeline
Map of Odysseus Travel
Bowl Activity - Tracing Odysseus steps

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Concept: What Makes a Hero

Curriculum: The Illiad ***20 days***

Instruction ideas-

Map of Ancient Greece
Examining a Myth worksheet
Greek Mythology Review
Webquest
Types of Heros
Comic Book Heros
Draw a Mythical Character
Sequencing Timeline

PreAssessment - Informal
Post Assessment - Formal on Illiad only

Teacher Resources

Song By Bonnie Tyler

Unit 1: The Appeal of Heroism

Instruction Dates **August to October 2014**

Grade - 6th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - The Appeal of Heroism

Concept: Different Aspects of Heroism

Curriculum: A Song Of Greatness ***1day***

Instruction ideas-

Compare and Contrast with other listed works

Coordinate with Writing Unit

PreAssessment - Informal

Post Assessment - Unit Essay

Teacher Resources

Background on authors

Realms of Gold

Concept: Different Aspects of Heroism

Curriculum: If ***1 day***

Instruction ideas-

Compare and Contrast with other listed works

Coordinate with Writing Unit

PreAssessment - Informal

Post Assessment - Unit Essay

Teacher Resources

Background on authors

Realms of Gold

Concept: Different Aspects of Heroism

Curriculum: A Psalm of Life ***1 day***

Instruction ideas-

Compare and Contrast with other listed works

Coordinate with Writing Unit

PreAssessment - Informal

Post Assessment - Unit Essay

Teacher Resources

Background on authors

Realms of Gold

Unit 2: The Cost of Heroism

Instruction Dates October to December 2014

Grade - 6th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - The Cost of Heroism

Concept: Tragic Consequences of being a Hero

Curriculum: Julius Caesar **20 days**

Instruction ideas-

Word Search
Background on author/Julius Caesar
United Streaming - Shakespeare
United Streaming - Julius ceasar
*Team with History
PowerPoint on J. Caesar
Brutus and Antony campaign
Action Figures
Quizzes

PreAssessment - Informal
Post Assessment - Formal on Caesar

Teacher Resources

United Streaming (2)
PowerPoint
Brainpop
Campaign Website

Concept: Responsibilities of being a Hero

Curriculum: After 20 Years **1 day**

Instruction ideas-

Specifics and Inductions
Boardwork
Discussion
T Chart of 3 characters (Pi)

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Copies for students

Concept: Review

Curriculum: If and A Psalm of Life ***1 day***

Instruction ideas-

Review and discuss

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Unit 2: The Cost of Heroism

Instruction Dates October to December 2014

Grade - 6th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - The Cost of Heroism

Concept: The Limits of a Hero

Curriculum: An Athlete Dying Young *1day*

Instruction ideas-

Read and Discuss

PreAssessment - Informal

Post Assessment - Formal Unit

Teacher Resources

Background on author

Realms of Gold

Concept: Reluctant hero

Curriculum: Superman *1 day*

Instruction ideas-

Specifics and Induction

Boardwork

Compare to Holding out for a Hero

Written response

PreAssessment - Informal

Post Assessment - Formal Unit

Teacher Resources

Copies of lyrics

mp3 of song

Concept:

Curriculum: Poetry Unit 10 days

Instruction ideas-

Poetry Unit

Apostrophe to the Ocean

I Wandered Lonely as a Cloud

Mother to Son

Lift Ev'ry Voice and Sing

A Narrow Fellow in the Grass

PreAssessment - Informal

Post Assessment - Formal Unit

Teacher Resources

Realms of Gold

Unit 3: We Can't All Be Heroes

Instruction Dates **January 2015 to May 2015**

Grade - 6th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - We Can't All Be Heroes

Concept: Trading Places/Station in Life/Class

Curriculum:The Prince and the Pauper **25 days**

Instruction ideas-

Background of Author
Vocabulary on Dialect
King James Vocab
PowerPoint on the Tudors
Henry the 8th - song
Henry the 8th - background
Trading Places writing
Compare and Contrast Tom and Edward

PreAssessment - Informal
Post Assessment - Formal

Teacher Resources

Pictures of old and new London Bridge
London Bridge song
Wanted Poster of John Canty
Audio book

Concept: Different Roles in Life/Metaphor

Curriculum: All the World's A Stage **1 day**

Instruction ideas-

Stage activity
Read and Discuss
Metaphor

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Concept: Different Types of Heros

Curriculum: Hero ***1 day***

Instruction ideas-

Listen to song
Read Lyrics
Discussion
Compare and contrast with
Holding out for a Hero and Superman

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Copy of Lyrics

Year Long Exam

Unit 3: We Can't All Be Heroes

Instruction Dates **January 2015 to May 2015**

Grade - 6th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - We Can't All Be Heroes

Concept:	**Concept:**	**Concept:**
Curriculum: Poetry Unit	Curriculum: City of Ember 25 days	
Instruction ideas-	*Instruction ideas-*	*Instruction ideas-*
Poetry Unit 2 The Raven Stopping by the Woods on a Snowing Evening Sympathy There is no Frigate Like a Book Walloping Window-blind Woman Work	City of Ember Maps Character Lists Narration Point of View City Structures	
PreAssessment - Informal Post Assessment - Formal Unit	PreAssessment - Informal Post Assessment - Formal Unit	PreAssessment - Informal Post Assessment - Formal Unit
Teacher Resources	***Teacher Resources***	***Teacher Resources***

Unit 1: Wilderness vs Civilization

Instruction Dates August to October 2014

Grade - 7th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - Wilderness vs Civilization

Concept: Intro to Unit

Curriculum: Into the Woods/Little Red Riding Hood/ Lord of the Rings ***1day***

Instruction ideas-

Introductory teaching and discussion
View select clips from Lord of the Rings
Read Little Red Riding Hood
Listen to Into the Woods

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Lord of Rings video
Copies of lyrics
Copies of Little Red Riding Hood

Concept: Anthropormorphism/ The Beast Within

Curriculum: The Call of the Wild ***15 days***

Instruction ideas-

Intro Jack London
Man vs Wild Video clips
Survival Group Activity
Character Review People/Dogs
Signet Review (1-3)
Signet Review (4-5)
Signet Review (6-7)
Elements of a Novel
Guest Speaker(s) - Dogs

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Signet Review copies

Concept: Desire for the Wild

Curriculum: Huck Finn ***10 days***

Instruction ideas-

Discussion

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Unit 1: Wilderness vs Civilization

Instruction Dates	**August to October 2014**
Grade - 7th Grade	**Teachers - Spahn and Veatch**

Key Learning Outcome - The Appeal of Heroism

Concept: Differing Views of Wilderness vs Civilization	**Concept: Differing Views of Wilderness vs Civilization**	
Curriculum: Heritage ***1day for both***	Curriculum:A Negro Speaks of Rivers	
Instruction ideas-	*Instruction ideas-*	
Read and Discuss	Read and Discuss	
PreAssessment - Informal	PreAssessment - Informal	
Post Assessment - Unit Essay	Post Assessment - Unit Essay	
Teacher Resources	***Teacher Resources***	***Teacher Resources***
Background on authors	Background on authors	
Realms of Gold	Realms of Gold	

Unit 2: Honor vs Self-Interest

Instruction Dates October to December 2014

Grade - 7th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - Honor vs Self-Interest

Concepts: Honor, Romanticism, Beauty vs Brains

Curriculum: Cyrano de Bergerac ***20 days***

Instruction ideas-

Acting out the scenes
Brainstorm Brains vs Beauty
Background on author
Intro on romanticism
PowerPoint
Intro on Stage (Directions)
Dear Abby letter
Stick figure You Tube
Signet/Glencoe information
Written response

PreAssessment - Informal
Post Assessment - Formal on Illiad only

Teacher Resources

Concept: Duty

Curriculum: The Cremation of Sam McGee 1 day

Instruction ideas-

Compare and Contrast
Boardwork
Discussion
Meter
Limerick

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Realms of Gold

Concept: Duty

Curriculum: The Charge of the Light Brigade***1 day***

Instruction ideas-

Compare and Contrast
Boardwork
Discussion
Meter
Limerick

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Realms of Gold

Unit 2: Honor vs Self-Interest

Instruction Dates October to December 2014

Grade - 7th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - Honor vs Self-Interest

Concept: Obligation		
Curriculum: The Necklace *1day*		
Instruction ideas-	*Instruction ideas-*	*Instruction ideas-*
Compare and Contrast Boardwork Discussion Item demonstration- destroy something of value		
PreAssessment - Informal	PreAssessment - Informal	PreAssessment - Informal
Post Assessment - Unit Essay	Post Assessment - Unit Essay	Post Assessment - Unit Essay
Teacher Resources	***Teacher Resources***	***Teacher Resources***
Background on authors Realms of Gold		

Unit 3: The Necessity of Death vs The Value of Life

Instruction Dates January to March 2015

Grade - 7th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - The Necessity of Death vs The Value of Life

Concept: The Need to Kill/Social Pressure

Curriculum:Shooting an Elephant ***1day***

Instruction ideas-

Read and Discuss
Compare and Contrast
Boardwork
Discussion
Background on British Imperialism
Background on Berma

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Realms of Gold

Concept: Cycle of Life and Death

Curriculum: Because I Could Not Stop For Death ***1day***

Instruction ideas-

Read and Discuss
Compare and Contrast
Boardwork
Discussion
Specifics and Induction
PowerPoint of Death Images
Monty Python video on death

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Realms of Gold

Concept: Cycle of Life and Death

Curriculum: Nothing Gold Can Stay ***1 day***

Instruction ideas-

Read and Discuss
Compare and Contrast
Boardwork
Discussion
Specifics and Induction
PowerPoint of Death Images
Monty Python video on death

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Realms of Gold

Unit 3: The Necessity of Death vs The Value of Life

Instruction Dates January to March 2015

Grade - 7th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - The Necessity of Death vs The Value of Life

Concept: Death Touches All

Curriculum:Annabel Lee ***1day***

Instruction ideas-

Read and Discuss
Compare and Contrast
Boardwork
Discussion
Specifics and Induction

PreAssessment - Informal

Post Assessment - Unit Final

Teacher Resources

Realms of Gold

Concept: The Morality of Killing

Curriculum:Declaration of war on Japan 1day

Instruction ideas-

Morality of dropping the bomb
Audio clip - FDR speech
Discussion

PreAssessment - Informal

Post Assessment - Unit Final - Oral Exam

Teacher Resources

Realms of Gold

Concept: Literary Analysis

Curriculum: William Blake Poems Unit

Instruction ideas-

Theological Background
Students select a poem and due
literary analysis
Blake PowerPoint

PreAssessment - Informal

Post Assessment - Unit Essay

Teacher Resources

Realms of Gold
Handout

Unit 4: Morality vs The Perverse Nature of the Soul

Instruction Dates March to May 2015

Grade - 7th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - Morality vs The perverse Nature of the Soul

Concept: Revenge/Insanity

Curriculum:The Cask of Amontillado and Tell-Tale heart ***2 day***

Instruction ideas-

Read and Discuss
Compare and Contrast
Boardwork
Reasons for killing
Specifics and Induction

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Concept:The Inherent Evil in Each of Us /Mystery Novel

Curriculum: Jekyll & Hyde 15 ***day***

Instruction ideas-

Introduce Freud's Theories & handout
Cat in the Hat lesson & worksheet
Dreams websites
United Streaming Freud dreams
Hypnotist
background on author and Victorian England
Google Earth Victorian England
Discussion
is there a Mr. Hyde in all of us?

PreAssessment - Informal
Post Assessment - Unit Final

Teacher Resources

Cat in the Hat Book and Hat
Find Hypnotist

Concept: Holocaust / Evil / WWII

Curriculum: Anne Frank ***25 days***

Instruction ideas-

Holocaust Project
Guest Speakers
Anne Frank Movie
Presentations:
Maps (several)
D Day presentation
Progression/Expansion Nazi front
Photos
Website - The Holocaust Museum
Post War Justice
Heroes and Martyrs
Who betrayed Anne Frank

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

ushmm.org
United Streaming/PP Post War justice
PP Heroes and Martyrs
United Streaming/Who betrayed Anne Frank

Unit 4: Morality vs The Perverse Nature of the Soul

Instruction Dates March to May 2015

Grade - 7th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - Morality vs The perverse Nature of the Soul

Concept: Social Pressure/Tradition /Absolute Morality		
Curriculum: The Lottery ***1 day***	Curriculum: Poetry Unit	
Instruction ideas- Black Box activity Read and discuss Background on author Compare to Nazi's Writing prompt - How can a good man do bad things?	*Instruction ideas-* Dulce et Decorum Est Macavity: The Mystery Cat This is Just to Say	
PreAssessment - Informal Post Assessment - Formal Unit	PreAssessment - Informal	
Teacher Resources Black Box	***Teacher Resources***	***Teacher Resources***

Unit 1: Lust Desire and Appetite

Instruction Dates **August to October 2014**

Grade - 8th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - Lust Desire and Appetite

Concept: Intro to Unit

Curriculum: The Open Boat ***1day***

Instruction ideas-

The Open Boat
Discussion
Responsibility

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

PowerPoint
Realms of Gold

Concept: Desire Over Logic

Curriculum: Twelfth Night 20 ***days***

Instruction ideas-

Background on Author
Standard Deviant - United Streaming
Handouts
Shes the Man trailor
Globe Theatre
Words with Double meaning
Historical context of play
Scene Rewrite
Acting scenes out
Video

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Standard deviant video
Twelfth Night video

Concept: Glutony

Curriculum: Dr. Heideggers Experiment ***2 days***

Instruction ideas-

Discussion
Dr. Heideggers Experiment

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Unit 1: Lust Desire and Appetite

Instruction Dates	**August to October 2014**
Grade - 8th Grade	**Teachers - Spahn and Veatch**

Key Learning Outcome - Lust Desire and Appetite

Concept: Glutony	**Concept: Be Careful What You Wish For**	**Concept: The Good Side of Desire**
Curriculum: How Much does a Man Need	Curriculum: The Chaser / The Bet	Curriculum: Sonnet 18 and Sonnet 43
Instruction ideas- Discussion	*Instruction ideas-* Discussion Predict the ending	*Instruction ideas-* Background on author Discussion
PreAssessment - Informal Post Assessment - Unit Essay	PreAssessment - Informal Post Assessment - Unit Essay	Post Assessment - Unit Exam
Teacher Resources copy of story	***Teacher Resources*** cc of The Chaser	***Teacher Resources***

Unit 2: Freedom Through Sacrifice

Instruction Dates October to November 2014

Grade - 8th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - Freedom Through Sacrifice

Concept: Forgiveness

Curriculum:God See's The Truth ***2 days***

Instruction ideas-

Intro to Tolstoy - Summary

PreAssessment - Informal

Post Assessment - Formal on Illiad only

Teacher Resources

Concept: Unconditional Giving

Curriculum: Neither a Borrower or... ***1 days***

Instruction ideas-

Read and Discuss
Compare and Contrast
Boardwork
Discussion

PreAssessment - Informal

Post Assessment - Formal Unit

Teacher Resources

Concept: Unconditional Giving

Curriculum: Ask not... ***1 day***

Instruction ideas-

Watch and Discuss
Compare and Contrast
Boardwork
Discussion

PreAssessment - Informal

Post Assessment - Formal Unit

Teacher Resources

Text of speech
You Tube video of speech

Unit 2: Freedom Through Sacrifice

Instruction Dates October to November 2014

Grade - 8th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - Freedom Through Sacrifice

Concept: The Gift of Giving		
Curriculum: The Gift of the Magi ***1day***	Curriculum: Gift Outright and Mending Wal	
Instruction ideas- Compare and Contrast Boardwork Discussion	*Instruction ideas-* Read and Discuss Compare and Contrast Boardwork Discussion	
PreAssessment - Informal Post Assessment - Unit Essay	PreAssessment - Informal Post Assessment - Unit Essay	PreAssessment - Informal Post Assessment - Unit Essay
Teacher Resources Copy of story	***Teacher Resources***	***Teacher Resources***

Unit 3: Justice and Equality

Instruction Dates December 2014 to January 2015

Grade - 8th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - Justice and Equality

Concept: Slavery and The Nature of Freedom

Curriculum: Sympathy ***1 day***

Instruction ideas-

Author background
Connection to Caged Bird

Discussion

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Copies of Sympathy

Concept: Oppression/Subversive Justice/Racism/Coming of Age

Curriculum:I Know Why the Caged Bird Sings ***20 days***

Instruction ideas-

Background on author
Background on segregated South
Personal Memoir
Metaphorical writing
Segregation Day

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Concept: Race/ Equality/ Education

Curriculum: Theme for English B ***1 day***

Instruction ideas-

Discussion
Compare and Contrast
Boardwork

PreAssessment - Informal
Post Assessment - Formal Unit

Teacher Resources

Realms of Gold

Unit 3: Justice and Equality

Instruction Dates December 2014 to January 2015

Grade - 8th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - Justice and Equality

Concept: Socialism /Communism/ Facsism / Propoganda	Concept: Civil Rights	
Curriculum: Animal Farm 20 ***days***	Curriculum: I Have a Dream..... ***1day***	
Instruction ideas- Intro Russion Revolution Intro Vocab Stalin DVD PowerPoint Propoganda project World game	*Instruction ideas-* You Tube of speech Read from Realms Discussion Malcom X speech on African self hatred	
PreAssessment - Informal Post Assessment - Unit Exam	PreAssessment - Informal Post Assessment - Unit Exam	PreAssessment - Informal Post Assessment - Unit Exam
Teacher Resources	***Teacher Resources*** You Tube video	***Teacher Resources***

Unit 4: Utopias

Instruction Dates February to April 2015

Grade - 8th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - Utopias

Concept: Totalitarian Society / The Value of Knowledge	**Concept: Utopian Community/ Protection from Evil**	**Concept:Poetry Unit**
Curriculum: The Giver ***15 days***	Curriculum: The Village ***3 days***	Curriculum: Poetry
Instruction ideas- Creating Utopia game Webquest on Utopias Rewrite the ending	*Instruction ideas-* Watch and discuss Video Play the Utopian game	*Instruction ideas-* I dwell in Possibility The Lake Isle of Innsifree Mr. Flood's Party My Heart Leaps Up Supermarket in California
PreAssessment - Informal Post Assessment - Formal Unit	PreAssessment - Informal Post Assessment - Formal Unit	PreAssessment - Informal Post Assessment - Formal Unit
Teacher Resources	***Teacher Resources*** The Village DVD	***Teacher Resources***

Unit 4: Utopias

Instruction Dates February to April 2015

Grade - 8th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - Utopias	

Concept: Socialism /Communism/ Facsism / Propoganda	**Concept: Civil Rights**	
Curriculum: Animal Farm 20 ***days***	Curriculum: I Have a Dream..... ***1day***	
Instruction ideas-	*Instruction ideas-*	
Intro Russion Revolution Intro Vocab Stalin DVD PowerPoint Propoganda project World game	You Tube of speech Read from Realms Discussion Malcom X speech on African self hatred	
PreAssessment - Informal Post Assessment - Unit Exam	PreAssessment - Informal Post Assessment - Unit Exam	PreAssessment - Informal Post Assessment - Unit Exam
Teacher Resources	***Teacher Resources*** You Tube video	***Teacher Resources***

Unit 5: The Fruitlessnes of Material Things

Instruction Dates April to May 2015

Grade - 8th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - The Fruitlessness of Material Things

Concept: Money Isn't Everything

Curriculum: It's a Wonderful Life ***3 days***

Instruction ideas-

Watch video and discuss
Background on Movie and Time Period
Jimmy Stewart Tonight Show

PreAssessment - Informal

Post Assessment - Formal Unit

Teacher Resources

Video

Concept: Guilt

Curriculum: Honest Thief ***2 days***

Instruction ideas-

Discussion
Compare and Contrast
Background on author

PreAssessment - Informal

Post Assessment - Formal Unit

Teacher Resources

Concept: Money Isn't Everything

Curriculum: You Can't It With You

Instruction ideas-

Watch video and discuss
Study Guide
Background on Movie and time period
Jimmy Stewart Tonight Show

PreAssessment - Informal

Post Assessment - Formal Unit

Teacher Resources

Video

Unit 5: The Fruitlessnes of Material Things

Instruction Dates April to May 2015

Grade - 8th Grade

Teachers - Spahn and Veatch

Key Learning Outcome - The Fruitlessness of Material Things

Concept: Survival / Civilization vs Savagery / How Societies Organize

Curriculum: Lord of the Flies *15 days*

Instruction ideas-

Online Survival Game
I Shot an Arrow into -video Twilight Zone
Intro worksheets
Lord of the Flies game
Symbolism clarification

PreAssessment - Informal
Post Assessment - Unit Exam

Teacher Resources

Create Notebooks for Game
Pictures for Outside Game
Cones

Concept: Instability

Curriculum: Poetry

Instruction ideas-

Spring and Fall
Do Not Go Gentle
Chicago
Ozymandias

PreAssessment - Informal
Post Assessment - Unit Exam

Teacher Resources

Concept:the Wild Nature of Man

Curriculum: Buffalo Bill's 1 day

Instruction ideas-

Discussion
Compare and Contrast
Background on author

PreAssessment - Informal
Post Assessment - Unit Exam

Teacher Resources

Realms of Gold

APPENDIX J

Specials Year Long Plans

Kindergarten –2014 - 2015 Year Long Plan – Art

August Color Warm & Cool Colors Pieter Bruegel-The Hunters in the Snow Helen Frankenthaler-Blue Atmosphere Pablo Picasso-Le Gourmet Painting	***September*** Color –cont. Primary, Secondary Warm & Cool Basic Painting Techniques Painting	***October*** Line Straight, Zigzag, Curve, Wavy, Thick, Thin Hokusai-Tuning the Samisen Henri Matisse-The Purple Robe Joan Miro-People and Dog in the sun Basic Drawing Techniques Europe Drawing	***November*** Native America Totem Poles Cutting & Gluing Mixed Media King Midas Sculpture	***December*** Parent Christmas Gift Antarctica Clay
January Asia Talking About Art Bruegel-Children's Games Cassatt – The Bath Winslow Homer-Snap the Whip Diego Rivera-Mother's Helper Tanner-The Banjo Lesson Design	***February*** Africa Sculpture Statue of Liberty Calder-Lobster Trap and Fish Tail Dr. Seuss Sculpture	***March*** Bremen Town Musicians Animals & Their Needs The Three Billy Goats Gruff Art Show Prep	***April*** South America Australia Textiles	***May*** Plants & Conservation Recycled materials Printmaking

1st –2014 - 2015 Year Long Plan – Art

August Color- Primary & Secondary Monet – Tulips in Holland Whistler – Arrangement in Black & Grey (Whistler's Mother) Painting	***September*** Color (continued) Ice Age/Cave Art Cave Paintings-Lascaux Drawing Maya, Inca, Aztec Printmaking	***October*** Human Body DaVinci – Mona Lisa VanGogh – Self Portrait Goya – Don Manuel Osorio Manrique de Zuniga Drawing	***November*** Line Jacob Lawrence – Parade Henri Matisse – The Swan Georgia O'Keeffe - Shell Design Still Life Cezanne – Apples & Oranges Van Gogh – Irises	***December*** World Religions Christianity Judaism Muslim Kwanza Textiles
January Shape- Geometric Jacob Lawrence – Parade Wood – Stone City Iowa Design Texture American Indian Masks Degas – Dancer Durer – Young Hare	***February*** Solar System Measurement	***March*** Animal Habitats Sculpture Art Show Prep.	***April*** Ancient Egypt Great Sphinx Mummy Cases- Tutankhamen's Coffin Painting	***May*** Mexico Murals Diego Rivera – The History of Medicine in Mexico Frieda Kahlo Drawing Oceans Clay

2nd –2014 - 2015 Year Long Plan – Art

August Elements of Art Summer	***September*** Use of Line Horizontal, Vertical, Diagonal Picasso –Mother and Child Hokusai-The Great Wave Drawing	***October*** Fall Painting Japan Painting	***November*** India Drawing Textiles	***December*** Sculpture The Discus Thrower Flying Horse (from Wu-Wei, China) Rodin - The Thinker Sculpture
January Painting & Sculpture Chagall – I and the Village Brancusi – Bird in Space Painting Ancient Greece Clay	***February*** Winter Printmaking China Clay	***March*** Westward Expansion Landscapes Thomas Cole –The Oxbow El Greco – View of Toledo Henri Rousseau-Virgin Forest Van Gogh – Starry Night Drawing Insects Art Show Prep.	***April*** Architecture Symmetry The Parthenon Great Stupa Himeji Castle The Guggenheim Museum NYC Design	***May*** Abstract Art Animals Audubon – Birds Durer – Young Hare Klee – Cat and Bird Picasso – Bull's Head Matisse – The Snail Painting

3rd –2014 - 2015 Year Long Plan – Art

August Elements of Art Figure & Ground Pattern Balance & Symmetry Painting	***September*** Ecology Painting Canada Printmaking	***October*** Animal Classification Drawing Native America Kachina Dolls (Hopi,Zuni) Navajo – blankets, rugs, sand paintings & masks Textiles	***November*** Native America (continued) Sculpture	***December*** Vikings Design Rosa Bonheur-The Horse Fair Cassatt – The Bath Edward Hicks – The Peaceable Kingdom Matisse – Icarus Munch – The Scream Horace Pippin-Victorian Interior Design
January Ancient Rome Le Pont du Gard The Pantheon Byzantine Mosaics Hagia Sophia Clay	***February*** Space in Artwork 2-D – 3-D relationship Cube, Pyramid, Sphere, Cylinder Jean Millet-The Gleaners Bruegel-Peasant Wedding Drawing	***March*** Colonial Art Early American Quilts Faith Ringgold-Tar Beach Printmaking Art Show Prep.	***April*** Use of Light & Shadow James Chapin-Ruby Green Singing Vermeer – The Milkmaid Drawing	***May*** Astronomy

4th –2014 - 2015 Year Long Plan – Art

August Painting	***September*** Sculpture	***October*** Printmaking Geometry	***November*** Textiles	***December*** Art of a New Nation Copley – Paul Revere Gilbert Stuart-George Washington Washington Crossing the Delaware Thomas Jefferson's Monticello Drawing
January Middle Ages Madonna and Child on a Curved Throne The Book of Kells Unicorn Tapestries Notre Dame Sculpture	***February*** Islamic Art Qur'an (Koran) Dome of the Rock Alhambra Palace – Spain Taj Mahal - India Design	***March*** Africa Masks Antelope Headdresses of Mali Sculptures by Yoruba Artists in the city of Ife Ivory & Bronze of Benin Clay	***April*** China Silk Scrolls Calligraphy Porcelain Printmaking	***May*** Measurement & Geometry

5th –2014 - 2015 Year Long Plan – Art

August Mayas, Incas & Aztecs Textiles	***September*** Mayas, Incas & Aztecs Clay	***October*** Contemporary Art Sculpture Painting	***November*** Japan Clay	***December*** Renaissance Perspective Portraits & Frescos Botticelli-The Birth of Venus Da Vinci-Proportions of Man Mona Lisa The Last Supper Michelangelo-Sistine Chapel The Creation of Adam Raphael-The Marriage of the Virgin Various Madonnas Drawing
January Renaissance (continued) Donatello- St. George Michelangelo-David Brunelleschi-Florence Cathedral St. Peter's-Rome Northern Renaissance Bruegel-Peasant Wedding Durer - Self-Portrait Jan van Eyck-Arnolfini Wedding Drawing	***February*** Russia Painting Westward Expansion 19th Century American Art Thomas Cole-The Oxbow Albert Bierstadt-Rocky Mts., Lander's Peak Genre Painting Bingham-Fur Traders Descending the Missouri Mount-Eel Spearing at Setauket	***March*** Westward Expansion 19th Century American Art Art Show Prep.	***April*** Civil War Brady-Photography The Shaw Memorial Currier & Ives Printmaking	***May*** Op Art Design Artists Trading Cards

MS Electives 2012-2013 Year Long Plan – Art

Art 1, 2 & 3 – Each trimester, students will complete projects in a combination of: painting, drawing, sculpture, ceramics, printmaking, graphic design and textiles.

Art 2 – 2nd Trimester

November 11/12

Class Introduction

November 13 - December 5

- Neoclassical

Reaction against Baroque & Rococo; High moral purpose in art; balanced-clearly articulated forms
Jacques Louis David – oath of the Horatii

December 9- January 9

- Romantic

Reaction against Neoclassicism; bold, expressive, emotional style; interest in exotic & powerful forces of nature
Francisco Goya – The Bullfight
Eugene Delacroix – Liberty Leading the People
Caspar David Friedrich – The Chalk Cliffs of Rugen

January 13-30

- Expressionism & Abstraction

Henri Matisse – Madame Matisse; The Red Room; Beasts of the Sea
Edvard Munch – The Scream
Marc Chagall – I and the Village
Pablo Picasso (early works) – Family of Saltimbanques
CUBISM
Pablo Picasso – Les Demoiselles d'Avignon
Marcel Duchamp – Nude Descending a Staircase
Pablo Picasso (after cubism) – Girl Before a Mirror; Guernica
OTHER DEVELOPERS OF ABSTRACTION
Vassily Kandinsky – Improvisation 31 (Sea Battle)
Paul Klee – Senecio (Head of a Man)
Piet Mondrian – Broadway Boogie Woogie
SURREALISM
Salvador Dali – The Persistence of Memory

February 3-11

Review & Final Project

February 17-20

Art Show Prep

Printmaking

November 11/12

Class Introduction

- Photography

Edward Steichen – Rodin with His Sculptures "Victor Hugo" and "The Thinker"
Alfred Steiglitz – The Steerage
Dorothea Lange – Migrant Mother, California
Margaret Bourke-White – Fort Peck Dam
Ansel Adams – Moonrise, Hernandez, New Mexico
Henri Cartier-Bresson – The Berlin Wall

November 13 – December 12

Foam & Linoleum Printing

December 16 - January 16

Found Object & Collograph Printing

January 20 - 30

Gyotaku Fish Prints & Mono Printing

February 3-11

Review & Final Project

February 17-20

Art Show Prep

Art 3 – 3rd Trimester

February 24 & 25

Class Introduction

February 26 - March 13

- The Renaissance
  - David – Michelangelo
  - Sistine Chapel – Michelangelo
  - Pieta – Michelangelo
  - School of Athens – Raphael
  - Last Supper – Leonardo Da Vinci
  - Mona Lisa – Leonardo Da Vinci
  - Penitent Magdalene - Donatelo

March 17 – April 10

- Realism
  - The Gleaners – Jean Millet
  - The Stone Breakers – Gustave Courbet
  - AMERICAN REALISM
  - Noreaster – Winslow Homer
  - The Gross Clinic – Thomas Eakins
  - The Banjo Lesson – Henry O. Tanner

April 14 - May 7

- Architecture Since the Industrial Revolution
  - METAL STRUCTURE
  - Crystal Palace
  - Eiffel Tower
  - FIRST SKYSCRAPER
  - Wainwright Building – Louis Sullivan
  - FAMOUS SKYSCRAPERS
  - Chrysler Building
  - Empire State Building
  - Fallingwater – Frank Lloyd Wright
  - Guggenheim Museum – Frank Lloyd Wright
  - THE INTERNATIONAL STYLE
  - Bauhaus Shop Block – Walter Gropius
  - Villa Savoye – Le Corbusier
  - Unite d'Habitation – Le Corbusier
  - Notre Dame du Haut – Le Corbusier
  - Seagram Building – Ludwig Mies van der Rohe & Philip Johnson

May 12 - 20

Review & Final Project

Ceramics/Sculpture

February 24 & 25

Class Introduction

February 26 - March 13

- Classical Art: The Art of Ancient Greece & Rome
  - EMPHASIS ON BALANCE & PROPORTION; IDEALIZATION OF THE HUMAN FORM
  - The Parthenon
  - The Pantheon
  - The Discus Thrower
  - Apollo Belvedere

March 17 – April 10

- Gothic Art
  - REVIEW RELIGIOUS CHARACTERISTICS Cathedrals

April 14 - May 7

- 20th Century Sculpture
  - August Rodin – The Thinker; Monument to Balzac
  - Constantin Brancusi – Bird in Space
  - Pablo Picasso – Bull's Head
  - Henry Moore – Two Forms
  - Alexander Calder – Lobster Trap and Fish Tail
  - Louise Nevelson – Black Wall
  - Claes Oldenberg – Clothespin
  - Maya Lin – Vietnam Veterans Memorial

May 12 - 20

Review & Final Project

Lincoln Academy
Library Year Long Plan 2013 -2014

* Core

5th grade 4th grade 3rd grade 2nd grade 1st grade Kindergarten

August	September	October	November	December
Introduction to the Library	CCBA & Book Fair	Choosing a Book & Book Care	Authors	Illustrators
Review Library Rules	CCBA & Book Fair	Library Citizenship & Plagiarism	Authors	Illustrators
Review Library Rules	CCBA & Book Fair	Book Care & Plagiarism	Title & Copyright Pages	Parts of a Book
Review Library Rules	CCBA & Book Fair	Author & Illustrators, Plagiarism	Fiction & Nonfiction	Illustrate Your Own Book
Review Library Rules	CCBA & Book Fair	Author Names Plagiarism	Fiction & Nonfiction	Arranging Fiction Books
Review Library Rules	CCBA & Book Fair	Title & Author Cards, Plagiarism	Dewey Decimals	Dewey Call #'s
January	**February**	**March**	**April**	**May**
Alphabetizing	Vote CCBA & Dr. Seuss' B-day	I Took My Frog to the Library	Comprehension Skills	Book Buddy Game
Alphabetizing	Vote CCBA & Dr. Seuss' B-day	Fairy Tales * & Cover of a Book	Title Page	Step Up Readers!
Alphabetizing	Vote CCBA & Dr. Seuss' B-day	Bibliographies & Bugs, Bugs, Bugs *	Biographies/ Autobiographies	Step Up Readers!
Fiction or Nonfiction	Vote CCBA & Dr. Seuss' B-day	Bibliographies & Fiction Call #'s	MSB Gets Lost in Space *& Guide Words	Library Centers
Arranging Nonfiction Books	Vote CCBA & Dr. Seuss' B-day	Bibliographies	Nonfiction Books & Nonfiction Scavenger Hunt	Library Centers
Using a Book Index	Vote CCBA & Dr. Seuss' B-day	Bibliographies	States Unit * & Nonfiction Scavenger Hunt	Library Centers

Lincoln Academy
Music Year Long Plan 2013-2014

August	September	October	November	December
5th: God Bless America. Sakura. intro to keyboards *4th: Songs of the Armed Forces. I Love the Mountains, Surprise Symphony (Haydn) Virginia Reel* *3rd: My Country 'Tis of Thee, You're a Grand Ol' Flag* *2nd: Star Spangled Banner, Eight Legs, Do Re Mi, I've Been Working on the Railroad, Summer (Vivaldi) xylophones* *1st: Intro to steady beat and rhythms, Back to School on xylophones, Make New Friends, Skip to My Lou, Frere Jacques, Winnie the Pooh, For He's a Jolly Good Fellow, Eine Kleine Nachtmusik (Mozart) read bio.* K: Elements of music – steady beat, rhythm, high and low pitch, fast and slow, loud and soft. Bingo, Jack and Jill, Nursery rhyme songs, If You're Happy and You Know It, Head, Shoulders, The Farmer in the Dell	*5th: Dona Nobis, Havah Nagilah (song and dance)* *4th: Achey Breaky, O Johnny, Lavender's Blue, Young Person's Guide to the Orchestra (Britten)* *3rd: In the Good Ol' Summertime, This Little Light of Mine, Stars and Stripes Forever (Sousa) read bio.* *2nd: Follow the Drinking Gourd, Swing Low, Bach,, Baroque music,, Minuet in G major, Jesu, Joy of Man's Desiring, Autumn by Vivaldi,, xylophones* *1st: America the Beautiful, Michael, Row the Boat Ashore, Skip to My Lou* *K: Twinkle, Twinkle with phrasing, Go In and Out the Window, Here We Go 'Round, Go Tell Aunt Rhody, Carnival of the Animals*	*5th: Happy Wanderer, Take Me Out to the Ballgame, Shenandoah, Keyboards, Music of Japan* *4th: Greensleeves, Riddle Song, Chevalier de le Table Ronde, songs from Camelot, Scarborough Fair, Gregorian Chant, Lavender's Blue Vocal Ranges: soprano, mezzo soprano, alto, tenor, baritone, bass Recorder Karate* *3rd: Alouette, A Bicycle Built for Two, Down in the Valley, He's Got the Whole World in His Hands* *2nd: Japanese Music Unit, Sakura, Old Dan Tucker, 1812 Overture, Toccata and Fugue in D Minor by Bach* *1st: Dry Bones Take Me Out to the Ballgame, Three Little Fishies, My Bonnie Lies Over the Ocean, Sorcerer's Apprentice (Dukas)* *K:Eensy, Weensy Spider, Hush Little Baby, Hokey Pokey, Old McDonald, Peer Gynt (Grieg)*	*5th: Music from Renaissance, Greensleeves, Over the River Keyboards, Theme from Midsummer Night's Dream* *4th: Auld Lang Syne, Loch Lomond, Comin' Thro the Rye Magic Flute (Mozart). Recorder Karate* *3rd: Hey, Ho, Nobody Home, Lil' Liza Jane, My Bonnie, Over the River and Through the Woods Recorder Karate* *2nd: Erie Canal, When Johnny Comes Marching Home, Buffalo Gals, Fur Elise, Symphony #6, Pastoral, 1st movement and final movement (Beethoven) read bio. xylophones* *1st: Over the River, Billy Boy, She'll Be Comin' 'Round the Mountain, On Top of Old Smokey, Hansel & Gretel & Opera* *K: Jingle Bells, Christmas is Coming, John Jacob Jingleheimer Schmidt (dynamics), Matilda the Gorilla, This Old Man, Down by the Bay. Babes in Toyland*	*5th: Holiday Songs, Havah Nagilah Keyboards* *4th: Holiday Songs. Auld Lang Syne Hallelujah Chorus (Handel) Music of Africa* *3rd: Holiday Songs William Tell Overture, Recorder Karate Jingle Bells on Recorder* *2nd:Music of India, Holiday Songs Winter (Vivaldi) xylophones* *1st: Go Down Moses, Eider Chand, Hanukah and other Holiday Songs,* *K: Hickory, Dickory Dock, Polly Put the Kettle On, I'm a Little Teapot*
January	**February**	**March**	**April**	**May**
5th: Red River Valley, Git Along Little Dogies, Sweet Betsy from Pike, Beethoven's 5th. Classical period, Keyboards *4th: Grandfather's Clock. Taps Yellow Rose of Texas.* *3rd:Blue Danube, The Man on the Flying Trapeze, Polly Wolly Doodle, Sidewalks of New York The Orchestra: Horn Concertos (Mozart), Rhapsody in Blue (Gershwin)* *2nd: Music of China, Home on the Range, Goodbye Ol' Paint, This Land is Your Land, The Orchestra: Toccata for Percussion (Carlos Chavez) The Bell with rhythm instruments The Swan, The Elephants (Saint Saens)* *1st: Yankee Doodle, O Susanna Valentine's Dance* *K: Colorado Cowboy, Row, Row, Row Your Boat, The Wheels on the Bus, March of the Siamese Children from The King and I*	*5th: Begin work on Musical, Pictures at an Exhibition (Mussorgsky) Keyboards* *4th: Yankee Doodle, Waltzing Matilda, songs from Tom Sawyer, Recorder Karate* *3rd Grade: Scheherezade, Yankee Doodle, Simple Gifts, My Hat, It Has Three Corner, Irish Dance Recorder Karate* *2nd: Johnny Appleseed, xylophones, China* *1st: When the Saints Go Marching In, Sleeping Beauty (Tchaikovsky), Jazz (Louis Armstrong)* *K: I'm a Little Teapot, Polly, Put the Kettle On, Best Friends*	*5th: Danny Boy, Irish Lullabye, , If I had a Hammer, songs from Tom Sawyer Keyboards Continue to work on Musical* *4th Grade: :Cockles & Mussels, Colorado Songs Recorder Karate* *3rd Grade: Prepare for Show Appalachian Spring (Copland) Recorder Karate, The Orchestra: Horn Concertos (Mozart), Rhapsody in Blue (Gershwin* *2nd Grade: Casey Jones, John Henry Dixie, Spring (Vivaldi) Spring Song (Mendelssohn) xylophones* *1st: Bingo, Bought Me a Cat, Oh John the Rabbit, (major/minor), O Dear, What Can the Matter Be?* *K: Instruments of the Orchestra, guitar*	*5th: Battle Hymn of the Republic, Dixie, Spirituals Maypole Dance* *4th: Sea Chanteys: Blow the Man Down,Cape Cod Chantey, Talk Like a Pirate Day Today, Recorder Karate* *3rd Grade: Sound of Music, songs from Sound of Music Suite from Swan Lake (Tchaikovsky) Fanfare for the Common Man (Copland) The Planets (Holst) "Jupiter" (Mozart) Recorder Karate* *2nd: Insects, xylophones* *1st: There's a Hole in the Bucket Peter and the Wolf (Prokofiev)* *K: Review songs and dances, and xylophone ostinatos and simple songs*	*5th: Man of La Mancha., Review songs from the year Keyboards Review dances from the year* *4th: Review songs and dances Recorder Karate* *3rd: Review songs from the year Recorder Karate Hoedown (Copland)* *2nd: xylophones* *1st: Anansi, Mexican Hat Dance, La Cucaracha,* *K: Review songs and dances, and xylophone ostinatos and simple songs*

2014-2015 Elementary Technology Weekly Lesson Plans

Week of:	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
August 11-15 Thursday First Day of School		Intro to Tech Attendance and Collect Headphones Rules: No food or drinks No banging on Keyboard Respect the equipment Never touch someone else's computer. Good Posture computer skills Review Computer parts Terms: Hardware vs. Software 1J only	2Dw Only Attendance and Collect Headphones Review Rules And Bulletin Boards Brainpop Jr Internet Safety			
August 18-22 Debbie Gone on Aug 19th 3H 4KM KT	Attendance and Collect Headphones FULL DAY Arthur's Computer Disaster An Improvement for next year Have the students draw a picture of Arthurs story with a solution to his problem. He could ask permission. Use TuxPaint	Intro to Tech Attendance and Collect Headphones Rules: No food or drinks No banging on Keyboard Respect the equipment Never touch someone else's computer. Good Posture computer skills Review Computer parts Terms: Hardware vs. Software TuxPaint Review If Time Permits ALL 1st	Intro to Tech Attendance and Collect Headphones Review Rules And Bulletin Boards Brainpop Jr Internet Safety 2Dw Only http://www.playkidsgames.com/games/computer/computer.htm Website Traffic Light Talking Internet Safety	Intro to Tech Attendance and Collect Headphones Rules: No food or drinks No banging on Keyboard Respect the equipment Never touch someone else's computer. Good Posture computer skills Review Computer parts, volume, power vs. shutdowns, Terms: Hardware versus Software, Desktop, Icons, Start Menu, Home Row Keys Ctrl,ALT+ DEL Discuss right click menus Review spell checker. Introduce how to add a header and footer in Word.	Intro to Tech Attendance and Collect Headphones Review Rules of lab Posture of computer skills Evacuation Drill Headphones behavior	Intro to Tech Attendance and Collect Headphones Rules: No food or drinks No banging on Keyboard Respect the equipment Headphone expectations Never touch someone else's computer. Good Posture computer skills Review Computer parts, computer terms Evacuation Drill Headphones behavior

2014-2015 Elementary Technology Weekly Lesson Plans

August 25-29	Half Day Lesson#1 Rules of lab Posture of computer skills Mouse skills Computer Parts Turning Monitor on/off, volume, Power button on computer Headphone care EMERGENCY EXIT of the room Hiding place	Review Evacuation/Drill Rules of lab Posture of computer skills Mouse skills Fire Safety video from Brainpop Jr Go over Internet Safety Bulletin Board	Intro to Tech http://www.playkidsgames.com/games/computer/computer.htm Create a Website Traffic light Play Website Traffic Light Game 2Du only SRI TEST Then they individually watch internet safety on computer.	Review Home row keys Color reach patterns key sheet	Faux Paw meets the first lady 7:45 run time Rules of the internet http://v6.nonxt8.c.bigcache.googleapis.com/fauxpaw/FP3_Book.swf?redirect_counter=1	Typing Web exercises And login procedures
Sept 1 – 5 Sept 1 Labor Day No School Monday	FULL DAY: Computer Parts lesson and playkidsgames.com computer parts on Kinder page Early Mouse Movement games Build a Scarecrow Find replacement for Build a Railroad	Review Keyboarding Using Shift/cap locks Review left and right hand keys Avoid crossover with Sam the Sleeping Snake Letter Recognition Type to Learn Monkey Keys 1M and 1J	Intro to Tech NO DUNN DUE TO LABOR DAY SRI TEST FOR ALL 2nd except Dunn.	SRI TEST No 3N 5W 1G 1P	SRI TEST	Internet Safety Program Talking Safely online Protecting your personal information. Carnegie Cadets Login and Topic
Sept 8-12	Half Day: Computer Parts lesson and playkidsgames.com computer parts on Kinder page ALL Kinders Keyboarding Letter Recognition for keyboard Bear's skate park KEYBOARD ZOO	Continents and Oceans Brainpopjr Movie TuxPaint Review Followed by Map creation activity on computer World Map/the Americas Fill in maps and label on Kid Pix	Sri Makeups Brainpopjr Constitution Tech 1 Lesson Microsoft basics Review Spacebar, Backspace, Delete Review posture When done, practice Dance Mat typing or Type to Learn	Internet Safety Faux paw Adventures in the Internet Rules of the internet	SRI MAKEUPS American Revolution bio Research Handout Data Collectors for Bibliography Collect website information for Bibliography throughout research	SRI TEST

2014-2015 Elementary Technology Weekly Lesson Plans

Sept 15-19	FULL DAY Brainpopjr Seasons And online coloring activity Focus on coloring with mouse clicks	Ice Age Field Trip Monday Sept 15th 10:10-11:25 All 1st grades Watching Ice Age	HOME ROW KEYS Using Keyboard demo to show home row keys. Keyboarding Typing 2nd grade FRY words COL 1 and 2	SRI TEST When Done, you can test to start your Lightning Laps WPM or 100% club	Review last year's control keys Work on correct posture and curved hands Finish BIO	Review How to write an Internet Bibliography Handout Data Collectors Websites researching are "Great Lakes of the World" Tables and data No Fri 5th L
Sept 22-26 Book Fair Friday Grandparents day ½ day	ALL KINDERS PBSKIDS.com Cat in the hat Now you see me now you don't To improve mouse skills	Review Keyboarding Using Shift/cap locks Review left and right hand keys Avoid crossover with Sam the Sleeping Snake Letter Recognition Type to Learn Monkey Keys 1G AND 1Ponly Continue Keyboarding Using the Shift keys, Caps lock, Spacebar and Keyboard Location ABCDE 1st Grade Fry words #1 Brainpopjr Communities and Safety Review computer parts and how they connect to each other. Turning Monitor on/off Changing your volume. Power button on computer. http://www.quia.com/mc/507206.html	Tech 2 Kid pix drawing demo Draw summer season activities Print out best work for student work bulletin board Introduce terms: *icons, desktop, start menu, proper shutdown*	How to do Internet research Discuss: Keeping Track of websites Discuss: Search engines, Wikipedia, What makes a good research site?	PowerPoint basics review All about me Class discussion: the use of a spell checker in software.	Finish Bibliography Review Keyboarding Hover and Reach drills Review Control Keys and Technology terms like desktop, icons, Start menu, proper shutdown *It's all about me worksheet keyboarding activity*

2014-2015 Elementary Technology Weekly Lesson Plans

Sept 29- Oct 3	FULL DAY 7 Continents Map labeled and colored	Kid pix review and "I like Me" (Kid Pix) I am a star student sample Lesson plan 05 Review Printing and printing rules.	Japan Label and color Japan map in KidPix include Pacific Ocean, Sea of Japan, Mt Fuji, and Tokyo When done, Dance Mat typing	Extra topic: John Muir and the state quarter. Apply internet research from couple of weeks ago to study Canada web research Label Canada Map activity	Meteorology Unit Forecast PowerPoint Research	Type Final work Poetry #1 Review Font choice (12pt), Spell checking final work and adding pics. Typing Web
Oct 6 - 10 No school Thurs or Fri No 5L or KJ KG KR or 2T	NO KJ KG KR Full day KT only Christopher Columbus Brainpopjr and activity Columbus day Oct 13th	Type to Learn Keyboard Climber Fry Words #2	Using Excel Create a simple drawing with cell colors Japan NO 2Dw	Tech 2 and Keyboarding "The Crocodile" Tech 3 and Keyboarding "THE BEE" Make sure to use Spell Check. Discuss inserting pictures.	Finish Powerpoint ADD RECORDING THE FORECAST	Mayas, Incas and Aztecs Mayan Games with Welsh Only
October 13-17 NO School Monday Teacher Dev Regionals	ALL Kinders Computer Keyboard: Capital Letters versus lowercase Type to Learn	Halloween/ Fall Picture Tux Paint Focus on Bucket fill of shapes Changing brushes Excel color drawing with Fall Shapes	Gamegoo and reading Literacy activities 10 Minutes for Writing Sample for Carnegie Storymaker	No 3rd Grade	Finish Forecasts presentations Typing Web lessons Lightning laps test	Carnegie Cadets Topic 2 Typing web
October 20-24	FULL DAY: Peter Pumpkin Picture on (Kid Pix) Poetry and Online drawing Pull Picture into Kid pix over Summer. Teach printing from Kid Pix	Human Body Brainpopjr and http://www.sciencenetlinks.com/interactives/systems.html	Create a story with Carnegie Learning Using Writing Sample create a story. http://www.carnegielibrary.org/kids/storymaker/embed.cfm	Lightning Laps test Review Home row keys Color reach patterns key sheet Sponge activity: Tux of Math command	Carnegie Cadet Login and trek #1 SRI Makeups Review computer parts and connections Review terms like desktop, icons, Start menu, proper shutdown	Technology skills Work on terms Review hand position Typing exercises Typing test Lightning Laps
Oct 27-31 Sub Day Oct 27	All Kinders SENSES	Tech 2 Backspace versus delete Keyboard location FGHIJ	War of 1812 and Fort McHenry Smithsonian website Dance mat typing	Muscles and Skeletons Fun Skeletal http://www.sheppardsoftware.com/health.htm Skeletons Playing Mr. Bones	Tech tips How to search the internet: no quotes, with quotes, add a word, minus isgn US Constitution Fact find US Constitution Bill of rights matching games	Excel sums and graphs

2014-2015 Elementary Technology Weekly Lesson Plans

Nov 3-7 End 1st Tri	FULL DAY: TECH TIP: SETTING MY VOLUME Starfall.com GameGoo Letter recognition and order, Phonics and Reading Skills	Review the States of Matter With Brainpopjr Watch Studyjams States of Matter 1st grade page Create in Tuxpaint a chart showing an example of a solid liquid or Gas Use Line Tool to divide the	Tech lesson Typing REVIEW HOME KEYS THE QUICK BROWN FOX Simple Machines games online http://www.edheads.org/activities/simple-machines/	Illustrate a story in PowerPoint Introduce adding pictures to a PowerPoint, slide design, transitions and adding sound.	Storytelling Thanksgiving Essay Via Powerpoint KID PIX 3D MOVIE	Introduce How to Create Tables in Word Create a table of Countries of European exploration and their explorers including a photo of them.
Nov 10-14	ALL KINDERS	I am Thankful hands in kid pix	Thanksgiving/ Fall Activity Rebus Story This Lesson did not work well with Halloween as the creepy pics are more important than the story making. This year, make a story about Thanksgiving. Swapped to next week	Login and take 1st typing web exercise	Using Google Earth with Lats and Long Find countries at certain locations Mavis Beacon Reach group two WPM test	Finish explorers table
Nov 17-21	FULL DAY: ABCYA Math games Nursery rhymes Hickory Dickory Dock Coloring and typing Early Finishers: Thanksgiving/ Pilgrim Art	Tech 3 Keyboard location KLMNO	INDIA investigations followed by Keyboarding Taj Mahal Visit Via Google Maps Create a map of India Fact Monster: India Scavenger Hunt possibly	SRI Tri 1	Ligthning Laps	Creating Powerpoints review Lightning Laps Test
Dec 1-5	ALL KINDERS: Holiday Greeting using 5 brushes, 5 colors and a frame Include text!!	Electricity Thomas Edison Tux of Math command addition Alien addition	Geography of North and South America Visit these locations via google earth Label and print out map.	Viking Presentation and Longship writing sample	Possible Excel graphs	Publisher skills for flyer
Dec 8-12	FULL DAY: KID PIX Demo drawing Build a Snowman	Literacy Day Starfall.com GameGoo Phonics and Reading Skills	NEW SKILLS Keyboard shortcuts for Cut, Copy, Paste and Undo.	Longship powerpoint	Carnegie Cadet Trek #2	Creating a flyer. For William Shakespeare's Midsummer Night's Dream
Dec 15-19	Just Kinder Trelease	Favorite Tech activity day	Favorite Tech activity day	Vikings Quest game	FUN DAY LAPS	Welsh only: Funbrain.com

2014-2015 Elementary Technology Weekly Lesson Plans

½ Thurs No school FRI	KINDERS: Favorite Tech Activity week		The Christmas Carol			No 5th L
Winter Break						
January 5-9 Short week NO Mon or Tues	All Kinders Computer Keyboard: Keyboarding Zoo and other typing games Type to Learn	Keyboarding (Fry Words) #3 Last Column only Second half: Math game links on 1st grade page	Math Games from ABCYA.com 2nd Grade addition No Dunn	NO 3N OR 3H	TCAP Prep Working on Math facts at Multiplication.COM	Follow up with typing web exercises
Jan 12-16	Full Day only	Lady Bug math (KidPix) Early Finishers: Alien Addition	Greece Stories of Greek Gods Greek Hero Game	Create graphs or a coordinate drawing in Excel Additional topics Tux of Math Command TuxTyping	Brochure or Newspaper King Arthur's Time	How to use a search engine to search for different keywords on the internet. Example: Prince Henry vs Prince Harry
January 19-23 MLK DAY MONDAY No School MLK	All Kinders Internet Safety Online field trip Make pic of favorite place on field trip (Smith. Zoo site)	Tech 4 and Keyboard location PQRST1N 1M	No 2Du Fact Monster: Greek Gods Fact Find	No 3rd Grade	MLK Movie and worksheet MLK MLK Timeline worksheet and speech Funbrain.co	Sponge Activity: Tagxedo Poetry creator WPM testing
Jan 26-30	Full Day: African animals Online Coloring	Brainpopjr Measurement Using rulers, measure items FOR 1N 1M Tech 4 and Keyboard location PQRST	Digestive system Label the system Preferably in Kid Pix 3d Add recording? Early Finishers : Math Addition and Subtraction skills	Actual: powerpoints winter story	Respirative and Circulatory Review all systems: http://sciencenetlinks.com/interactives/systems.html	Oregon Trail Facts and game http://www.historyglobe.com/ot/otmap1.htm and worksheet (3rd grade tech)
Feb 2-6	All Kinders 100th day of school activity Kid Pix drawing Valentine's Day Card Creation Kid Pix Early Finishers: Watch Abraham Lincoln Brainpopjr	More Math Money topics Counting coins from 2nd grade pdf links http://www.toonuniversity.com/flash.asp?err=569&engine	No China Digestion Enchanted Learning OR Fact Monster on Digestive system		Castle structures of the middle ages Build a castle in TuxPat	Oregon Trail part two And game

2014-2015 Elementary Technology Weekly Lesson Plans

Feb 9-13 No Friday ½ Thurs NO SCHOOL FRI	Full KS only: Valentines day Party Starfall.com	George Washington Brainpopjr and activity Tech 5 and Keyboard location TUVWXYZ	Tech lesson and Typing 2nd grade Fry words COL 3 4		WPM testing China map drawing	Math Review for PARCC and TCAP testing
Feb 16-20 NO SCHOOL MONDAY	Full Day Kinders: USA Symbols Observation: Draw US Flag	Solar System Movie Brainpopjr and game Improve teaching guide for the following: Early finishers Create a solar system in Tux Paint. NO 1N 1M	TYPING USING TALL TALES LIKE PAUL BUNYAN No Dunn Could change to add more curriculum topics	NO 3rd Grade	Tux of Math Command warm-up Multiplication review	Create a new worksheet on England Internet exploration on England
Feb 23-27	All Kinders: Create Class Alphabet Book Early Finishers: Keyboard key review Typing the Alphabet	Habitats: Early due to CMAS Animal finder Discuss food chain and play both games. Add Extra activities for early finishers Watch Brainpopjr Desert if needed	SRI Trimester End test Mavis Beacon or Dance Mat typing GameGoo.com	SRI Trimester End test 100% club Mavis Beacon Lightning Laps WPM test	SRI Trimester 2 End test Ligthning Laps test	SRI Trimester end test
March 2-6	Full Day: Dr Seuss' Birthday March 2 Brainpopjr And Cat in the hat games on PBS Kids	Habitats In Brainpopjr Watch Freshwater and forest habitats Using TuxPaint create a forest/pond habitat. Use different size stamps. Include animal in food chain and plants.	Oregon Trail simulation Step together through the intro setup to play the game as a Carpenter with $800 to spend.	13 colonies wordsearch and fact find (13 Colonies map)	SRI Makeups Teach Typing	Potential PARCC Testing Time for 4th and 5th SRI Makeups Typing warmup followed by WPM TESTING

K - 2 Physical Education		
(This schedule is subject to change)		
Weeks 1 & 2	Aug 14-27th	Building a Foundation
Week 3	Aug 25-29th	Building a Foundation / Rules of the Play Structure
Week 4	Sept 1-5th	Building a Foundation / General and Personal Space
Week 5	Sept 8-12th	Building a Foundation / Movement Concepts
Week 6	Sept 15-19th	
Week 7	Sept 22- Sept 26	Building a Foundation / Pathways & Body Alignment / Manipulatives
Week 8	Sept 29-Oct 3rd	
Week 9	Oct 6-10th	Manipulatives / Scarf Exploration
Week 10	Oct 13-17th	Manipulatives / Beanbag Exploration
Week 11	Oct 20-24th	Manipulatives / Hoop Exploration
Week 12	Oct 27 -31st	Catching & Throwing / Rolling With Partner
Week 13	Nov 3-7th	Catching & Throwing / Underhand to Targets
Week 14	Nov 10-14th	Catching & Throwing / Overhand for Distance
Week 15	Nov 17-21st	Balance, Stunts, and Tumbling / Animal Balancing Act
Week 16	Dec 1-5th	Balance, Stunts, and Tumbling / Static Balances
Week 17	Dec 8-12th	Balance, Stunts, and Tumbling / Weight Transfer
Week 18	Dec 15-18th	Jumping / Landing Patterns
Week 19	Jan 7-9th	Jumping / Stationary Rope
Week 20	Jan 12-16th	Jumping / Long Rope in Pairs
Week 21	Jan 19-23rd	Jumping / Hurdling Practice
Week 22	Jan 26-30th	Kicking & Trapping / Dribbling
Week 23	Feb 2-6th	Kicking & Trapping / Distance
Week 24	Feb 9-13th	Kicking & Trapping / Soccer Golf
Week 25	Feb 16-20th	Kicking & Trapping / Passing in Pairs
Week 26	Feb 23 -27th	Dance / The Bunny Hop
Week 27	March 2-6th	Dance / Monkey in the Middle
Week 28	Mar 9-13th	Parachute / Move and Groove
Week 29	March 16-20th	Parachute / Popcorn
Week 30	Mar 31-April 3rd	Dribbling, Volleying, and Striking
Week 31	April 6-10th	Dribbling, Volleying, and Striking / Bounce and Catch
Week 32	April 13-17th	Dribbling, Volleying, and Striking / Paddles
Week 33	April 20-24th	Dribbling, Volleying, and Striking / Circuit
Week 34	April 27-May 1st	Practice for field day
Week 35	May 4-8th	Practice for field day
Week 36	May 11-15th	Field Day!
Week 37	May 18-21st	Cooperative Games

3-4-5 Grade Physical Education		
(This schedule is subject to change)		
Weeks 1 & 2	Aug 14-27th	PE rules, squads, personal space
Week 3	Aug 25-29th	Soccer
Week 4	Sept 1-5th	Soccer
Week 5	Sept 8-12th	Capture The Flag
Week 6	Sept 15-19th	Lacrosse
Week 7	Sept 22- Sept 26	Lacrosse
Week 8	Sept 29-Oct 3rd	Outdoor Kickball
Week 9	Oct 6-10th	Outdoor Kickball
Week 10	Oct 13-17th	Bowling
Week 11	Oct 20-24th	Team Handball
Week 12	Oct 27 -31st	Team Handball
Week 13	Nov 3-7th	Volleyball
Week 14	Nov 10-14th	Flag Tag
Week 15	Nov 17-21st	Tchoukball
Week 16	Dec 1-5th	Tchoukball
Week 17	Dec 8-12th	Fitness Activity / Doctor Dodgeball
Week 18	Dec 15-18th	Tennis
Week 19	Jan 7-9th	Tennis
Week 20	Jan 12-16th	Lacrosse
Week 21	Jan 19-23rd	Lacrosse
Week 22	Jan 26-30th	Scooters
Week 23	Feb 2-6th	Jump Rope
Week 24	Feb 9-13th	Hockey
Week 25	Feb 16-20th	Indoor Soccer
Week 26	Feb 23 -27th	Indoor Soccer / Jumbo Stacks / Skilltastics
Week 27	March 2-6th	Cup Stacking
Week 28	Mar 9-13th	Basketball
Week 29	March 16-20th	Basketball
Week 30	March 31-April 3rd	Flying Discs
Week 31	April 6-10th	Practice For Field Day
Week 32	April 13-17th	Practice For Field Day
Week 33	April 20-24th	Field Day!
Week 34	April 27-May 1st	Tag Games
Week 35	May 4-8th	Field Day!
Week 36	May 11-15th	Capture The Flag
Week 37	May 18-21st	Outdoor Kickball

6-8th Grade Physical Education		
(This schedule is subject to change)		
1st Trimester		
Weeks 1 & 2	Aug 16-24th	PE rules, Squads/ Team Building/Coop Games
Week 3	Aug 27-31st	Team Handball / Fitness Assessment
Week 4	Sept 4-7th	Team Handball
Week 5	Sept 10-14th	Tchoukball
Week 6	Sept 17-21st	Flag Football
Week 7	Sept 24- Sept 28	Flag Football
Week 8	Oct 1-5th	Volleyball
Week 9	Oct 8-12th	Floor Hockey
Week 10	Oct 16-19th	Badminton
Week 11	Oct 22-26th	Badminton / Fitness Assessment
Week 12	Oct 27 - Nov 2	Basketball
Week 13	Nov 5-9th	Basketball
2nd Trimester		
Week 1	Nov 12-16th	PE rules, Squads/ Team Building/Coop Games
Week 2	Nov 26-30	Floor Hockey
Week 3	Dec 3-7th	Floor Hockey / Fitness Assessment
Week 4	Dec 10-14th	Basketball
Week 5	Dec 17-20th	Basketball
Week 6	Jan 9-11th	Volleyball
Week 7	Jan 14-18th	Volleyball
Week 8	Jan 22-25th	Badminton
Week 9	Jan 28- Feb 1	Badminton / Fitness Assessment
Week 10	Feb 4-8	Indoor Soccer
Week 11	Feb 10-14th	Tchoukball
Week 12	Feb 19-22nd	Tchoukball
3rd Trimester		
Week 1	Feb 25 -Mar 1	PE rules, Squads/ Team Building/Coop Games
Week 2	March 4-8th	Badminton / Fitness Assessment
Week 3	Mar 11-15th	Badminton
Week 4	March 18-22nd	Basketball
Week 5	April 2-5th	Basketball
Week 6	April 8-12th	Tchoukball
Week 7	April 15-19th	Tchoukball / Fitness Assessment
Week 8	April 22-26th	Badminton
Week 9	April 29-May 3rd	Kickball / Fitness Assessment
Week 10	May 6-10th	Ultimate Frisbee
Week 11	May 13-17th	Cup Stacking / Scooter
Week 12	May 20-23rd	Flag Football

6-8th Grade Health/Physical Education		
(This schedule is subject to change)		
1st Trimester		
Weeks 1 & 2	Aug 16-24th	PE rules, Squads/ Team Building/Coop Games
Week 3	Aug 27-31st	Self Esteem/Body Image
Week 4	Sept 4-7th	Tchoukball
Week 5	Sept 10-14th	Health & Wellness, Bulletin Board
Week 6	Sept 17-21st	Flag Football
Week 7	Sept 24- Sept 28	Tobacco & Alcohol
Week 8	Oct 1-5th	Ultimate Frisbee
Week 9	Oct 8-12th	Nutrition/Personal Health
Week 10	Oct 16-19th	Team Handball
Week 11	Oct 22-26th	Making Good Decisions
Week 12	Oct 27 - Nov 2	Basketball
Week 13	Nov 5-9th	Body Systems
2nd Trimester		
Week 1	Nov 12-16th	PE rules, Squads/ Team Building/Coop Games
Week 2	Nov 26-30	Self Esteem/Body Image
Week 3	Dec 3-7th	Basketball
Week 4	Dec 10-14th	Health & Wellness, Bulletin Board
Week 5	Dec 17-20th	Volleyball
Week 6	Jan 9-11th	Tobacco & Alcohol
Week 7	Jan 14-18th	Tchoukball
Week 8	Jan 22-25th	Nutrition/Personal Health
Week 9	Jan 28- Feb 1	Floor Hockey
Week 10	Feb 4-8	Making Good Decisions
Week 11	Feb 10-14th	Badminton
Week 12	Feb 19-22nd	Team Handball
3rd Trimester		
Week 1	Feb 25 -Mar 1	PE rules, Squads/ Team Building/Coop Games
Week 2	March 4-8th	Self Esteem/Body Image
Week 3	Mar 11-15th	Flag Football
Week 4	March 18-22nd	Health & Wellness, Bulletin Board
Week 5	April 2-5th	Tchoukball
Week 6	April 8-12th	Tobacco & Alcohol
Week 7	April 15-19th	Kickball/ Ultimate Frisbee
Week 8	April 22-26th	Nutrition/Personal Health
Week 9	April 29-May 3rd	Kickball/ Ultimate Frisbee
Week 10	May 6-10th	Making Good Decisions
Week 11	May 13-17th	Floor Hockey
Week 12	May 20-23rd	The Body Systems

APPENDIX K

School Performance Framework from 2010-Present

School Performance Framework 2010 - initial

School: LINCOLN CHARTER ACADEMY - 5145

Level: Elementary School

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

Performance Plan

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 scoring guide 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**	
Academic Achievement	**Meets**	81.3%	(20.3 out of 25 points)
Academic Growth	**Exceeds**	91.7%	(45.9 out of 50 points)
Academic Growth Gaps	**Exceeds**	100.0%	(25 out of 25 points)
Test Participation**	**95% Participation Rate Met**		
TOTAL	**Performance**	**91.2%**	**(91.2 out of 100 points)**

* Schools 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.
** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

Academic Achievement
The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth
The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps
The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Performance Indicators

LINCOLN CHARTER ACADEMY - 5145

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	4	4		Exceeds	171	90.1%	91
Mathematics	3	4		Meets	171	88.9%	89
Writing	3	4		Meets	171	68.4%	77
Science	3	4		Meets	57	71.9%	85
Total	13	16	81.3%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	4	4		Exceeds	109	64	21	Yes
Mathematics	4	4		Exceeds	109	67	46	Yes
Writing	3	4		Meets	109	59	34	Yes
Total	11	12	91.7%	Exceeds				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	0	0						
Free/Reduced Lunch Eligible	0	0		N/A	0			
Minority Students	0	0		N/A	17			
Students w/ Disabilities	0	0		N/A	9			
English Language Learners	0	0		N/A	5			
Students needing to catch up	0	0		N/A	17			
Mathematics	0	0						
Free/Reduced Lunch Eligible	0	0		N/A	0			
Minority Students	0	0		N/A	17			
Students w/ Disabilities	0	0		N/A	9			
English Language Learners	0	0		N/A	5			
Students needing to catch up	0	0		N/A	13			
Writing	4	4	100.0%	Exceeds				
Free/Reduced Lunch Eligible	0	0		N/A	0			
Minority Students	0	0		N/A	17			
Students w/ Disabilities	0	0		N/A	9			
English Language Learners	0	0		N/A	5			
Students needing to catch up	4	4		Exceeds	37	68	58	Yes
Total	4	4	100.0%	Exceeds				

Test Participation	% of Students Tested	Rating
Reading	100.0%	95% Participation Rate Met
Mathematics	100.0%	95% Participation Rate Met
Writing	100.0%	95% Participation Rate Met
Science	100.0%	95% Participation Rate Met

Scoring Guide

Level: Elementary School

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*				
	• at or above the 90th percentile of all schools.	Exceeds	4	16 (4 for each content area)	25
	• below the 90th percentile but at or above the 50th percentile of all schools.	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all schools.	Approaching	2		
	• below the 15th percentile of all schools.	Does Not Meet	1		
Academic Growth	*If the school meets the median adequate student growth percentile and its median student growth percentile was:*			12 (4 for each content area)	50
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Academic Growth Gaps	*If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:*			60 (5 for each subgroup group in 3 content areas)	25
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		

Cut-Points for each performance indicator

	Cut Point: The school earned ... of the points eligible on this Indicator.	
Achievement; Growth; Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for plan type assignment

	Cut Point: The school earned ... of the total Framework points eligible.	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School plan type assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

School Performance Framework 2010 - initial

School: LINCOLN CHARTER ACADEMY - 5145

Level: Middle School

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

Performance Plan

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 scoring guide 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**	
Academic Achievement	**Meets**	75.0%	(18.8 out of 25 points)
Academic Growth	**Meets**	66.7%	(33.4 out of 50 points)
Academic Growth Gaps	**Meets**	62.5%	(15.6 out of 25 points)
Test Participation**	**95% Participation Rate Met**		
TOTAL	**Performance**	**67.8%**	**(67.8 out of 100 points)**

* Schools 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.
** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

Academic Achievement
The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth
The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps
The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Performance Indicators

LINCOLN CHARTER ACADEMY - 5145

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	3	4		Meets	142	82.4%	77
Mathematics	3	4		Meets	142	66.9%	76
Writing	3	4		Meets	142	73.9%	82
Science	3	4		Meets	37	73.0%	87
Total	12	16	75.0%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	138	48	20	Yes
Mathematics	2	4		Approaching	137	44	56	No
Writing	3	4		Meets	138	52	33	Yes
Total	8	12	66.7%	Meets				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	4	8	50.0%	Approaching				
Free/Reduced Lunch Eligible	0	0		N/A	0			
Minority Students	2	4		Approaching	31	40	18	Yes
Students w/ Disabilities	0	0		N/A	11			
English Language Learners	0	0		N/A	9			
Students needing to catch up	2	4		Approaching	20	50	56	No
Mathematics	3	8	37.5%	Approaching				
Free/Reduced Lunch Eligible	0	0		N/A	0			
Minority Students	1	4		Does Not Meet	30	37	51	No
Students w/ Disabilities	0	0		N/A	11			
English Language Learners	0	0		N/A	9			
Students needing to catch up	2	4		Approaching	31	48	90	No
Writing	8	8	100.0%	Exceeds				
Free/Reduced Lunch Eligible	0	0		N/A	0			
Minority Students	4	4		Exceeds	31	60	28	Yes
Students w/ Disabilities	0	0		N/A	11			
English Language Learners	0	0		N/A	9			
Students needing to catch up	4	4		Exceeds	34	70	72	No
Total	15	24	62.5%	Meets				

Test Participation	% of Students Tested	Rating
Reading	100.0%	95% Participation Rate Met
Mathematics	100.0%	95% Participation Rate Met
Writing	100.0%	95% Participation Rate Met
Science	100.0%	95% Participation Rate Met

Scoring Guide

Level: Middle School

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*				
	• at or above the 90th percentile of all schools.	Exceeds	4	16 (4 for each content area)	25
	• below the 90th percentile but at or above the 50th percentile of all schools.	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all schools.	Approaching	2		
	• below the 15th percentile of all schools.	Does Not Meet	1		
Academic Growth	*If the school meets the median adequate student growth percentile and its median student growth percentile was:*			12 (4 for each content area)	50
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Academic Growth Gaps	*If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:*			60 (5 for each subgroup group in 3 content areas)	25
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		

Cut-Points for each performance indicator

	Cut Point: The school earned ... of the points eligible on this Indicator.	
Achievement; Growth; Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for plan type assignment

	Cut Point: The school earned ... of the total Framework points eligible.	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School plan type assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

School: LINCOLN CHARTER ACADEMY - 5145

District: JEFFERSON COUNTY R-1 - 1420 (3 Year*)**

Performance Plan

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 scoring guide below to determine the plan type.

Plan Assignment	Framework Points Earned
Performance	at or above 60%
Improvement	at or above 47% - below 60%
Priority Improvement	at or above 33% - below 47%
Turnaround	below 33%

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: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	*Rating*	*% of Points Earned out of Points Eligible**	
Academic Achievement	**Meets**	75.0%	(11.3 out of 15 points)
Academic Growth	**Meets**	75.0%	(26.3 out of 35 points)
Academic Growth Gaps	**Meets**	64.8%	(9.7 out of 15 points)
Postsecondary and Workforce Readiness	Approaching	50.0%	(17.5 out of 35 points)
Test Participation**	**95% Participation Rate Met**		
TOTAL		**64.8%**	**(64.8 out of 100 points)**

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

** Schools 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 subject (reading, writing, math, science, and COACT), or (2) for schools serving multiple grade levels, meet at least a 95% participation rate in all or all but one subject area when individual subject rates are rolled up across grade levels AND the school makes AYP participation (in reading and math) for each grade level overall (not including disaggregated groups).

What do the performance indicators measure?

Academic Achievement

The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) median growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their median and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. This Indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores.

*** Data in this report is based on results from: 2010-11, 2009-10, 2008-09

Final plan type based on: 3 Year SPF report.

Performance Indicators

Level: Elementary School (3 Year***)

School: LINCOLN CHARTER ACADEMY

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	3	4		Meets	504	84.7%	82
Mathematics	3	4		Meets	504	85.1%	85
Writing	3	4		Meets	504	70.0%	80
Science	3	4		Meets	168	71.4%	89
Total	12	16	75%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	4	4		Exceeds	326	60	23	Yes
Mathematics	4	4		Exceeds	326	63	41	Yes
Writing	3	4		Meets	326	51	33	Yes
Total	11	12	91.7%	Exceeds				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	13	16	81.3%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	40	49	24	Yes
Minority Students	3	4		Meets	79	53	25	Yes
Students w/ Disabilities	3	4		Meets	22	53	32	Yes
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	50	72	54	Yes
Mathematics	14	16	87.5%	Exceeds				
Free/Reduced Lunch Eligible	3	4		Meets	40	59	41	Yes
Minority Students	3	4		Meets	79	59	43	Yes
Students w/ Disabilities	4	4		Exceeds	22	74	54	Yes
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	44	69	68	Yes
Writing	11	16	68.8%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	40	52	33	Yes
Minority Students	2	4		Approaching	79	40	30	Yes
Students w/ Disabilities	3	4		Meets	22	53	43	Yes
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	105	56	49	Yes
Total	38	48	79.2%	Meets				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	100.0%	95% Participation Rate Met	504	504
Mathematics	100.0%	95% Participation Rate Met	504	504
Writing	100.0%	95% Participation Rate Met	504	504
Science	100.0%	95% Participation Rate Met	168	168

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

Performance Indicators

School: LINCOLN CHARTER ACADEMY

Level: Middle School (3 Year***)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	3	4		Meets	440	81.4%	78
Mathematics	3	4		Meets	439	63.8%	75
Writing	3	4		Meets	440	72.0%	81
Science	3	4		Meets	125	65.6%	81
Total	12	16	75%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	429	51	21	Yes
Mathematics	1	4		Does Not Meet	427	38	59	No
Writing	3	4		Meets	429	48	33	Yes
Total	7	12	58.3%	Approaching				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	44	53	31	Yes
Minority Students	3	4		Meets	96	47	23	Yes
Students w/ Disabilities	2	4		Approaching	37	54	63	No
English Language Learners	3	4		Meets	27	57	28	Yes
Students needing to catch up	2	4		Approaching	70	51	58	No
Mathematics	7	20	35%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	43	28	67	No
Minority Students	1	4		Does Not Meet	94	33	60	No
Students w/ Disabilities	2	4		Approaching	37	41	88	No
English Language Learners	1	4		Does Not Meet	27	37	41	No
Students needing to catch up	2	4		Approaching	117	47	88	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	44	39	47	No
Minority Students	3	4		Meets	96	50	36	Yes
Students w/ Disabilities	2	4		Approaching	37	46	78	No
English Language Learners	3	4		Meets	27	59	38	Yes
Students needing to catch up	3	4		Meets	106	55	73	No
Total	32	60	53.3%	Approaching				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	100.0%	95% Participation Rate Met	440	440
Mathematics	99.8%	95% Participation Rate Met	439	440
Writing	100.0%	95% Participation Rate Met	440	440
Science	100.0%	95% Participation Rate Met	125	125

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

Performance Indicators

Level: High School (3 Year***)

School: LINCOLN CHARTER ACADEMY

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	0	0		-	N<16	-	-
Mathematics	0	0		-	N<16	-	-
Writing	0	0		-	N<16	-	-
Science	0	0		-	N<16	-	-
Total	0	0	%	-			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	0	0		-	N<20	-	-	-
Mathematics	0	0		-	N<20	-	-	-
Writing	0	0		-	N<20	-	-	-
Total	0	0	%	-				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
Mathematics	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
Writing	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
Total	0	0	%	-				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	0	4		N/A	31/31/31/31	0/0/0/0%	80%
Dropout Rate	4	4		Exceeds	40	0.0%	At/below State average
Colorado ACT Composite	0	0		-	N<16	-	At/above State average
Total	4	8	50.0%	Approaching			

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	0.0%	-		
Mathematics	0.0%	-		
Writing	0.0%	-		
Science	0.0%	-		
Colorado ACT	0.0%	-		

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

Scoring Guide

Level: All Levels

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*				
	• at or above the 90th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Exceeds	4	16 (4 for each content area)	15
	• below the 90th percentile but at or above the 50th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF)	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF)	Approaching	2		
	• below the 15th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Does Not Meet	1		
Academic Growth	*If the school meets the median adequate student growth percentile and its median student growth percentile was:*			12 (4 for each content area)	35
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Academic Growth Gaps	*If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:*			60 (5 for each subgroup group in 3 content areas)	15
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Postsecondary and Workforce Readiness	*Graduation Rate: The school's graduation rate was:*			12 (4 for each sub-indicator)	35
	• at or above 90%.	Exceeds	4		
	• above 80% but below 90%.	Meets	3		
	• at or above 65% but below 80%.	Approaching	2		
	• below 65%.	Does Not Meet	1		
	Dropout Rate: The school's dropout rate was:				
	• at or below 1%.	Exceeds	4		
	• at or below the state average but above 1% using 2009 (1-year SPF) or 2007-09 baseline (3-year SPF).	Meets	3		
	• at or below 10% but above the state average using 2009 (1-year SPF) or 2007-09 baseline (3-year SPF).	Approaching	2		
	• at or above 10%.	Does Not Meet	1		
	Average Colorado ACT Composite: The school's average Colorado ACT composite score was:				
	• at or above 22.	Exceeds	4		
	• at or above the state average but below 22 using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Meets	3		
	• at or above 17 but below the state average using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Approaching	2		
	• at or below 17.	Does Not Meet	1		

Cut-Points for each performance indicator

	Cut Point: The school earned ... of the points eligible on this Indicator.	
Achievement; Growth; Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for plan type assignment

	Cut Point: The school earned ... of the total Framework points eligible.	
Total Framework Points	• at or above 60%	Performance
	• at or above 47% - below 60%	Improvement
	• at or above 33% - below 47%	Priority Improvement
	• below 33%	Turnaround

School plan type assignments

	Plan description
Performance Plan	The school is required to adopt and implement a Performance Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

School Performance Framework 2012

School: LINCOLN CHARTER ACADEMY - 5145 — Level: EM

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

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 Participation[3]	Meets 95% Participation Rate		
TOTAL		**73.1%**	**(73.1 out of 100 points)**

[2]Schools 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.

[3]Schools 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

	% of Students Tested				*Participation Rating*				*Students Tested*				*Total Students*			
Content Area	**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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Performance Indicators

School: LINCOLN CHARTER ACADEMY — **Level: Elementary School**

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

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*School's Percentile*
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**			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
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**				

Academic Growth Gaps	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*Subgroup N*	*Subgroup Median Growth Percentile*	*Subgroup Median Adequate Growth Percentile*	*Made Adequate Growth?*
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.

Performance Indicators

School: LINCOLN CHARTER ACADEMY — **Level: Middle School**

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

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*School's Percentile*
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**			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
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**				

Academic Growth Gaps	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*Subgroup N*	*Subgroup Median Growth Percentile*	*Subgroup Median Adequate Growth Percentile*	*Made Adequate Growth?*
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**				

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

Scoring Guide

Level: EM

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value		Total Possible per EMH Level	Framework Points
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*					
	• at or above the 90th percentile of all schools (using 2009-10 baseline).	Exceeds	4		16 (4 for each content area)	25
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).	Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).	Approaching	2			
	• below the 15th percentile of all schools (using 2009-10 baseline).	Does Not Meet	1			
Academic Growth	*If the school meets the median adequate student growth percentile and its median student growth percentile was:*		TCAP	CELA	14 (4 for each content area and 2 for English language proficiency)	50
	• at or above 60.	Exceeds	4	2		
	• below 60 but at or above 45.	Meets	3	1.5		
	• below 45 but at or above 30.	Approaching	2	1		
	• below 30.	Does Not Meet	1	0.5		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:		TCAP	CELA		
	• at or above 70.	Exceeds	4	2		
	• below 70 but at or above 55.	Meets	3	1.5		
	• below 55 but at or above 40.	Approaching	2	1		
	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	*If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was:*				60 (4 for each of 5 subgroups in 3 subject areas)	25
	• at or above 60.	Exceeds	4			
	• below 60 but at or above 45.	Meets	3			
	• below 45 but at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	If the student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was:					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
	• below 55 but at or above 40.	Approaching	2			
	• below 40.	Does Not Meet	1			

Cut-Points for each performance indicator

	Cut Point: The school earned ... of the points eligible on this Indicator.	
Achievement; Growth; Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for plan type assignment

	Cut Point: The school earned ... of the total Framework points eligible.	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School plan type assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

School Performance Framework 2013 — Level: EM

School: LINCOLN CHARTER ACADEMY - 5145

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

Performance

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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*	*% of Points Earned out of Points Eligible[2]*	
Academic Achievement	Meets	78.1%	(19.5 out of 25 points)
Academic Growth	Meets	79.2%	(39.6 out of 50 points)
Academic Growth Gaps	Meets	73.3%	(18.3 out of 25 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		77.4%	(77.4 out of 100 points)

[2]Schools 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 the points eligible, so scores are not negatively impacted.

[3]Schools do not receive points for test participation. However, schools are assigned one plan type 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

	% of Students Tested				*Participation Rating*				*Students Tested*				*Total Students*			
Content Area	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	176	165	-	341	176	166	-	342
Mathematics	99.4%	99.4%	-	99.4%	Meets	Meets	-	Meets	175	165	-	340	176	166	-	342
Writing	100.0%	99.4%	-	99.7%	Meets	Meets	-	Meets	176	165	-	341	176	166	-	342
Science	100.0%	98.0%	-	99.1%	Meets	Meets	-	Meets	56	49	-	105	56	50	-	106
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Performance Indicators

Level: Elementary

School: LINCOLN CHARTER ACADEMY - 5145

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

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*School's Percentile*
Reading	3	4		Meets	175	81.71	75
Mathematics	3	4		Meets	174	85.63	83
Writing	3	4		Meets	175	65.71	73
Science	3	4		Meets	55	69.09	82
Total	**12**	**16**	**75%**	**Meets**			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	4	4		Exceeds	110	62	26	Yes
Mathematics	4	4		Exceeds	110	77	45	Yes
Writing	4	4		Exceeds	110	68	36	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	**12**	**12**	**100%**	**Exceeds**				

Academic Growth Gaps	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*Subgroup N*	*Subgroup Median Growth Percentile*	*Subgroup Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	**8**	**8**	**100%**	**Exceeds**				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	4	4		Exceeds	33	74	26	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	21	64	54	Yes
Mathematics	**8**	**8**	**100%**	**Exceeds**				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	4	4		Exceeds	33	81	53	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	26	77	73	Yes
Writing	**8**	**8**	**100%**	**Exceeds**				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	4	4		Exceeds	33	68	41	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	42	68	55	Yes
Total	**24**	**24**	**100%**	**Exceeds**				

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

Performance Indicators

Level: Middle

School: LINCOLN CHARTER ACADEMY - 5145

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

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*School's Percentile*
Reading	3	4		Meets	165	80.61	71
Mathematics	3	4		Meets	165	67.27	77
Writing	3	4		Meets	165	67.88	71
Science	4	4		Exceeds	49	79.59	94
Total	**13**	**16**	**81.3%**	**Meets**			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	2	4		Approaching	159	40	18	Yes
Mathematics	2	4		Approaching	159	41	54	No
Writing	3	4		Meets	159	49	36	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	**7**	**12**	**58.3%**	**Approaching**				

Academic Growth Gaps	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*Subgroup N*	*Subgroup Median Growth Percentile*	*Subgroup Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	**7**	**12**	**58.3%**	**Approaching**				
Free/Reduced Lunch Eligible	3	4		Meets	33	50	18	Yes
Minority Students	2	4		Approaching	48	36	19	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	20	44	64	No
Mathematics	**5**	**12**	**41.7%**	**Approaching**				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	33	36	44	No
Minority Students	2	4		Approaching	48	40	46	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	30	42	83	No
Writing	**8**	**12**	**66.7%**	**Meets**				
Free/Reduced Lunch Eligible	3	4		Meets	33	50	31	Yes
Minority Students	3	4		Meets	48	50	35	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	41	44	67	No
Total	**20**	**36**	**55.6%**	**Approaching**				

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

Scoring Guide

Level: EM

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	*Scoring Guide*			*Rating*	*Point Value*		*Total Possible Points per EMH Level*	*Framework Points*
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*				TCAP		16 (4 for each subject area)	25
	• at or above the 90th percentile of all schools (using 2009-10 baseline).			Exceeds	4			
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).			Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).			Approaching	2			
	• below the 15th percentile of all schools (using 2009-10 baseline).			Does Not Meet	1			
Academic Growth	*Made AGP*	*Did Not Make AGP*	*No AGP*		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	• at or above 65.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	• below 65 but at or above 50.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	• below 50 but at or above 35.	Approaching	2	1		
	• below 30.	• below 40.	• below 35.	Does Not Meet	1	0.5		
Academic Growth Gaps	*Made AGP*	*Did Not Make AGP*			TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• at or above 60.	• at or above 70.		Exceeds	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.		Meets	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.		Approaching	2			
	• below 30.	• below 40.		Does Not Meet	1			

Cut-Points for Each Performance Indicator

	Cut Point: The school earned ... of the points eligible on this Indicator.	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	Cut Point: The school earned ... of the total framework points eligible.	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

School: LINCOLN CHARTER ACADEMY - 5145

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

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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*	*% of Points Earned out of Points Eligible*[2]	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Meets	75.0%	(37.5 out of 50 points)
Academic Growth Gaps	Meets	68.8%	(17.2 out of 25 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		73.5%	(73.5 out of 100 points)

[2]Schools 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 the points eligible, so scores are not negatively impacted.

[3]Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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

	% of Students Tested				*Participation Rating*				*Students Tested*				*Total Students*			
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	180	163	-	343	180	163	-	343
Mathematics	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	180	163	-	343	180	163	-	343
Writing	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	180	163	-	343	180	163	-	343
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	59	53	-	112	59	53	-	112
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	60	48	-	108	60	48	-	108
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Level: Elementary

School: LINCOLN CHARTER ACADEMY - 5145

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

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*School's Percentile*
Reading	3	4		Meets	180	82.78	77
Mathematics	3	4		Meets	180	82.78	78
Writing	3	4		Meets	180	67.78	77
Science	0	0		-	-	-	-
Total	**9**	**12**	**75%**	**Meets**			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	3	4		Meets	117	51	25	Yes
Mathematics	4	4		Exceeds	117	64	46	Yes
Writing	3	4		Meets	117	57	42	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	24	51	13	Yes
Total	**11.5**	**14**	**82.1%**	**Meets**				

Academic Growth Gaps	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*Subgroup N*	*Subgroup Median Growth Percentile*	*Subgroup Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	**10**	**12**	**83.3%**	**Meets**				
Free/Reduced Lunch Eligible	3	4		Meets	24	53	30	Yes
Minority Students	3	4		Meets	44	49	30	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	25	68	60	Yes
Mathematics	**8**	**8**	**100%**	**Exceeds**				
Free/Reduced Lunch Eligible	4	4		Exceeds	24	76	49	Yes
Minority Students	4	4		Exceeds	44	62	48	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
Writing	**9**	**12**	**75%**	**Meets**				
Free/Reduced Lunch Eligible	3	4		Meets	24	52	41	Yes
Minority Students	3	4		Meets	44	57	44	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	50	62	64	No
Total	**27**	**32**	**84.4%**	**Meets**				

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

Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Level: Middle

School: LINCOLN CHARTER ACADEMY - 5145

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

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	3	4		Meets	162	84.57	81
Mathematics	3	4		Meets	162	72.84	86
Writing	3	4		Meets	162	77.16	87
Science	0	0		-	-	-	-
Total	**9**	**12**	**75%**	**Meets**			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	161	53	18	Yes
Mathematics	2	4		Approaching	161	45	49	No
Writing	3	4		Meets	161	51	36	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	**8**	**12**	**66.7%**	**Meets**				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	**14**	**16**	**87.5%**	**Exceeds**				
Free/Reduced Lunch Eligible	3	4		Meets	32	57	19	Yes
Minority Students	4	4		Exceeds	50	60	19	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	3	4		Meets	20	56	30	Yes
Students needing to catch up	4	4		Exceeds	27	69	60	Yes
Mathematics	**5**	**16**	**31.3%**	**Does Not Meet**				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	32	39	47	No
Minority Students	1	4		Does Not Meet	50	38	50	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	1	4		Does Not Meet	20	33	58	No
Students needing to catch up	2	4		Approaching	35	53	83	No
Writing	**9**	**16**	**56.3%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	32	39	35	Yes
Minority Students	3	4		Meets	50	57	43	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	1	4		Does Not Meet	20	37	44	No
Students needing to catch up	3	4		Meets	42	63	70	No
Total	**28**	**48**	**58.3%**	**Approaching**				

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

Scoring Guide - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Level: EM

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	*Scoring Guide*		*Rating*	*Point Value*		*Total Possible Points per EMH Level*	*Framework Points*
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*			TCAP		16 (4 for each subject area)	25
	• at or above the 90th percentile of all schools (using 2009-10 baseline).		Exceeds	4			
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).		Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).		Approaching	2			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	*Made AGP*	*Did Not Make AGP*		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	*Made AGP*	*Did Not Make AGP*		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• at or above 60.	• at or above 70.	Exceeds	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	Cut Point: The school earned ... of the points eligible on this Indicator.	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	Cut Point: The school earned ... of the total framework points eligible.	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	Plan description
Performance Plan	The school is required to adopt and implement a Performance Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

APPENDIX L

Unified Improvement Plan

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?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, 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 Accreditation ☐ Title 1 Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

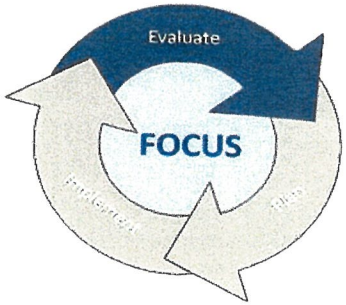
☐ Other:

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	7180 Oak Street, Arvada, CO 80004

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Email	aweir@jeffco.k12.co.us
Phone	303-467-5363
Mailing Address	7180 Oak Street, Arvada, CO 80004

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. 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 and what data were use;, 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.



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 Progress Monitoring of Prior Year's Performance Targets and #2 Data Analysis) have been provided to organize the data referenced in the narrative.

Data Narrative for School

Description of School Setting and Process for Data Analysis:	Review Current Performance:	Trend Analysis:	Priority Performance Challenges:	Root Cause Analysis
Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's over-all performance challenges.	Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvemente strategies is encouraged.

Narrative:

-See Attached Document-

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Reading			
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Math			
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Writing		3rd grade, met 75%, 16.8% above goal 4th grade, not met 57%, 10.1% below goal 5th grade, not met 71%, 14 % below goal 6th grade, met 73%, 8% above goal 7th grade, not met 74%, 2% below goal 8th grade, met 83%, 4% above goal	Some grade levels did not meet goals partly becuase the cohort of students were not taken into account. Though the cohort scores grew modestly or very well in some cases, the goals were too high for some cohorts and/or those students did not grow enough.
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Science			
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Reading			
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Math			
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Writing	**For our Educator Effectiveness School Goal:** Lincoln Academy Elementary will work towards meeting the school's School Performance Framework (SPF) TCAP growth expectations in Writing for 2013-14.	State score for writing in both middle school and elementary was "meets" for growth	A focus on writing supported our work, but growth numbers were already meets or exceeds for writing
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	ELP			
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Reading			

Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Math			
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Writing		Students were to grow to from the 44th to the 50th percentile in median growth percentile for students "needing to catch up." The goals was met with a median subgroup growth percentile of 63 for students in the "needing to catch up" subgroup.	Increased writing time, work on writing scope and sequence, and professional development may have impacted subgroup growth. Growth was particularly strong in 7th and 8th grade with ten percent jumps in achievement overall. This was due to a focus helping students figure out what was expected of them in a prompt.

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 3-4); 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.

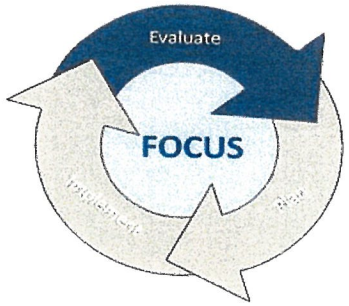
Performance Indicators	Measure	Metric	Description of NotableTrends (3 years of past data)	Priority Performance Challenges	Root Cause
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Reading	Elementary Reading: 2012: 80%, 2013: 82%, 2014: 83% Middle Reading: 2012: 88%, 2013: 80%, 2014: 84% *percent is proficient or advanced students.		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Math	Elementary Math: 2012: 80%, 2013: 85%, 2014: 83% Middle School Math: 2012: 72%, 2013: 67%, 2014: 72% *percent is proficient or advanced students.		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Writing	Elementary Writing: 2012: 65%, 2013: 68%, 2014: 68% Middle School Writing: 2012: 65%, 2013: 68%, 2014: 68% *percent is proficient or advanced students.	While we are meeting achievement standards in all areas, we wish to continue to improve in the area of writing partly because this is an area where we see room to make helpful school-wide changes.	The school does not have a consistent school-wide writing pedagogy, including a researched-based curriculum, scoring system, or time guidelines.

Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Science			
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Reading	Elementary Math: 2012: 55%, 2013: 62%, 2014: 51% Middle School Math: 2012: 46%, 2013: 40%, 2014: 53%		
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Math	Elementary Math: 2012: 66%, 2013: 77%, 2014: 64% Middle School Math: 2012: 50%, 2013: 41%, 2014: 45%	Students have not reached adequate growth in mathematics.	One particular cohort of students has struggled particularly with mathematics. This relates to management issues that slowed this group in general.
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Writing	Elementary Math: 2012: 61%, 2013: 66%, 2014: 57% Middle School Math: 2012: 43%, 2013: 49%, 2014: 51%		
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	ELP			
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Reading	Elementary--2012: 66.7%, 2013: 100%, 2014: 83.3% Middle School--2012: 50%, 2013: 58.3%, 2014: 87.5%	See math priority performance challenge	Teachers are not fully trained in differentiating instruction. Our processes for addressing students with significant needs address only some subgroups and are scheduled for a part of the day.
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Math	Elementary--2012: 83%, 2013: 100%, 2014: 100% Middle School--2012: 50%, 2013: 41.7%, 2014: 31.3%	A significant number of our students who typically experience growth gaps are not meeting state expectations for adequate growth, particularly students with disabilities overall, and especially at the middle school level, more often in math.	Students have not had differentiated instruction in mathematics with the exception of ability grouping. Teachers also have not had training in differentiation as mentioned in the reading root cause.
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Writing	Elementary--2012: 66.7%, 2013: 100%, 2014: 75% Middle School--2012: 50%, 2013: 66.7%, 2014: 56.3%	See math priority performance challenge	see reading root cause

Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required School Target Setting Form on the next page. Then 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; 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.

Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE dos not yet know if student growth percentiles and sesetting is still expected to occur in the UIP process during this transition period. However, some modification in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/Metrics		Priority Performance Challenges	Annual Target 2014-15	Annual Target 2015-16	Interim Measures	Major Improvement Strategies
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	R		87% of students will be at or above benchmark with their composite scores on DIBELS Next.	90% of learners will be at or above benchmark with their scores on DIBELS Next	DIBELS benchmarks are completed three times a year, with more frequent progress monitoring for students with	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	M					

Performance Indicators	Measures/Metrics		Priority Performance Challenges	Annual Target 2014-15	Annual Target 2015-16	Interim Measures	Major Improvement Strategies
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	W	While we are meeting achievement standards in all areas, we wish to continue to improve in the area of writing partly because this is an area where we see room to make helpful school-wide changes.	During the first year of transition to CMAS we will maintain or increase our writing school percentage of 82 for middle school and 73 for elementary. *not proficent or advanced rating, this refers to overal school percentile on the school performance framework (indicating a school ranking)	Our writing for both elementary and middle school will achieve 85% or above in writing for school percentile on the school perfomance framework by 2016 *as ranked by the school's percentile on the school perfomance framework rather than achievement		* Develop a pedigogy for teaching writing including time guidelines, aligned rubrics, and consistent curricular resources
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	S					
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R					
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	M	Students have not reached adequate growth in mathematics.	Because we do not have a guaranteed and viable interim or alternate assessment for math, we will not be able to identify a numerical target for improvement of math scores. See the action plan for further information.	After a year of CMAS PARCC assessment in math, we will resume our goal of improving growth in mathematics for middle school students at Lincoln Academy	Because we do not have a guaranteed and viable interim or alternate assessment for math, we will not be able to identify a numerical target for improvement of math scores. See the action plan for more information.	* Provide professional development for teachers around differentiation of instruction and assessment * Utilize differentiated resources with students to allow students to work at their own pace

Performance Indicators	Measures/Metrics		Priority Performance Challenges	Annual Target 2014-15	Annual Target 2015-16	Interim Measures	Major Improvement Strategies
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	W					
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	ELP					
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	R	See math priority performance challenge	Because we do not have a guaranteed and viable interim or alternate assessment for math, we will not be able to identify a numerical target for improvement of middle school reading scores. See the action plan for further information.	New goals will be established based on more viable data from CMAS and added interim assessments in the action plan.		* Provide professional development for teachers around differentiation of instruction and assessment
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	M	A significant number of our students who typically experience growth gaps are not meeting state expectations for adequate growth, particularly students with disabilities overall, and especially at the middle school level, more often in math.	Because we do not have a guaranteed and viable interim or alternate assessment for math, we will not be able to identify a numerical target for improvement of math scores. See the action plan for further information.	New goals will be established based on more viable data from CMAS and added interim assessments in the action plan.		* Provide professional development for teachers around differentiation of instruction and assessment * Utilize differentiated resources with students to allow students to work at their own pace

Performance Indicators	Measures/Metrics		Priority Performance Challenges	Annual Target 2014-15	Annual Target 2015-16	Interim Measures	Major Improvement Strategies
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	W	See math priority performance challenge	Because we do not have a guaranteed and viable interim or alternate assessment for math, we will not be able to identify a numerical target for improvement of writing scores. See the action plan for further information.	New goals will be established based on more viable data from CMAS and added interim assessments in the action plan.		* Provide professional development for teachers around differentiation of instruction and assessment

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however it is recommended that schools focus on no more thatn 3 to 5 major improvement strategies.

Major Improvement Strategy:

Provide professional development for teachers around differentiation of instruction and assessment

Root Cause(s) Addressed:

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2014 -2015)	Timeline (2015-2016)	Key Personnel (optional)	Resources (Amount and Source: federal, state and/or local)	Implementation Benchmarks	Status of Action Step
Offer staff professional development for writing involving time spend on writing and writing instruction, teaching methods in writing, and systematic writing evaluation	Identify time spent in writing and writing instruction timing guidelines based on results of survey-- February 13, 2015	Offer writing professional development based on the discoveries of the previous year-- September-November 2015 Re-evaluation of student writing according to systemic rubrics from late 2014. These should show significant growth within cohorts.	all writing staff, administration, coach	All local resources, professional development being the major purchase. This may or may not include writing curricular materials depending on what internal research suggests.	Increases on internal systemic measures of writing will have to suffice, mostly because state measures are likely to be in flux (PARCC)	Not started

Major Improvement Strategy:

Utilize differentiated resources with students to allow students to work at their own pace

Root Cause(s) Addressed:

Materials and instruction not differentiated in mathematics, lack of teacher instruction in differentiation, undifferentiated materials (see math root causes)

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2014-2015)	Timeline (2015-2016)	Key Personnel (optional)	Resources (Amount and Source: federal, state and/or local)	Implementation Benchmarks	Status of Action Step
Offer students differentiated materials and instruction using Think Through Math Offer students supplemental materials to add differentiation and additional problem solving skills to Saxon Math in middle school.	Professional development on differentiation offered internally as well as through Kagan cooperative learning September 2014-March 2015 Think Through Math offered to all students in the 2014-15 school year	Continued implementation of TTM and differentiation	Middle School Administration, Math and Technology Instructors and Aides	Local resources, no additional resources from standard operating budget	Two years of implementation will yield significant individual data from TTM Staff will have identified additional supplemental resources to add to Saxon, as well as several classroom strategies for differentiation that they use regularly by the end of the 15-16 school year	Kagan training completed Professional development in progress

Major Improvement Strategy:

Develop a pedigogy for teaching writing including time guidelines, aligned rubrics, and consistent curricular resources

Root Cause(s) Addressed:

The school does not have a consistent school-wide writing pedagogy, including a researched-based curriculum, scoring system, or time guidelines.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2014-2015)	Timeline (2015-2016)	Key Personnel (optional)	Resources (Amount and Source: federal, state and/or local)	Implementation Benchmarks	Status of Action Step

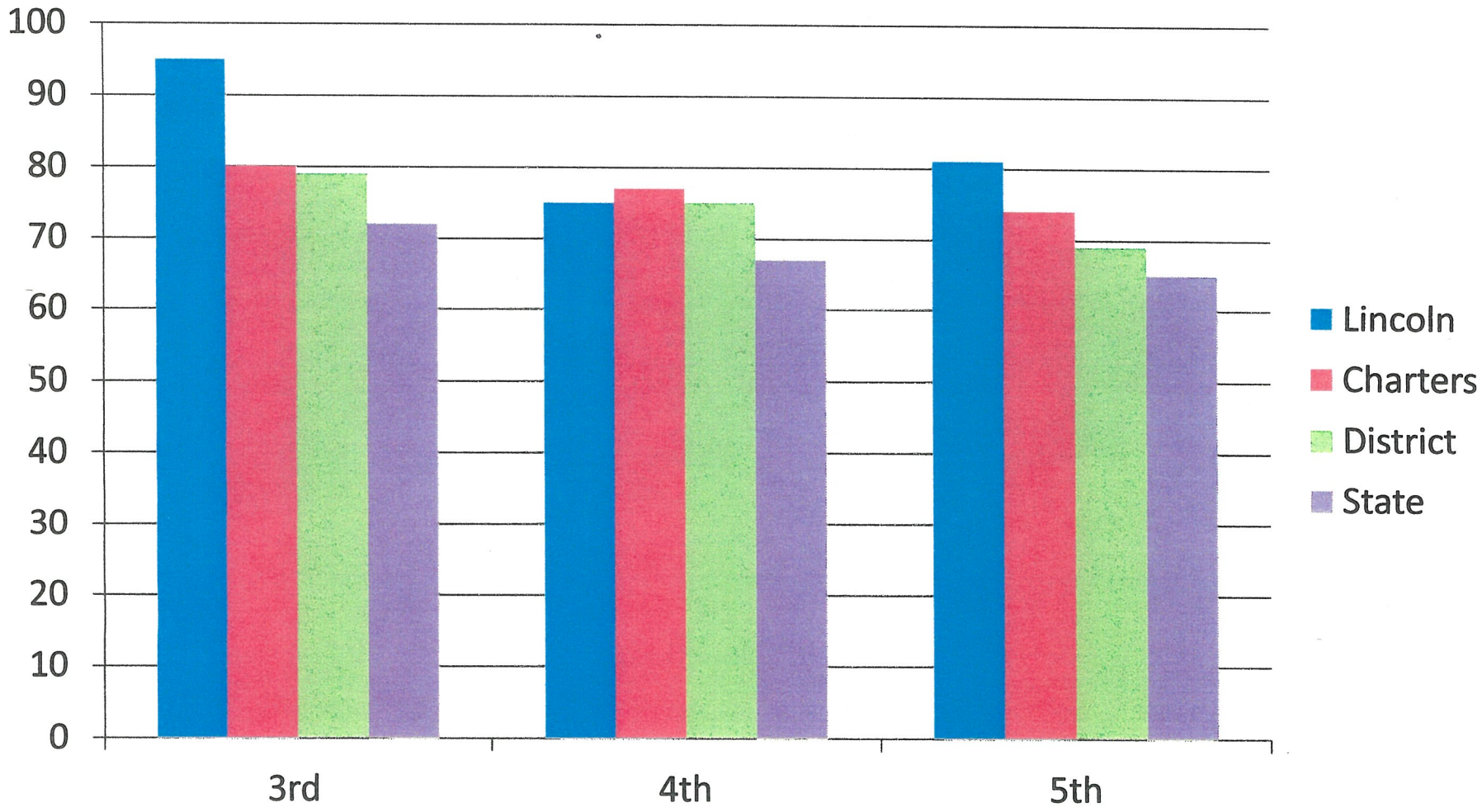
Identify current methods for teaching writing for our school in general terms (i.e. process vs. workshop, modeling vs. directed writing, teacher choice vs. student choice)	Identify survey team and draft survey-- November 21, 2014	Offer and analyze survey-- December 18, 2014 Identify guidelines for time spent on writing and writing instruction across grade levels-- January 30, 2015	Janelle Johnson, Lindsey Tomsick, Sarah Jacobson, Andrew Weir, all writing staff	Minimal local resources	Complete survey with analysis	Not started

Evaluate strengths of current writing program using systematic rubrics	**Select systematic rubrics--December 2014** **Train staff in use of systematic rubrics--January 8th, 2015** **Evaluate student population based on systemic rubrics January 30th, 2015** **Analyze results of rubrics, identify strengths and weaknesses--February 13th, 2015** **identify root causes of writing strengths and weaknesses (i.e. time spent on writing, consistent instruction, process skills, scaffolding, conferencing, differentiation)--March 27, 2015**	Offer writing professional development based on the discoveries of the previous year--September-November 2015 Re-evaluation of student writing according to systemic rubrics from late 2014. These should show significant growth within cohorts.	All writing staff, school administration, school coach	Purchase of appropriate writing rubrics--local or grant funding if available, Staff development either internal or external--locally funded	Completed analysis of writing rubrics school-wide according to timeline Implementation of professional development (supported by local research) K-8 according to timeline	Not started--starting with rubrics early could tell us information we aren't interested in, based on the direction of our school

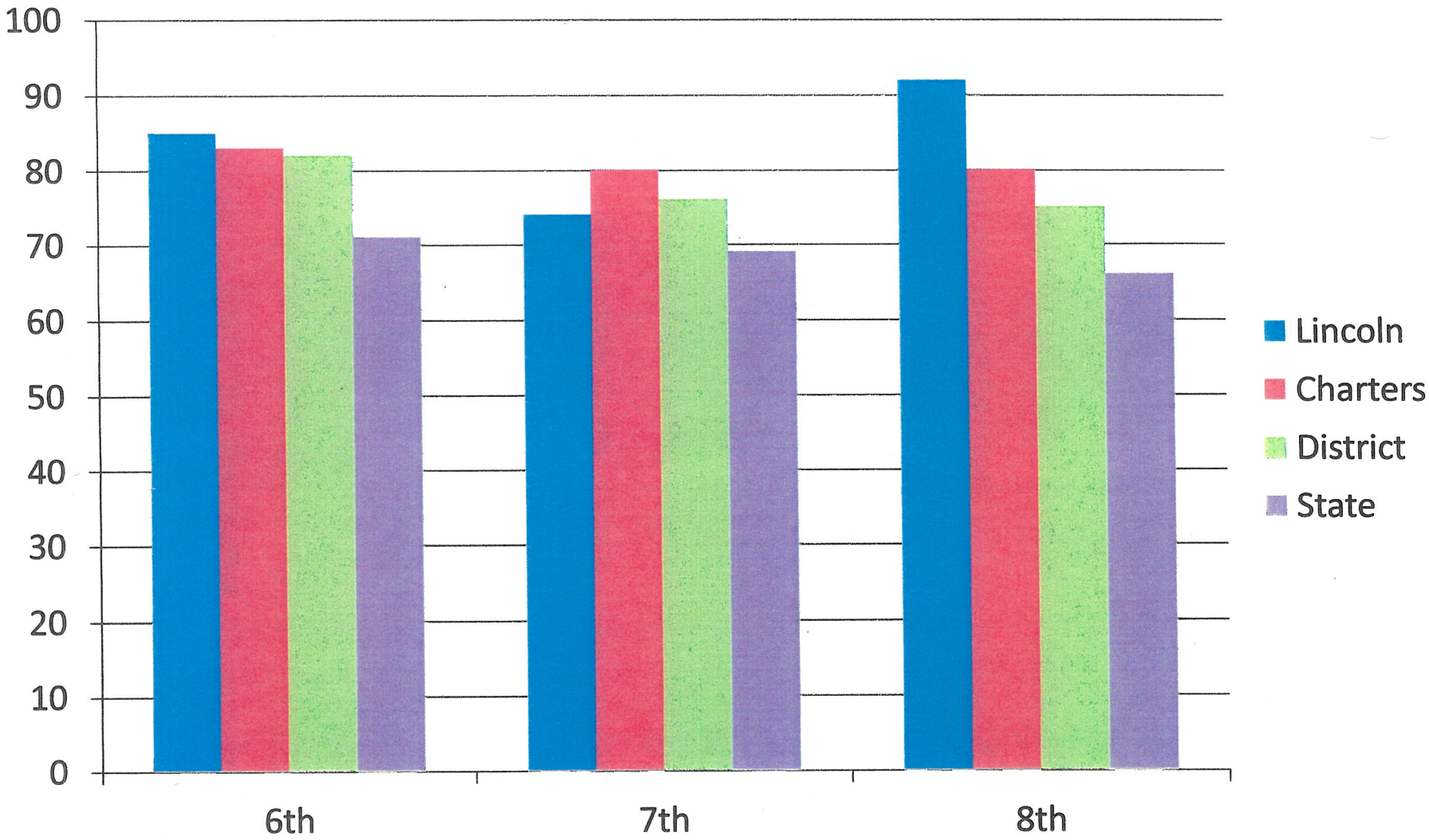
APPENDIX M

2014 TCAP Achievement Comparisons

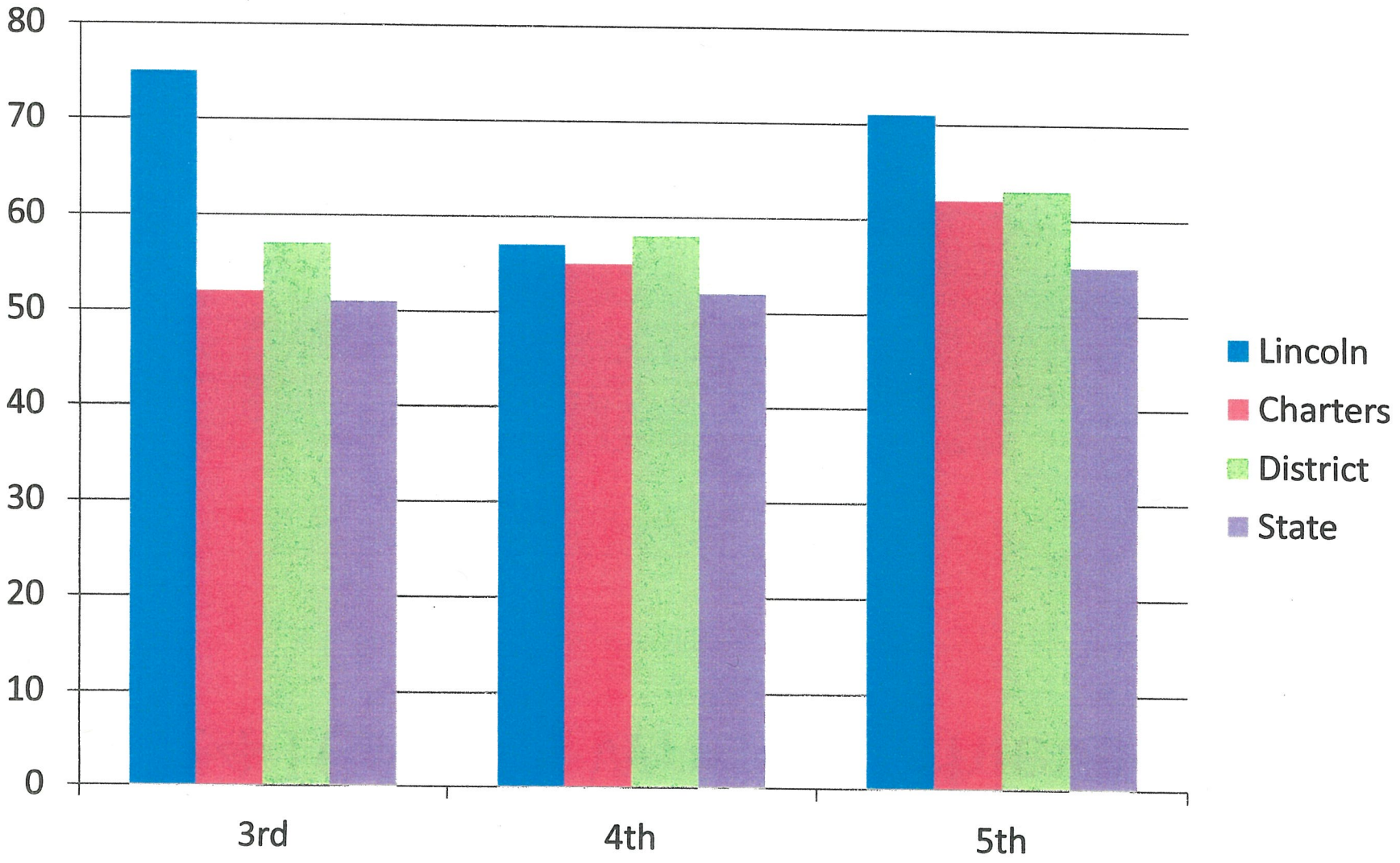
2014 TCAP Elementary Reading Achievement



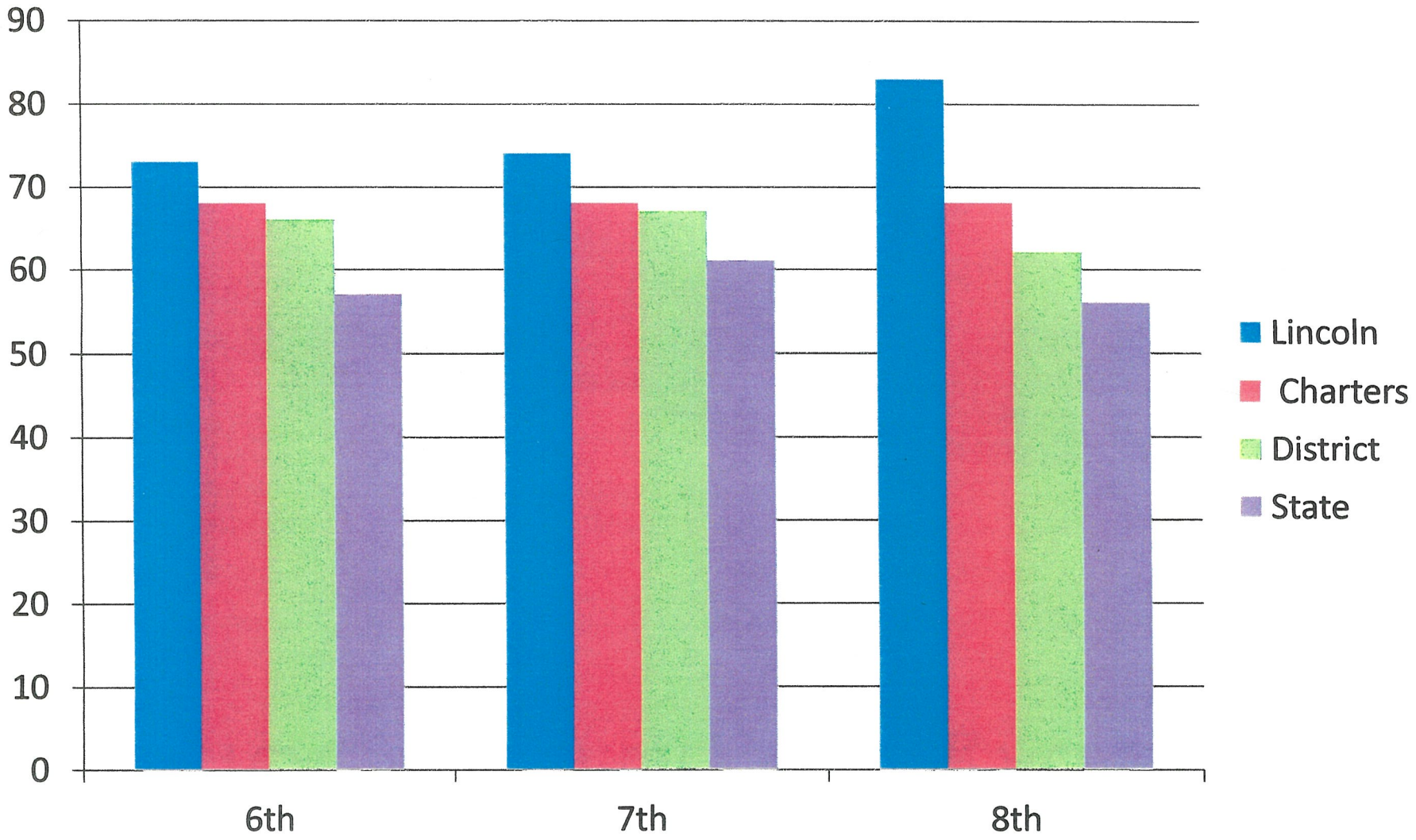
2014 TCAP MS Reading Achievement



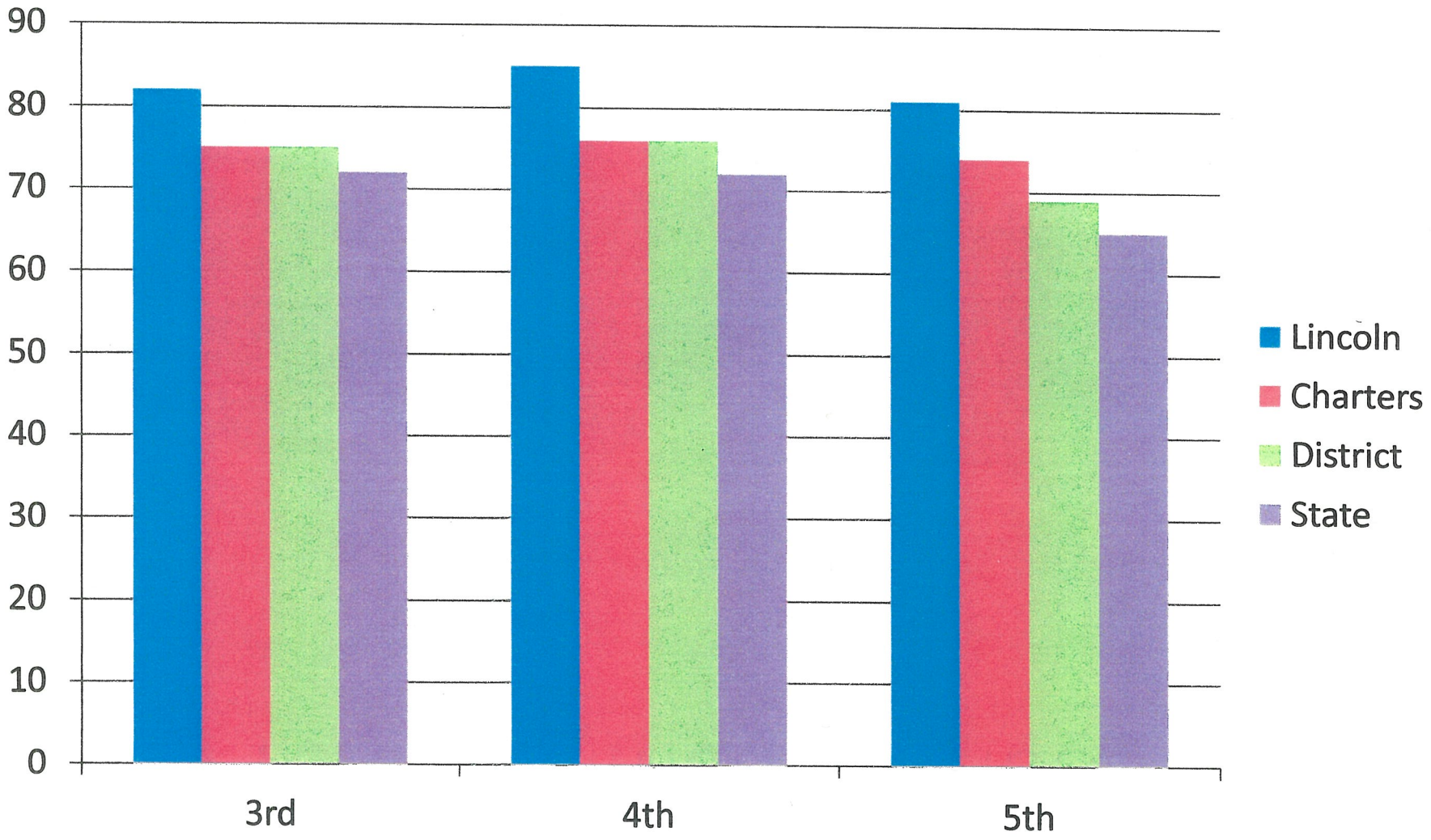
2014 TCAP Elementary Writing Achievement



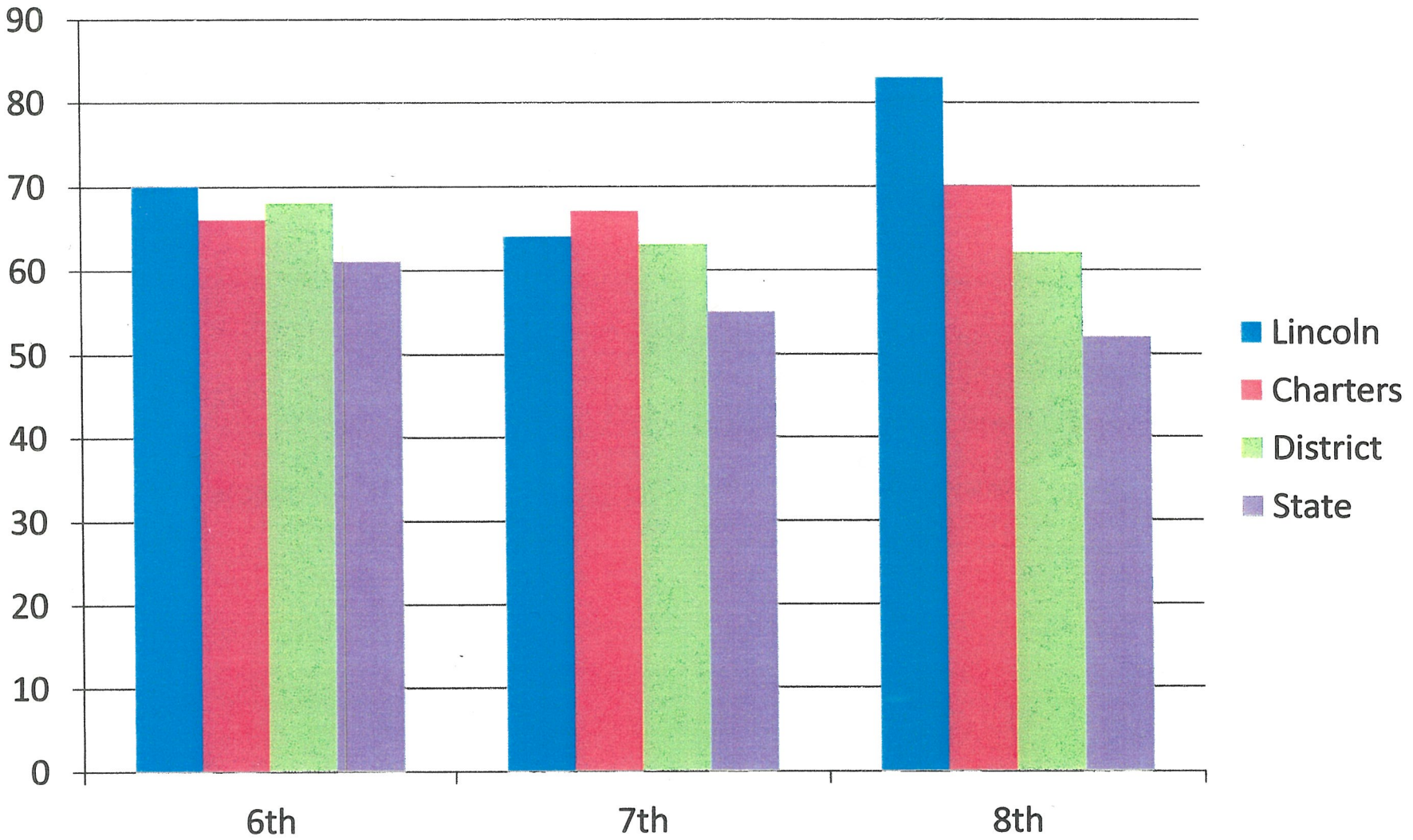
2014 TCAPMS Writing Achievement



2014 TCAP Elementary Math Achievement



2014 TCAP MS Math Achievement



APPENDIX N

TCAP Percentage of Students Proficient or Advanced by Cohort

Lincoln Academy ~ TCAP Scores

Percentage of Students Proficient or Above

Jefferson County School District scores in parenthesis

		2006	2007	2008	2009	2010	2011	2012	2013	2014
Third Grade	R	81% (75%)	85% (77%)	80% (77%)	82% (80%)	90% (76%)	78% (80%)	83% (80%)	79% (80%)	95% (79%)
	W	81% (62%)	74% (63%)	59% (59%)	65% (63%)	62% (56%)	70% (61%)	59% (58%)	53% (56%)	75% (57%)
	M	93% (76%)	78% (72%)	82% (74%)	79% (76%)	79% (74%)	72% (76%)	78% (75%)	85% (74%)	82% (75%)
Fourth Grade	R	79% (74%)	79% (72%)	78% (72%)	79% (72%)	91% (75%)	71% (73%)	75% (75%)	76% (76%)	75% (75%)
	W	66% (60%)	74% (57%)	84% (63%)	61% (57%)	70% (58%)	64% (63%)	68% (56%)	62% (58%)	57% (58%)
	M	80% (72%)	86% (73%)	84% (71%)	91% (72%)	96% (75%)	82% (75%)	77% (77%)	79% (77%)	85% (76%)
Fifth Grade	R	83% (75%)	85% (73%)	82% (77%)	91% (74%)	89% (75%)	91% (78%)	83% (77%)	91% (78%)	78% (79%)
	W	82% (68%)	69% (62%)	82% (65%)	77% (62%)	74% (62%)	88% (66%)	69% (63%)	84% (63%)	71% (63%)
	M	73% (70%)	73% (67%)	86% (70%)	85% (67%)	91% (70%)	90% (71%)	86% (68%)	91% (70%)	81% (69%)
	S	57% (43%)	60% (48%)	72% (51%)	68% (51%)	72% (57%)	74% (58%)	53% (59%)	70% (59%)	---
Sixth Grade	R	74% (77%)	83% (79%)	82% (80%)	82% (81%)	88% (82%)	86% (82%)	98% (84%)	71% (83%)	85% (82%)
	W	62% (69%)	68% (68%)	75% (68%)	72% (69%)	75% (66%)	73% (71%)	77% (65%)	55% (67%)	73% (66%)
	M	62% (65%)	68% (68%)	71% (67%)	77% (71%)	72% (69%)	61% (71%)	92% (71%)	60% (70%)	70% (68%)
Seventh Grade	R	76% (72%)	68% (72%)	76% (71%)	83% (73%)	81% (75%)	76% (74%)	76% (75%)	81% (76%)	74% (76%)
	W	81% (64%)	66% (68%)	64% (65%)	79% (67%)	79% (65%)	71% (64%)	74% (67%)	74% (68%)	74% (67%)
	M	67% (53%)	54% (58%)	42% (55%)	64% (61%)	58% (56%)	55% (61%)	69% (61%)	76% (63%)	64% (63%)
Eighth Grade	R	---	67% (70%)	77% (75%)	68% (69%)	76% (74%)	87% (73%)	90% (74%)	90% (74%)	92% (75%)
	W	---	67% (59%)	46% (58%)	63% (57%)	65% (60%)	68% (59%)	71% (59%)	74% (60%)	83% (62%)
	M	---	57% (55%)	40% (56%)	51% (61%)	70% (58%)	62% (59%)	51% (58%)	64% (59%)	83% (62%)
	S	---	48% (65%)	37% (58%)	51% (60%)	73% (57%)	72% (59%)	76% (57%)	78% (61%)	---

APPENDIX O

CMAS Reports for 2013-2014

School Performance Level Summary

Colorado Measures of Academic Success — Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Social Studies — Grade 4

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Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
State	**65,502**	**597**	**20,607**	**32%**	**32,558**	**51%**	**9,762**	**15%**	**1,137**	**2%**	**10,899**	**17%**	**1,438**
District	6,257	617	1,525	25%	3,272	53%	1,176	19%	153	2%	1,329	22%	131
School	60	607	16	27%	36	60%	6	10%	2	3%	8	13%	0
Gender													
Female	26	612	7	27%	14	54%	5	19%	0	0%	5	19%	0
Male	34	603	9	26%	22	65%	1	3%	2	6%	3	9%	0
Ethnicity/Race													
Hispanic or Latino	11	598	3	27%	5	45%	3	27%	0	0%	3	27%	0
American Indian or Alaska Native	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Asian	3	549	2	67%	1	33%	0	0%	0	0%	0	0%	0
Black or African-American	2	567	1	50%	1	50%	0	0%	0	0%	0	0%	0
White	39	615	9	23%	25	64%	3	8%	2	5%	5	13%	0
Native Hawaiian or Other Pacific Islander	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Two or more races	5	611	1	20%	4	80%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Language Background													
English	51	611	13	25%	30	59%	6	12%	2	4%	8	16%	0
Spanish	3	563	1	33%	2	67%	0	0%	0	0%	0	0%	0
Other	6	589	2	33%	4	67%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Language Proficiency													
Not Applicable	51	611	13	25%	30	59%	6	12%	2	4%	8	16%	0
NEP	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
LEP	7	570	3	43%	4	57%	0	0%	0	0%	0	0%	0
FEP	2	615	0	0%	2	100%	0	0%	0	0%	0	0%	0
PHLOTE	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
FELL	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0

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School Performance Level Summary

Colorado Measures of Academic Success

Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Social Studies

Grade 4

CONFIDENTIAL - DO NOT DISTRIBUTE

Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
ELL Program - Bilingual													
No	60	607	16	27%	36	60%	6	10%	2	3%	8	13%	0
Yes	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y1	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y2	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Exited Y3	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Parent Choice	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
ELL Program - ESL													
No	51	611	13	25%	30	59%	6	12%	2	4%	8	16%	0
Yes	7	570	3	43%	4	57%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y1	1	628	0	0%	1	100%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y2	1	601	0	0%	1	100%	0	0%	0	0%	0	0%	0
Exited Y3	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Parent Choice	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Primary Disabilities													
None	53	619	10	19%	35	66%	6	11%	2	4%	8	15%	0
Intellectual Disability	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Serious Emotional Disability	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Specific Learning Disability	4	542	3	75%	1	25%	0	0%	0	0%	0	0%	0
Hearing Impairment, including Deafness	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Visual Impairment, including Blindness	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Physical Disability	2	453	2	100%	0	0%	0	0%	0	0%	0	0%	0
Speech or Language Impairment	1	496	1	100%	0	0%	0	0%	0	0%	0	0%	0
Deaf-Blindness	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Multiple Disabilities	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Autism Spectrum Disabilities	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Traumatic Brain Injury (TBI)	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Orthopedic Impairment	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0

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School Performance Level Summary

Colorado Measures of Academic Success — Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Social Studies — Grade 4

CONFIDENTIAL - DO NOT DISTRIBUTE

Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
Other Health Impairment	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Free/Reduced Lunch Eligible													
Free Lunch Eligible	8	610	2	25%	5	63%	1	13%	0	0%	1	13%	0
Reduced Lunch Eligible	3	607	1	33%	2	67%	0	0%	0	0%	0	0%	0
Not Eligible for Free/Reduced Lunch	49	606	13	27%	29	59%	5	10%	2	4%	7	14%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Gifted/Talented Designation													
No	52	598	15	29%	33	63%	3	6%	1	2%	4	8%	0
Language Arts	1	708	0	0%	0	0%	1	100%	0	0%	1	100%	0
Mathematics	2	766	0	0%	0	0%	1	50%	1	50%	2	100%	0
Both Languages Arts and Mathematics	1	721	0	0%	0	0%	1	100%	0	0%	1	100%	0
Other	4	586	1	25%	3	75%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Accommodations													
None	58	608	15	26%	35	60%	6	10%	2	3%	8	14%	0
Paper Form (regular)	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Large Print	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Contracted Braille	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Uncontracted Braille	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
English Oral Script	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Spanish Oral Script	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Script for Translation	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Text to Speech	2	559	1	50%	1	50%	0	0%	0	0%	0	0%	0
Contrast Settings	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Extended Time	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Human Scribe	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Low Vision Devices	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Multiple Breaks	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0

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School Performance Level Summary

Colorado Measures of Academic Success

Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Social Studies

Grade 4

CONFIDENTIAL - DO NOT DISTRIBUTE

Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
Student Spoken Responses - Native Language	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Student Written Responses - Other	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Student Written Responses - Spanish	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Homeless													
Yes and in Physical Custody	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Yes and Not in Physical Custody	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Other													
IEP	7	510	6	86%	1	14%	0	0%	0	0%	0	0%	0
504 Plan	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Title I	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Migrant	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Immigrant	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Colorado Continuously	58	609	14	24%	36	62%	6	10%	2	3%	8	14%	0
Continuous in District	58	607	15	26%	35	60%	6	10%	2	3%	8	14%	0
Continuous in School	56	609	15	27%	33	59%	6	11%	2	4%	8	14%	0
October New to School	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Total Number of Students with No Scores Reported by Category													
Took Other Assessment*	0												
Test Not Completed	0												
Withdrew Before Completion*	0												
Test Refusal	0												
Nonapproved Accommodation	0												
Misadministration	0												
District Education Services	0												
State Use 1	0												
State Use 2	0												

* Not included in "Total Number Tested" and "No Scores Reported".

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School Performance Level Summary

Colorado Measures of Academic Success — Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Social Studies — Grade 7

CONFIDENTIAL - DO NOT DISTRIBUTE

Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
State	**64,425**	**598**	**28,218**	**45%**	**24,106**	**38%**	**7,844**	**13%**	**2,551**	**4%**	**10,395**	**17%**	**1,706**
District	6,195	622	2,157	36%	2,493	41%	1,011	17%	395	7%	1,406	23%	139
School	48	635	15	31%	20	42%	8	17%	5	10%	13	27%	0
Gender													
Female	28	640	7	25%	12	43%	6	21%	3	11%	9	32%	0
Male	20	629	8	40%	8	40%	2	10%	2	10%	4	20%	0
Ethnicity/Race													
Hispanic or Latino	10	607	5	50%	4	40%	0	0%	1	10%	1	10%	0
American Indian or Alaska Native	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Asian	2	691	0	0%	1	50%	1	50%	0	0%	1	50%	0
Black or African-American	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
White	30	650	8	27%	13	43%	6	20%	3	10%	9	30%	0
Native Hawaiian or Other Pacific Islander	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Two or more races	6	591	2	33%	2	33%	1	17%	1	17%	2	33%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Language Background													
English	42	644	11	26%	19	45%	7	17%	5	12%	12	29%	0
Spanish	3	549	2	67%	1	33%	0	0%	0	0%	0	0%	0
Other	3	595	2	67%	0	0%	1	33%	0	0%	1	33%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Language Proficiency													
Not Applicable	42	644	11	26%	19	45%	7	17%	5	12%	12	29%	0
NEP	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
LEP	2	448	2	100%	0	0%	0	0%	0	0%	0	0%	0
FEP	3	631	2	67%	0	0%	1	33%	0	0%	1	33%	0
PHLOTE	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
FELL	1	643	0	0%	1	100%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0

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School Performance Level Summary

Colorado Measures of Academic Success — Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Social Studies — Grade 7

CONFIDENTIAL - DO NOT DISTRIBUTE

Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
ELL Program - Bilingual													
No	48	635	15	31%	20	42%	8	17%	5	10%	13	27%	0
Yes	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y1	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y2	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Exited Y3	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Parent Choice	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
ELL Program - ESL													
No	43	644	11	26%	20	47%	7	16%	5	12%	12	28%	0
Yes	2	448	2	100%	0	0%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y1	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y2	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Exited Y3	3	631	2	67%	0	0%	1	33%	0	0%	1	33%	0
Parent Choice	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Primary Disabilities													
None	46	638	14	30%	19	41%	8	17%	5	11%	13	28%	0
Intellectual Disability	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Serious Emotional Disability	1	493	1	100%	0	0%	0	0%	0	0%	0	0%	0
Specific Learning Disability	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Hearing Impairment, including Deafness	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Visual Impairment, including Blindness	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Physical Disability	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Speech or Language Impairment	1	632	0	0%	1	100%	0	0%	0	0%	0	0%	0
Deaf-Blindness	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Multiple Disabilities	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Autism Spectrum Disabilities	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Traumatic Brain Injury (TBI)	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Orthopedic Impairment	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0

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School Performance Level Summary

Colorado Measures of Academic Success

Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Social Studies

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 7

Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
Other Health Impairment	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Free/Reduced Lunch Eligible													
Free Lunch Eligible	8	594	4	50%	3	38%	1	13%	0	0%	1	13%	0
Reduced Lunch Eligible	3	660	1	33%	1	33%	1	33%	0	0%	1	33%	0
Not Eligible for Free/Reduced Lunch	37	642	10	27%	16	43%	6	16%	5	14%	11	30%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Gifted/Talented Designation													
No	45	629	15	33%	19	42%	7	16%	4	9%	11	24%	0
Language Arts	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Mathematics	1	639	0	0%	1	100%	0	0%	0	0%	0	0%	0
Both Languages Arts and Mathematics	2	776	0	0%	0	0%	1	50%	1	50%	2	100%	0
Other	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Accommodations													
None	40	647	11	28%	17	43%	7	18%	5	13%	12	30%	0
Paper Form (regular)	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Large Print	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Contracted Braille	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Uncontracted Braille	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
English Oral Script	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Spanish Oral Script	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Script for Translation	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Text to Speech	8	578	4	50%	3	38%	1	13%	0	0%	1	13%	0
Contrast Settings	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Extended Time	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Human Scribe	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Low Vision Devices	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Multiple Breaks	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0

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School Performance Level Summary

Colorado Measures of Academic Success

Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Social Studies

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 7

Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
Student Spoken Responses - Native Language	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Student Written Responses - Other	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Student Written Responses - Spanish	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Homeless													
Yes and in Physical Custody	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Yes and Not in Physical Custody	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Other													
IEP	2	563	1	50%	1	50%	0	0%	0	0%	0	0%	0
504 Plan	1	493	1	100%	0	0%	0	0%	0	0%	0	0%	0
Title I	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Migrant	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Immigrant	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Colorado Continuously	47	634	15	32%	19	40%	8	17%	5	11%	13	28%	0
Continuous in District	47	630	15	32%	20	43%	8	17%	4	9%	12	26%	0
Continuous in School	46	631	15	33%	19	41%	8	17%	4	9%	12	26%	0
October New to School	1	592	0	0%	1	100%	0	0%	0	0%	0	0%	0
Total Number of Students with No Scores Reported by Category													
Took Other Assessment*	0												
Test Not Completed	0												
Withdrew Before Completion*	1												
Test Refusal	0												
Nonapproved Accommodation	0												
Misadministration	0												
District Education Services	0												
State Use 1	0												
State Use 2	0												

* Not included in "Total Number Tested" and "No Scores Reported".

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School Performance Level Summary

Colorado Measures of Academic Success

Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Science

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 5

Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
State	**65,666**	**599**	**18,203**	**28%**	**24,491**	**38%**	**19,409**	**30%**	**2,238**	**3%**	**21,647**	**34%**	**1,325**
District	6,459	624	1,245	20%	2,414	38%	2,345	37%	313	5%	2,658	42%	142
School	59	622	10	17%	28	47%	20	34%	1	2%	21	36%	0
Gender													
Female	28	622	5	18%	12	43%	10	36%	1	4%	11	39%	0
Male	31	622	5	16%	16	52%	10	32%	0	0%	10	32%	0
Ethnicity/Race													
Hispanic or Latino	14	596	4	29%	7	50%	3	21%	0	0%	3	21%	0
American Indian or Alaska Native	1	580	0	0%	1	100%	0	0%	0	0%	0	0%	0
Asian	4	606	1	25%	2	50%	1	25%	0	0%	1	25%	0
Black or African-American	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
White	35	632	5	14%	15	43%	14	40%	1	3%	15	43%	0
Native Hawaiian or Other Pacific Islander	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Two or more races	5	652	0	0%	3	60%	2	40%	0	0%	2	40%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Language Background													
English	51	621	9	18%	24	47%	17	33%	1	2%	18	35%	0
Spanish	1	668	0	0%	0	0%	1	100%	0	0%	1	100%	0
Other	7	622	1	14%	4	57%	2	29%	0	0%	2	29%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Language Proficiency													
Not Applicable	51	621	9	18%	24	47%	17	33%	1	2%	18	35%	0
NEP	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
LEP	2	566	1	50%	1	50%	0	0%	0	0%	0	0%	0
FEP	6	649	0	0%	3	50%	3	50%	0	0%	3	50%	0
PHLOTE	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
FELL	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0

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School Performance Level Summary

Colorado Measures of Academic Success

Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Science

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 5

Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
ELL Program - Bilingual													
No	59	622	10	17%	28	47%	20	34%	1	2%	21	36%	0
Yes	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y1	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y2	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Exited Y3	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Parent Choice	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
ELL Program - ESL													
No	51	621	9	18%	24	47%	17	33%	1	2%	18	35%	0
Yes	2	566	1	50%	1	50%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y1	1	564	0	0%	1	100%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y2	3	671	0	0%	1	33%	2	67%	0	0%	2	67%	0
Exited Y3	2	658	0	0%	1	50%	1	50%	0	0%	1	50%	0
Parent Choice	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Primary Disabilities													
None	51	634	4	8%	28	55%	18	35%	1	2%	19	37%	0
Intellectual Disability	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Serious Emotional Disability	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Specific Learning Disability	6	516	5	83%	0	0%	1	17%	0	0%	1	17%	0
Hearing Impairment, including Deafness	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Visual Impairment, including Blindness	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Physical Disability	1	538	1	100%	0	0%	0	0%	0	0%	0	0%	0
Speech or Language Impairment	1	759	0	0%	0	0%	1	100%	0	0%	1	100%	0
Deaf-Blindness	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Multiple Disabilities	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Autism Spectrum Disabilities	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Traumatic Brain Injury (TBI)	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Orthopedic Impairment	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0

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School Performance Level Summary

Colorado Measures of Academic Success

Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Science

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 5

Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
Other Health Impairment	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Free/Reduced Lunch Eligible													
Free Lunch Eligible	9	630	2	22%	3	33%	4	44%	0	0%	4	44%	0
Reduced Lunch Eligible	6	590	1	17%	4	67%	1	17%	0	0%	1	17%	0
Not Eligible for Free/Reduced Lunch	44	625	7	16%	21	48%	15	34%	1	2%	16	36%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Gifted/Talented Designation													
No	54	613	10	19%	28	52%	15	28%	1	2%	16	30%	0
Language Arts	1	734	0	0%	0	0%	1	100%	0	0%	1	100%	0
Mathematics	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Both Languages Arts and Mathematics	2	730	0	0%	0	0%	2	100%	0	0%	2	100%	0
Other	2	716	0	0%	0	0%	2	100%	0	0%	2	100%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Accommodations													
None	57	628	8	14%	28	49%	20	35%	1	2%	21	37%	0
Paper Form (regular)	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Large Print	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Contracted Braille	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Uncontracted Braille	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
English Oral Script	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Spanish Oral Script	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Script for Translation	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Text to Speech	2	462	2	100%	0	0%	0	0%	0	0%	0	0%	0
Contrast Settings	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Extended Time	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Human Scribe	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Low Vision Devices	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Multiple Breaks	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0

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School Performance Level Summary

Colorado Measures of Academic Success

Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Science

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 5

Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
Student Spoken Responses - Native Language	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Student Written Responses - Other	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Student Written Responses - Spanish	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Homeless													
Yes and in Physical Custody	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Yes and Not in Physical Custody	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Other													
IEP	8	549	6	75%	0	0%	2	25%	0	0%	2	25%	0
504 Plan	1	631	0	0%	1	100%	0	0%	0	0%	0	0%	0
Title I	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Migrant	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Immigrant	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Colorado Continuously	57	622	10	18%	27	47%	19	33%	1	2%	20	35%	0
Continuous in District	58	623	10	17%	27	47%	20	34%	1	2%	21	36%	0
Continuous in School	56	625	10	18%	25	45%	20	36%	1	2%	21	38%	0
October New to School	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Total Number of Students with No Scores Reported by Category													
Took Other Assessment*	0												
Test Not Completed	0												
Withdrew Before Completion*	0												
Test Refusal	0												
Nonapproved Accommodation	0												
Misadministration	0												
District Education Services	0												
State Use 1	0												
State Use 2	0												

* Not included in "Total Number Tested" and "No Scores Reported".

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School Performance Level Summary

Colorado Measures of Academic Success

Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Science

Grade 8

CONFIDENTIAL - DO NOT DISTRIBUTE

Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
State	**63,282**	**598**	**19,343**	**31%**	**22,149**	**36%**	**18,496**	**30%**	**1,471**	**2%**	**19,967**	**32%**	**1,823**
District	6,263	629	1,314	21%	2,087	34%	2,458	40%	263	4%	2,721	44%	141
School	53	690	4	8%	12	23%	31	58%	6	11%	37	70%	0
Gender													
Female	26	671	2	8%	7	27%	15	58%	2	8%	17	65%	0
Male	27	709	2	7%	5	19%	16	59%	4	15%	20	74%	0
Ethnicity/Race													
Hispanic or Latino	11	691	2	18%	2	18%	4	36%	3	27%	7	64%	0
American Indian or Alaska Native	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Asian	2	675	0	0%	0	0%	2	100%	0	0%	2	100%	0
Black or African-American	1	549	1	100%	0	0%	0	0%	0	0%	0	0%	0
White	38	694	1	3%	10	26%	24	63%	3	8%	27	71%	0
Native Hawaiian or Other Pacific Islander	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Two or more races	1	704	0	0%	0	0%	1	100%	0	0%	1	100%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Language Background													
English	46	687	4	9%	12	26%	24	52%	6	13%	30	65%	0
Spanish	1	753	0	0%	0	0%	1	100%	0	0%	1	100%	0
Other	6	707	0	0%	0	0%	6	100%	0	0%	6	100%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Language Proficiency													
Not Applicable	46	687	4	9%	12	26%	24	52%	6	13%	30	65%	0
NEP	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
LEP	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
FEP	7	714	0	0%	0	0%	7	100%	0	0%	7	100%	0
PHLOTE	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
FELL	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0

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School Performance Level Summary

Colorado Measures of Academic Success

Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Science

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 8

Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
ELL Program - Bilingual													
No	53	690	4	8%	12	23%	31	58%	6	11%	37	70%	0
Yes	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y1	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y2	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Exited Y3	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Parent Choice	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
ELL Program - ESL													
No	46	687	4	9%	12	26%	24	52%	6	13%	30	65%	0
Yes	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y1	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Re-designated Monitored Y2	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Exited Y3	7	714	0	0%	0	0%	7	100%	0	0%	7	100%	0
Parent Choice	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Primary Disabilities													
None	52	692	4	8%	11	21%	31	60%	6	12%	37	71%	0
Intellectual Disability	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Serious Emotional Disability	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Specific Learning Disability	1	622	0	0%	1	100%	0	0%	0	0%	0	0%	0
Hearing Impairment, including Deafness	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Visual Impairment, including Blindness	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Physical Disability	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Speech or Language Impairment	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Deaf-Blindness	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Multiple Disabilities	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Autism Spectrum Disabilities	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Traumatic Brain Injury (TBI)	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Orthopedic Impairment	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0

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School Performance Level Summary

Colorado Measures of Academic Success

Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Science

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 8

Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
Other Health Impairment	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Free/Reduced Lunch Eligible													
Free Lunch Eligible	4	710	0	0%	0	0%	3	75%	1	25%	4	100%	0
Reduced Lunch Eligible	7	714	0	0%	2	29%	4	57%	1	14%	5	71%	0
Not Eligible for Free/Reduced Lunch	42	685	4	10%	10	24%	24	57%	4	10%	28	67%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Gifted/Talented Designation													
No	48	682	4	8%	12	25%	28	58%	4	8%	32	67%	0
Language Arts	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Mathematics	3	721	0	0%	0	0%	3	100%	0	0%	3	100%	0
Both Languages Arts and Mathematics	2	838	0	0%	0	0%	0	0%	2	100%	2	100%	0
Other	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Indicated	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Accommodations													
None	46	706	1	2%	8	17%	31	67%	6	13%	37	80%	0
Paper Form (regular)	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Large Print	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Contracted Braille	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Uncontracted Braille	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
English Oral Script	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Spanish Oral Script	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Script for Translation	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Text to Speech	7	587	3	43%	4	57%	0	0%	0	0%	0	0%	0
Contrast Settings	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Extended Time	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Human Scribe	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Low Vision Devices	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Multiple Breaks	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

School Performance Level Summary

Colorado Measures of Academic Success

Spring 2014

School: **LINCOLN CHARTER ACADEMY (5145)**

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

Science

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 8

Purpose: This report describes group achievement in terms of performance levels.

	Total Number Tested	Average Scale Score	Performance Levels								Strong and Distinguished		No Scores Reported
			Limited Command		Moderate Command		Strong Command		Distinguished Command				
			#	%	#	%	#	%	#	%	#	%	#
Student Spoken Responses - Native Language	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Student Written Responses - Other	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Student Written Responses - Spanish	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Homeless													
Yes and in Physical Custody	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Yes and Not in Physical Custody	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Other													
IEP	1	622	0	0%	1	100%	0	0%	0	0%	0	0%	0
504 Plan	1	706	0	0%	0	0%	1	100%	0	0%	1	100%	0
Title I	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Migrant	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Immigrant	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Colorado Continuously	51	695	3	6%	11	22%	31	61%	6	12%	37	73%	0
Continuous in District	53	690	4	8%	12	23%	31	58%	6	11%	37	70%	0
Continuous in School	53	690	4	8%	12	23%	31	58%	6	11%	37	70%	0
October New to School	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0
Total Number of Students with No Scores Reported by Category													
Took Other Assessment*	0												
Test Not Completed	0												
Withdrew Before Completion*	0												
Test Refusal	0												
Nonapproved Accommodation	0												
Misadministration	0												
District Education Services	0												
State Use 1	0												
State Use 2	0												

* Not included in "Total Number Tested" and "No Scores Reported".

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APPENDIX P

Lincoln Academy Financials from 2011-2014

Jefferson County Public Schools
Charter Schools
Lincoln Academy Charter School
Report ID: 558OPP
For Accounting Period:
06/30/12

LINCOLN ACADEMY FINANCIALS
07/01/11 THRU 06/30/12

Account Number	Description	Estimated Revenue	Budget	Current Year Operational Funds	Current Year Capital Funds	Current Year Total	Variance	Percent Spent
	Prior Year Carryforward			694,507.29	327,896.23	1,022,403.52		
401300	Vending Machines	475.00	0.00	478.96	-	478.96	(3.96)	101%
408000	Resale	-	0.00	-	-	-	-	n/a
409000	Sales-Fund Raising	-	0.00	4,506.51	-	4,506.51	(4,506.51)	n/a
415000	Earnings On Investments	-	0.00	-	35.66	35.66	(35.66)	n/a
416000	Proceeds Lease/Purchase	9,000.00	0.00	10,910.47	-	10,910.47	(1,910.47)	121%
419000	Other Revenue	2,500.00	0.00	2,217.00	-	2,217.00	283.00	89%
433000	State Revenue - Other	39,072.00	0.00	-	39,424.50	39,424.50	(352.50)	101%
440600	Federal/State Reimb Food Svc	-	0.00	-	-	-	-	n/a
450000	Transfers	3,253,639.00	0.00	3,267,968.87	197,623.36	3,465,592.23	(211,953.23)	107%
451000	Fees/Dues	16,756.00	0.00	24,982.51	-	24,982.51	(8,226.51)	149%
451500	Student Fees-Registration	31,119.00	0.00	35,451.60	-	35,451.60	(4,332.60)	114%
455000	Tuition from Individuals	50,000.00	0.00	61,600.64	-	61,600.64	(11,600.64)	123%
456000	Tuition-Extended Day Kdgn	59,565.00	0.00	59,878.50	-	59,878.50	(313.50)	101%
461000	Building Rental	2,000.00	0.00	5,450.00	-	5,450.00	(3,450.00)	273%
474000	Trans - Field Trips	20,000.00	0.00	22,942.17	-	22,942.17	(2,942.17)	115%
481000	Concession Revenue	27,000.00	0.00	31,665.95	-	31,665.95	(4,665.95)	117%
482000	Resale/Activity Revenue	12,000.00	0.00	16,189.71	-	16,189.71	(4,189.71)	135%
492000	Textbook Fees	-	0.00	2,349.24	-	2,349.24	(2,349.24)	n/a
498000	Donations	-	0.00	50,113.24	-	50,113.24	(50,113.24)	n/a
498100	Sponsorship Revenue	-	0.00	-	-	-	-	n/a
499000	Miscellaneous Revenue	-	0.00	1,423.91	-	1,423.91	(1,423.91)	n/a
950500	Mandatory Transfers	-	0.00	(158,198.86)	(39,424.50)	(197,623.36)	197,623.36	n/a
	Revenues	3,523,126.00	-	3,439,930.42	197,659.02	3,637,589.44	(114,463.44)	103%
	Available	3,523,126.00		4,134,437.71	525,555.25	4,659,992.96	(114,463.44)	132%

Jefferson County Public Schools
Charter Schools
Lincoln Academy Charter School
Report ID: 558OPP
For Accounting Period:
06/30/12



LINCOLN ACADEMY FINANCIALS
07/01/11 THRU 06/30/12

Account Number	Description	Estimated Revenue	Budget	Current Year Operational Funds	Current Year Capital Funds	Current Year Total	Variance	Percent Spent
512100	Principal		83,000.00	84,540.07	-	84,540.07	(1,540.07)	102%
513100	Assistant Principal		66,750.00	68,208.88	-	68,208.88	(1,458.88)	102%
521000	Dean		0.00	-	-	-	-	n/a
521100	Teacher		1,292,000.00	1,340,715.67	-	1,340,715.67	(48,715.67)	104%
521900	Substitute Teacher		22,000.00	23,453.00	-	23,453.00	(1,453.00)	107%
522100	Counselor		0.00	-	-	-	-	n/a
522200	Teacher Librarian		34,500.00	35,076.88	-	35,076.88	(576.88)	102%
524200	Coordinator - Classified		5,000.00	5,812.50	-	5,812.50	(812.50)	116%
526500	Administrator		14,800.00	15,124.56	-	15,124.56	(324.56)	102%
529200	Occupational Therapist		15,000.00	10,363.20	-	10,363.20	4,636.80	69%
529500	Psychologist		20,000.00	20,701.00	-	20,701.00	(701.00)	104%
529600	Social Worker		10,000.00	13,117.20	-	13,117.20	(3,117.20)	131%
529800	Speech Therapist		25,000.00	21,369.00	-	21,369.00	3,631.00	85%
552100	School Secretary		138,000.00	119,719.95	-	119,719.95	18,280.05	87%
557100	Paraprofessional		205,600.00	219,673.00	-	219,673.00	(14,073.00)	107%
591100	Custodian		50,000.00	55,130.42	-	55,130.42	(5,130.42)	110%
592150	Food Services Manager		500.00	421.33	-	421.33	78.67	84%
599400	Unused Sick Leave		11,000.00	12,720.92	-	12,720.92	(1,720.92)	116%
599810	Additional Pay - Certificated		4,000.00	5,225.61	-	5,225.61	(1,225.61)	131%
599820	Additional Pay-Classified		1,500.00	1,027.28	-	1,027.28	472.72	68%
599830	Additional Pay-Administrative		1,500.00	1,100.00	-	1,100.00	400.00	73%
	Salaries		2,000,150.00	2,053,500.47	-	2,053,500.47	(53,350.47)	103%
699000	Employee Benefits		297,400.00	312,765.08	-	312,765.08	(15,365.08)	105%
	Benefits		297,400.00	312,765.08	-	312,765.08	(15,365.08)	105%
	Total Salaries and Benefits		2,297,550.00	2,366,265.55	-	2,366,265.55	(68,715.55)	103%

Jefferson County Public Schools
Charter Schools
Lincoln Academy Charter School
Report ID: 558OPP
For Accounting Period:
06/30/12



LINCOLN ACADEMY FINANCIALS
07/01/11 THRU 06/30/12

Account Number	Description	Estimated Revenue	Budget	Current Year Operational Funds	Current Year Capital Funds	Current Year Total	Variance	Percent Spent
701000	Mileage And Travel		1,500.00	888.61	-	888.61	611.39	59%
702000	Employee Training & Conf		8,800.00	3,022.00	-	3,022.00	5,778.00	34%
703000	Awards And Banquets		0.00	90.48	-	90.48	(90.48)	n/a
704000	Orientation-Inserv-Workshops		4,000.00	-	-	-	4,000.00	0%
708000	Employee Background Verificatn		500.00	346.00	-	346.00	154.00	69%
710000	Meals/Refreshments		3,000.00	2,577.46	-	2,577.46	422.54	86%
713000	Student Transportation		24,000.00	4,145.76	-	4,145.76	19,854.24	17%
715000	Student Admission/Entry Fees		0.00	20,024.05	-	20,024.05	(20,024.05)	n/a
717000	Athletic Trainers		5,000.00	2,934.47	-	2,934.47	2,065.53	59%
721000	Legal Fees		0.00	-	-	-	-	n/a
723000	Printing		5,000.00	1,101.98	-	1,101.98	3,898.02	22%
729000	Contract Labor		0.00	-	-	-	-	n/a
731000	Contracted Services		50,000.00	49,926.39	-	49,926.39	73.61	100%
735000	Bank Fees & Other Expense		0.00	59.22	-	59.22	(59.22)	n/a
736000	Bad Debt Expense		0.00	-	-	-	-	n/a
743000	Equipment Rental		250.00	99.59	-	99.59	150.41	40%
745000	Contract Maint/Eq Repair		20,000.00	13,832.03	-	13,832.03	6,167.97	69%
745500	Technology Services		8,000.00	5,632.69	-	5,632.69	2,367.31	70%
746000	Const Maint/Repair-Bldg		11,000.00	95,545.03	-	95,545.03	(84,545.03)	869%
747000	Software Purch/Lease		3,000.00	4,788.81	-	4,788.81	(1,788.81)	160%
752000	Marketing - Advertising		300.00	1,386.95	-	1,386.95	(1,086.95)	462%
760000	Telephone/Pagers/Modems		300.00	33.00	-	33.00	267.00	11%
761000	Natural Gas		12,000.00	10,881.64	-	10,881.64	1,118.36	91%
764000	Electricity		44,000.00	45,630.29	-	45,630.29	(1,630.29)	104%
765000	Voice Communication Line		9,000.00	5,057.95	-	5,057.95	3,942.05	56%
766000	Water & Sanitation		15,500.00	10,823.13	-	10,823.13	4,676.87	70%
768000	Postage		1,000.00	210.27	-	210.27	789.73	21%
769000	Permits/Licenses/Fees		11,130.00	21,652.17	-	21,652.17	(10,522.17)	195%
770000	Risk Management Charges		13,000.00	13,583.50	-	13,583.50	(583.50)	104%
770800	Unemployment Comp Insur		10,153.00	6,631.99	-	6,631.99	3,521.01	65%
775000	Community Relations		500.00	500.00	-	500.00	-	100%
781000	Lease Purch-Other-Principal		97,000.00	-	95,000.00	95,000.00	2,000.00	98%
781500	Lease Purch-Other-Interest		91,000.00	-	91,265.00	91,265.00	(265.00)	100%
950000	Transfers		480,600.00	470,356.64	-	470,356.64	10,243.36	98%
	Purchased Services		929,533.00	791,762.10	186,265.00	978,027.10	(48,494.10)	105%

Jefferson County Public Schools
Charter Schools
Lincoln Academy Charter School
Report ID: 558OPP
For Accounting Period:
06/30/12



LINCOLN ACADEMY FINANCIALS
07/01/11 THRU 06/30/12

Account Number	Description	Estimated Revenue	Budget	Current Year Operational Funds	Current Year Capital Funds	Current Year Total	Variance	Percent Spent
803000	Subscriptions/Books		0.00	153.74	-	153.74	(153.74)	n/a
804000	Fund Raising		0.00	-	-	-	-	n/a
805000	Materials/Supplies-Other		0.00	-	-	-	-	n/a
806000	Materials/Supplies Resale		0.00	7,904.75	-	7,904.75	(7,904.75)	n/a
810000	Office Material/Supplies		3,500.00	3,623.20	-	3,623.20	(123.20)	104%
810001	Office Equipment - Under $5K		0.00	-	-	-	-	n/a
812000	Clinic Supplies/Materials		750.00	77.80	-	77.80	672.20	10%
814000	Custodial Supplies		10,000.00	7,939.41	-	7,939.41	2,060.59	79%
820000	Instructional Material/Supply		56,500.00	41,150.96	-	41,150.96	15,349.04	73%
820001	Instructional Equip-Under $5K		0.00	-	-	-	-	n/a
822000	Textbooks		15,000.00	24,166.04	-	24,166.04	(9,166.04)	161%
823000	Copier Usage		15,000.00	16,015.03	-	16,015.03	(1,015.03)	107%
824000	Testing Materials		2,000.00	1,328.88	-	1,328.88	671.12	66%
826000	Graduation Materials		500.00	996.55	-	996.55	(496.55)	199%
840000	Maint Materials/Supplies		14,000.00	23,165.20	-	23,165.20	(9,165.20)	165%
870000	Library Materials		2,000.00	2,022.97	-	2,022.97	(22.97)	101%
880000	Purchased Food		32,000.00	32,188.50	-	32,188.50	(188.50)	101%
885000	Miscellaneous Expense		5,000.00	2,122.07	-	2,122.07	2,877.93	42%
889000	Consumable Supplies		500.00	272.15	-	272.15	227.85	54%
	Materials and Supplies		156,750.00	163,127.25	-	163,127.25	(6,377.25)	104%
929000	Athletic Equipment		0.00	-	-	-	-	n/a
931000	Site Acquisition		0.00	-	-	-	-	n/a
	Capital Outlay		-	-	-	-	-	n/a
	Total Expenditures		3,383,833.00	3,321,154.90	186,265.00	3,507,419.90		
	Pre-Adjusted Carryforward			813,282.81	339,290.25	1,152,573.06		
	Encumbrances		-	-	-	-		
	Requisitions		-	-	-	-		
	TABOR (school enters amount)			101,694.52	-	101,694.52		
	Adjusted Carryforward			711,588.29	339,290.25	1,050,878.54		

Jefferson County Public Schools
Charter Schools
Lincoln Academy Charter School
Report ID: 558OPP
For Accounting Period:
06/30/13

LINCOLN ACADEMY CHARTER SCHOOL
FINANCIALS 07/01/12 - 06/30/13

Account Number	Description	Prior Year Total	Current Year Operational Funds	CR020 Charter School Capital Reserve	DS020 Charter School Debt Service	Current Year Capital Funds	Current Year Total
	Prior Year Carryforward	1,022,403.52	666,269.19	-	339,237.64	339,237.64	1,005,506.83
401300	Vending Machines	506.68	441.85	-	-	-	441.85
408000	Resale	-	-	-	-	-	-
409000	Sales-Fund Raising	4,506.51	11,123.70	-	-	-	11,123.70
415000	Earnings On Investments	35.66	34.83	15.99	37.26	53.25	88.08
416000	Proceeds Lease/Purchase	10,910.47	11,976.50	3,350,000.00	-	3,350,000.00	3,361,976.50
419000	Other Revenue	2,217.00	-	-	-	-	-
431100	Capital Lease Proceeds	-	-	5,336,000.00	2,455,000.00	7,791,000.00	7,791,000.00
433000	State Revenue - Other	39,424.50	-	44,360.76	-	44,360.76	44,360.76
450000	Funding PPR/Mill/Performance/ECEA	3,267,968.87	3,319,855.39	-	-	-	3,319,855.39
450000	Bond Transfer	197,623.36	-	-	242,916.65	242,916.65	242,916.65
451000	Fees/Dues	24,982.51	63,576.27	-	-	-	63,576.27
451500	Student Fees-Registration	35,451.60	-	-	-	-	-
455000	Tuition from Individuals	61,600.64	59,071.20	-	-	-	59,071.20
456000	Tuition-Extended Day Kdgn	59,878.50	60,453.00	-	-	-	60,453.00
461000	Building Rental	5,450.00	3,420.00	-	-	-	3,420.00
474000	Trans - Field Trips	22,942.17	26,394.46	-	-	-	26,394.46
481000	Concession Revenue	31,665.95	27,925.76	-	-	-	27,925.76
482000	Resale/Activity Revenue	16,189.71	26,304.45	-	-	-	26,304.45
492000	Textbook Fees	2,349.24	2,727.50	-	-	-	2,727.50
498000	Donations	50,113.24	598.51	-	-	-	598.51
499000	Miscellaneous Revenue	1,423.91	4,212.29	-	-	-	4,212.29
950500	Bond Transfer	(186,823.36)	(189,555.89)	(44,360.76)	-	(44,360.76)	(233,916.65)
950500	Bond R&R Payments	(10,800.00)	(9,000.00)				(9,000.00)
	Revenues	3,637,617.16	3,419,559.82	8,686,015.99	2,697,953.91	11,383,969.90	14,803,529.72
	Available	4,660,020.68	4,085,829.01	8,686,015.99	3,037,191.55	11,723,207.54	15,809,036.55

Jefferson County Public Schools
Charter Schools
Lincoln Academy Charter School
Report ID: 558OPP
For Accounting Period:
06/30/13

LINCOLN ACADEMY CHARTER SCHOOL
FINANCIALS 07/01/12 - 06/30/13

Account Number	Description	Prior Year Total	Current Year Operational Funds	CR020 Charter School Capital Reserve	DS020 Charter School Debt Service	Current Year Capital Funds	Current Year Total
512100	Principal	84,540.07	85,171.04	-	-	-	85,171.04
513100	Assistant Principal	68,208.88	66,744.00	-	-	-	66,744.00
521100	Teacher	1,340,715.67	1,377,553.41	-	-	-	1,377,553.41
521900	Substitute Teacher	23,453.00	18,386.00	-	-	-	18,386.00
522200	Teacher Librarian	35,076.88	34,483.20	-	-	-	34,483.20
524200	Coordinator - Classified	5,812.50	8,850.00	-	-	-	8,850.00
526500	Administrator	15,124.56	23,726.18	-	-	-	23,726.18
529200	Occupational Therapist	10,363.20	10,600.00	-	-	-	10,600.00
529400	Nurse	-	16,652.75	-	-	-	16,652.75
529500	Psychologist	20,701.00	19,540.00	-	-	-	19,540.00
529600	Social Worker	13,117.20	12,340.00	-	-	-	12,340.00
529800	Speech Therapist	21,369.00	20,880.00	-	-	-	20,880.00
552100	School Secretary	119,719.95	113,760.00	-	-	-	113,760.00
557100	Paraprofessional	219,673.00	207,196.60	-	-	-	207,196.60
591100	Custodian	55,130.42	52,252.79	-	-	-	52,252.79
592150	Food Services Manager	421.33	-	-	-	-	-
592250	Food Service Hourly Worker	-	-	-	-	-	-
599400	Unused Sick Leave	12,720.92	10,477.13	-	-	-	10,477.13
599810	Additional Pay - Certificated	5,225.61	28,875.00	-	-	-	28,875.00
599820	Additional Pay-Classified	1,027.28	8,012.90	-	-	-	8,012.90
599830	Additional Pay-Administrative	1,100.00	2,775.00	-	-	-	2,775.00
	Salaries	2,053,500.47	2,118,276.00	-	-	-	2,118,276.00
699000	Employee Benefits	312,765.08	351,968.13	-	-	-	351,968.13
	Benefits	312,765.08	351,968.13	-	-	-	351,968.13
	Total Salaries and Benefits	2,366,265.55	2,470,244.13	-	-	-	2,470,244.13

Jefferson County Public Schools
Charter Schools
Lincoln Academy Charter School
Report ID: 558OPP
For Accounting Period:
06/30/13

LINCOLN ACADEMY CHARTER SCHOOL
FINANCIALS 07/01/12 - 06/30/13

Account Number	Description	Prior Year Total	Current Year Operational Funds	CR020 Charter School Capital Reserve	DS020 Charter School Debt Service	Current Year Capital Funds	Current Year Total
701000	Mileage And Travel	888.61	360.89	-	-	-	360.89
702000	Employee Training & Conf	3,022.00	12,193.09	-	-	-	12,193.09
703000	Awards And Banquets	90.48	-	-	-	-	-
708000	Employee Background Verificatn	346.00	722.00	-	-	-	722.00
710000	Meals/Refreshments	2,577.46	4,059.78	-	-	-	4,059.78
713000	Student Transportation	4,145.76	3,688.96	-	-	-	3,688.96
715000	Student Admission/Entry Fees	20,024.05	28,816.75	-	-	-	28,816.75
717000	Athletic Trainers	2,934.47	3,558.28	-	-	-	3,558.28
721000	Legal Fees	-	-	-	7,500.00	7,500.00	7,500.00
723000	Printing	1,101.98	1,167.72	-	-	-	1,167.72
729000	Contract Labor	-	-	-	-	-	-
731000	Contracted Services	49,926.39	55,586.41	26,565.60	-	26,565.60	82,152.01
735000	Bank Fees & Other Expense	59.22	-	-	-	-	-
736000	Bad Debt Expense	-	-	-	-	-	-
743000	Equipment Rental	99.59	640.00	-	-	-	640.00
745000	Contract Maint/Eq Repair	13,832.03	3,983.56	-	-	-	3,983.56
745500	Technology Services	5,632.69	11,186.05	-	-	-	11,186.05
746000	Const Maint/Repair-Bldg	95,545.03	17,389.25	-	-	-	17,389.25
747000	Software Purch/Lease	4,788.81	8,607.85	-	-	-	8,607.85
752000	Marketing - Advertising	1,386.95	763.43	-	-	-	763.43
760000	Telephone/Pagers/Modems	33.00	37.13	-	-	-	37.13
761000	Natural Gas	10,881.64	10,122.70	-	-	-	10,122.70
764000	Electricity	45,630.29	42,939.35	-	-	-	42,939.35
765000	Voice Communication Line	5,057.95	5,532.35	-	-	-	5,532.35
766000	Water & Sanitation	10,823.13	10,233.21	-	-	-	10,233.21
768000	Postage	210.27	387.86	-	-	-	387.86
769000	Permits/Licenses/Fees	21,704.78	14,636.34	50,671.60	265,635.34	316,306.94	330,943.28
770000	Risk Management Charges	13,583.50	7,627.00	-	-	-	7,627.00
770800	Unemployment Comp Insur	6,631.99	5,938.43	-	-	-	5,938.43
775000	Community Relations	500.00	-	-	-	-	-
781000	Lease Purch-Other-Principal	95,000.00	25,000.00	-	1,860,000.00	1,860,000.00	1,885,000.00
781500	Lease Purch-Other-Interest	91,265.00	-	-	246,354.41	246,354.41	246,354.41
950000	Transfers	470,356.64	449,074.16	-	-	-	449,074.16
	Purchased Services	978,079.71	724,252.55	77,237.20	2,379,489.75	2,456,726.95	3,180,979.50

Jefferson County Public Schools
Charter Schools
Lincoln Academy Charter School
Report ID: 558OPP
For Accounting Period:
06/30/13

LINCOLN ACADEMY CHARTER SCHOOL
FINANCIALS 07/01/12 - 06/30/13

Account Number	Description	Prior Year Total	Current Year Operational Funds	CR020 Charter School Capital Reserve	DS020 Charter School Debt Service	Current Year Capital Funds	Current Year Total
803000	Subscriptions/Books	153.74	122.80	-	-	-	122.80
804000	Fund Raising	-	-	-	-	-	-
805000	Materials/Supplies-Other	-	3,437.73	-	-	-	3,437.73
806000	Materials/Supplies Resale	7,904.75	13,859.59	-	-	-	13,859.59
810000	Office Material/Supplies	3,623.20	2,113.66	-	-	-	2,113.66
810001	Office Equipment - Under $5K	-	2,602.55	-	-	-	2,602.55
812000	Clinic Supplies/Materials	77.80	760.77	-	-	-	760.77
814000	Custodial Supplies	7,939.41	6,110.28	-	-	-	6,110.28
820000	Instructional Material/Supply	41,150.96	34,993.77	-	-	-	34,993.77
820001	Instructional Equip-Under $5K	-	16,610.78	-	-	-	16,610.78
822000	Textbooks	24,166.04	20,558.89	-	-	-	20,558.89
823000	Copier Usage	16,015.03	19,391.86	-	-	-	19,391.86
824000	Testing Materials	1,328.88	1,440.29	-	-	-	1,440.29
826000	Graduation Materials	996.55	37.06	-	-	-	37.06
840000	Maint Materials/Supplies	23,165.20	12,918.23	-	-	-	12,918.23
870000	Library Materials	2,022.97	2,059.98	-	-	-	2,059.98
880000	Purchased Food	32,188.50	25,786.80	-	-	-	25,786.80
885000	Miscellaneous Expense	2,122.07	639.50	-	-	-	639.50
889000	Consumable Supplies	272.15	67.90	-	-	-	67.90
	Materials and Supplies	163,127.25	163,512.44	-	-	-	163,512.44
930000	Building Improvements	-	-	279,344.27	-	279,344.27	279,344.27
931000	Site Acquisition	-	-	7,686,000.00	-	7,686,000.00	7,686,000.00
	Capital Outlay	-	-	7,965,344.27	-	7,965,344.27	7,965,344.27
	Total Expenditures	3,507,472.51	3,358,009.12	8,042,581.47	2,379,489.75	10,422,071.22	13,780,080.34
	Pre-Adjusted Carryforward	1,152,548.17	727,819.89	643,434.52	657,701.80	1,301,136.32	2,028,956.21
	TABOR (school enters amount)		152,805.00				152,805.00
	Adjusted Carryforward	1,152,548.17	575,014.89			1,301,136.32	1,876,151.21

Jefferson County Public Schools
Charter Schools
Lincoln Academy Charter School
Report ID: 558OPP
For Accounting Period:
06/30/14

LINCOLN ACADEMY CHARTER SCHOOL
UNAUDITED
FINANCIALS 07/01/13 - 06/30/14

Account Number	Description	Prior Year Total	Estimated Revenue	Budget	Current Year Operational Funds	Current Year Capital Funds	Current Year Total	Variance	Percent Spent
	Prior Year Carryforward	1,005,506.83			727,819.89	1,301,136.32	2,028,956.21		
401300	Vending Machines	441.85	284.00	0.00	374.03	-	374.03	(90.03)	132%
408000	Resale	-	8,000.00	0.00	8,184.12	-	8,184.12	(184.12)	102%
409000	Sales-Fund Raising	11,123.70	8,000.00	0.00	8,047.01	-	8,047.01	(47.01)	101%
415000	Earnings On Investments	88.08	-	0.00	-	91.45	91.45	(91.45)	n/a
416000	Proceeds Lease/Purchase	3,361,976.50	15,000.00	0.00	21,726.87	-	21,726.87	(6,726.87)	145%
419000	Other Revenue	-	12,000.00	0.00	18,643.30	-	18,643.30	(6,643.30)	155%
431100	Capital Lease Proceeds	7,791,000.00	-	0.00	-	-	-	-	n/a
433000	State Revenue - Other	44,360.76	53,800.21	0.00	-	53,800.21	53,800.21	-	100%
450000	Funding PPR/Mills/Performance/ECEA	3,319,855.39	3,860,802.24	0.00	3,860,802.29	-	3,860,802.29	(0.05)	100%
450000	Bond Transfers	242,916.65	462,273.59	0.00	-	462,271.17	462,271.17	2.42	100%
451000	Fees/Dues	63,576.27	69,795.00	0.00	67,971.06	-	67,971.06	1,823.94	97%
455000	Tuition from Individuals	59,071.20	95,000.00	0.00	94,897.05	-	94,897.05	102.95	100%
456000	Tuition-Extended Day Kdgn	60,453.00	120,000.00	0.00	129,448.00	-	129,448.00	(9,448.00)	108%
461000	Building Rental	3,420.00	5,500.00	0.00	3,256.00	-	3,256.00	2,244.00	59%
474000	Trans - Field Trips	26,394.46	30,500.00	0.00	32,385.75	-	32,385.75	(1,885.75)	106%
481000	Concession Revenue	27,925.76	36,372.00	0.00	17,555.32	-	17,555.32	18,816.68	48%
482000	Resale/Activity Revenue	26,304.45	16,000.00	0.00	19,032.10	-	19,032.10	(3,032.10)	119%
492000	Textbook Fees	2,727.50	2,500.00	0.00	1,265.00	-	1,265.00	1,235.00	51%
498000	Donations	598.51	29,000.00	0.00	29,388.67	-	29,388.67	(388.67)	101%
499000	Miscellaneous Revenue	4,212.29	500.00	0.00	592.98	-	592.98	(92.98)	119%
950500	State Intercept Bond Transfer	(233,916.65)	(462,273.59)	0.00	(408,470.96)	(53,800.21)	(462,271.17)	(2.42)	100%
950500	Bond R&R Payment	(9,000.00)	-	0.00	-	-	-	-	n/a
	Revenues	14,803,529.72	4,363,053.45	-	3,905,098.59	462,362.62	4,367,461.21	(4,407.76)	100%
	Available	15,809,036.55	4,363,053.45		4,632,918.48	1,763,498.94	6,396,417.42	(4,407.76)	147%

Jefferson County Public Schools
Charter Schools
Lincoln Academy Charter School
Report ID: 558OPP
For Accounting Period:
06/30/14

LINCOLN ACADEMY CHARTER SCHOOL
UNAUDITED
FINANCIALS 07/01/13 - 06/30/14

Account Number	Description	Prior Year Total	Estimated Revenue	Budget	Current Year Operational Funds	Current Year Capital Funds	Current Year Total	Variance	Percent Spent
512100	Principal	85,171.04		81,362.00	81,349.04	-	81,349.04	12.96	100%
513100	Assistant Principal	66,744.00		69,198.00	69,198.12	-	69,198.12	(0.12)	100%
521100	Teacher	1,377,553.41		1,433,023.00	1,430,226.30	-	1,430,226.30	2,796.70	100%
521900	Substitute Teacher	18,386.00		24,890.00	28,584.00	-	28,584.00	(3,694.00)	115%
522100	Counselor	-		6,650.00	6,646.74	-	6,646.74	3.26	100%
522200	Teacher Librarian	34,483.20		34,780.00	34,780.08	-	34,780.08	(0.08)	100%
524200	Coordinator - Classified	8,850.00		10,000.00	8,362.50	-	8,362.50	1,637.50	84%
526500	Administrator	23,726.18		28,113.00	28,113.48	-	28,113.48	(0.48)	100%
529200	Occupational Therapist	10,600.00		14,688.00	14,577.84	-	14,577.84	110.16	99%
529400	Nurse	16,652.75		16,180.00	16,176.95	-	16,176.95	3.05	100%
529500	Psychologist	19,540.00		21,000.00	20,548.50	-	20,548.50	451.50	98%
529600	Social Worker	12,340.00		9,150.00	7,156.25	-	7,156.25	1,993.75	78%
529800	Speech Therapist	20,880.00		33,100.00	30,713.25	-	30,713.25	2,386.75	93%
552100	School Secretary	113,760.00		116,872.00	116,871.60	-	116,871.60	0.40	100%
557100	Paraprofessional	207,196.60		260,314.00	247,537.39	-	247,537.39	12,776.61	95%
591100	Custodian	52,252.79		99,999.00	96,254.58	-	96,254.58	3,744.42	96%
592250	Food Service Hourly Worker	-		0.00	-	-	-	-	n/a
599400	Unused Sick Leave	10,477.13		20,000.00	14,497.75	-	14,497.75	5,502.25	72%
599810	Additional Pay - Certificated	28,875.00		4,455.00	1,893.15	-	1,893.15	2,561.85	42%
599820	Additional Pay-Classified	8,012.90		5,005.00	6,275.00	-	6,275.00	(1,270.00)	125%
599830	Additional Pay-Administrative	2,775.00		2,055.00	675.00	-	675.00	1,380.00	33%
	Salaries	2,118,276.00		2,290,834.00	2,260,437.52	-	2,260,437.52	30,396.48	99%
699000	Employee Benefits	351,968.13		502,708.00	468,175.67	-	468,175.67	34,532.33	93%
	Benefits	351,968.13		502,708.00	468,175.67	-	468,175.67	34,532.33	93%
	Total Salaries and Benefits	2,470,244.13		2,793,542.00	2,728,613.19	-	2,728,613.19	64,928.81	98%

Jefferson County Public Schools
Charter Schools
Lincoln Academy Charter School
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LINCOLN ACADEMY CHARTER SCHOOL
UNAUDITED
FINANCIALS 07/01/13 - 06/30/14

Account Number	Description	Prior Year Total	Estimated Revenue	Budget	Current Year Operational Funds	Current Year Capital Funds	Current Year Total	Variance	Percent Spent
701000	Mileage And Travel	360.89		1,000.00	440.60	-	440.60	559.40	44%
702000	Employee Training & Conf	12,193.09		5,000.00	3,226.50	-	3,226.50	1,773.50	65%
708000	Employee Background Verificatn	722.00		1,000.00	1,235.50	-	1,235.50	(235.50)	124%
710000	Meals/Refreshments	4,059.78		6,000.00	4,228.06	-	4,228.06	1,771.94	70%
713000	Student Transportation	3,688.96		5,500.00	5,930.79	-	5,930.79	(430.79)	108%
715000	Student Admission/Entry Fees	28,816.75		31,780.00	29,276.06	-	29,276.06	2,503.94	92%
717000	Athletic Trainers	3,558.28		0.00	-	-	-	-	n/a
721000	Legal Fees	7,500.00		0.00	150.00	-	150.00	(150.00)	n/a
723000	Printing	1,167.72		2,000.00	1,238.26	-	1,238.26	761.74	62%
731000	Contracted Services	82,152.01		90,812.80	82,956.71	-	82,956.71	7,856.09	91%
731000	Contracted Services Bond Project Fund 13-14	-		6,557.50	-	6,557.50	6,557.50	-	100%
743000	Equipment Rental	640.00		2,000.00	3,211.35	-	3,211.35	(1,211.35)	161%
745000	Contract Maint/Eq Repair	3,983.56		6,500.00	5,812.56	-	5,812.56	687.44	89%
745500	Technology Services	11,186.05		10,000.00	5,866.23	-	5,866.23	4,133.77	59%
746000	Const Maint/Repair-Bldg	17,389.25		21,788.23	14,150.08	-	14,150.08	7,638.15	65%
747000	Software Purch/Lease	8,607.85		12,000.00	7,903.74	-	7,903.74	4,096.26	66%
752000	Marketing - Advertising	763.43		1,000.00	1,210.00	-	1,210.00	(210.00)	121%
760000	Telephone/Pagers/Modems	37.13		50.00	35.76	-	35.76	14.24	72%
761000	Natural Gas	10,122.70		17,000.00	20,927.92	-	20,927.92	(3,927.92)	123%
764000	Electricity	42,939.35		40,000.00	42,097.30	-	42,097.30	(2,097.30)	105%
765000	Voice Communication Line	5,532.35		12,500.00	10,829.08	-	10,829.08	1,670.92	87%
766000	Water & Sanitation	10,233.21		17,000.00	10,920.76	-	10,920.76	6,079.24	64%
768000	Postage	387.86		500.00	352.78	-	352.78	147.22	71%
769000	Permits/Licenses/Fees	330,943.28		33,000.00	28,960.13	1.00	28,961.13	4,038.87	88%
770000	Risk Management Charges	7,627.00		30,000.00	28,976.00	-	28,976.00	1,024.00	97%
770800	Unemployment Comp Insur	5,938.43		6,961.00	6,477.89	-	6,477.89	483.11	93%
775000	Community Relations	-		500.00	-	-	-	500.00	0%
781000	Lease Purch-Other-Principal	1,885,000.00		110,000.00	-	110,000.00	110,000.00	-	100%
781000	Lease Purch-Other-Note 13-14	-		30,000.00	30,000.00	-	30,000.00	-	100%
781500	Lease Purch-Other-Interest	246,354.41		274,250.71	-	274,250.73	274,250.73	(0.02)	100%
950000	Transfers-District Services	449,074.16		507,890.71	507,890.69	-	507,890.69	0.02	100%
	Purchased Services	3,180,979.50		1,282,590.95	854,304.75	390,809.23	1,245,113.98	37,476.97	97%

Jefferson County Public Schools
Charter Schools
Lincoln Academy Charter School
Report ID: 558OPP
For Accounting Period:
06/30/14

LINCOLN ACADEMY CHARTER SCHOOL
UNAUDITED
FINANCIALS 07/01/13 - 06/30/14

Account Number	Description	Prior Year Total	Estimated Revenue	Budget	Current Year Operational Funds	Current Year Capital Funds	Current Year Total	Variance	Percent Spent
803000	Subscriptions/Books	122.80		700.00	508.60	-	508.60	191.40	73%
804000	Fund Raising	-		0.00	191.36	-	191.36	(191.36)	n/a
805000	Materials/Supplies-Other	3,437.73		10,000.00	13,655.17	-	13,655.17	(3,655.17)	137%
806000	Materials/Supplies Resale	13,859.59		24,000.00	13,196.91	-	13,196.91	10,803.09	55%
810000	Office Material/Supplies	2,113.66		3,000.00	2,734.93	-	2,734.93	265.07	91%
810001	Office Equipment - Under $5K	2,602.55		19,000.00	19,223.19	-	19,223.19	(223.19)	101%
812000	Clinic Supplies/Materials	760.77		408.00	573.13	-	573.13	(165.13)	140%
814000	Custodial Supplies	6,110.28		11,000.00	9,417.16	-	9,417.16	1,582.84	86%
820000	Instructional Material/Supply	34,993.77		44,000.00	38,215.75	-	38,215.75	5,784.25	87%
820001	Instructional Equip-Under $5K	16,610.78		17,600.00	16,608.89	-	16,608.89	991.11	94%
822000	Textbooks	20,558.89		17,000.00	5,630.80	-	5,630.80	11,369.20	33%
823000	Copier Usage	19,391.86		18,000.00	18,847.90	-	18,847.90	(847.90)	105%
824000	Testing Materials	1,440.29		1,000.00	894.74	-	894.74	105.26	89%
826000	Graduation Materials	37.06		500.00	240.94	-	240.94	259.06	48%
840000	Maint Materials/Supplies	12,918.23		20,000.00	18,532.50	-	18,532.50	1,467.50	93%
870000	Library Materials	2,059.98		2,000.00	892.01	-	892.01	1,107.99	45%
880000	Purchased Food	25,786.80		36,372.00	18,456.90	-	18,456.90	17,915.10	51%
885000	Miscellaneous Expense	639.50		1,020.00	-	-	-	1,020.00	0%
889000	Consumable Supplies	67.90		400.00	18.77	-	18.77	381.23	5%
	Materials and Supplies	163,512.44		226,000.00	177,839.65	-	177,839.65	48,160.35	79%
918000	Appliances/Comm Equip	-		8,211.77	20,203.61	-	20,203.61	(11,991.84)	246%
930000	Building Improvements	279,344.27		9,187.20	12,687.22	-	12,687.22	(3,500.02)	138%
930000	Building Improvements Bond Project Fund 13-14			619,709.35	-	619,709.35	619,709.35	-	100%
931000	Site Acquisition	7,686,000.00		0.00	-	-	-	-	n/a
	Capital Outlay	7,965,344.27		637,108.32	32,890.83	619,709.35	652,600.18	(15,491.86)	102%
	Total Expenditures	13,780,080.34		4,939,241.27	3,793,648.42	1,010,518.58	4,804,167.00		
	Pre-Adjusted Carryforward	2,028,956.21			839,270.06	752,980.36	1,592,250.42		
	TABOR (school enters amount)				125,941.00				
	Adjusted Carryforward	2,028,956.21			713,329.06	752,980.36	1,592,250.42		

APPENDIX Q

2014-2015 Current Year Budget

Jefferson County Public Schools

Charter Schools

Lincoln Academy Charter School

Budget for 14-15

Account Number	Description	14-15 WORKING BUDGET BOARD OCT 13, 2014 Estimated Revenue	Budget	Bond Transfers
	Prior Year Carry forward			155,146.36
401300	Vending Machines	350.00	0.00	
408000	Resale	25,000.00	0.00	
409000	Sales-Fund Raising	8,000.00	0.00	
415000	Earnings On Investments	-	0.00	
416000	Proceeds Lease/Purchase	21,000.00	0.00	
419000	Other Revenue	18,000.00	0.00	
433000	State Revenue - Other	94,727.76	0.00	
450000	Transfers District Funding	4,703,049.68	0.00	
451000	Fees/Dues	70,000.00	0.00	
455000	Tuition from Individuals	79,300.00	0.00	
456000	Tuition-Extended Day Kdgn	130,000.00	0.00	
461000	Building Rental	3,500.00	0.00	
474000	Trans - Field Trips	33,000.00	0.00	
481000	Concession Revenue	-	0.00	
482000	Resale/Activity Revenue	10,000.00	0.00	
492000	Textbook Fees	1,500.00	0.00	
498000	Donations	34,500.00	0.00	
499000	Miscellaneous Revenue	600.00	0.00	
950500	State Intercept Bond Transfers	(456,227.49)	0.00	464,349.32
950500	Bond R &R Payments	(20,000.00)	0.00	
	Revenues	**4,756,299.95**	**-**	464,349.32
	Available	4,756,299.95		619,495.68
512100	Principal		84,711.30	
513100	Assistant Principal		142,826.00	
521100	Teacher		1,529,889.40	
521900	Substitute Teacher		28,910.00	
522100	Counselor		-	
522200	Teacher Librarian		35,988.22	
524200	Coordinator - Classified		7,000.00	
526500	Administrator		29,125.49	
529200	Occupational Therapist		15,278.40	
529400	Charter Nurse		20,248.14	
529500	Psychologist		23,890.00	
529600	Social Worker		19,725.12	
529800	Speech Therapist		40,299.32	
552100	School Secretary		121,859.74	
557100	Paraprofessional		299,302.80	
591100	Custodian		94,068.50	
599400	Unused Sick Leave		20,000.00	
599810	Additional Pay - Certificated		6,000.00	
599820	Additional Pay-Classified		1,750.00	
599830	Additional Pay-Administrative		1,750.00	
	Move Money Carried from 12-13			
	Salaries		**2,522,622.43**	-
699000	Employee Benefits		573,305.27	-
	Benefits		**573,305.27**	-
	Total Salaries and Benefits		**3,095,927.70**	

701000	Mileage And Travel			1,000.00	
702000	Employee Training & Conf			12,000.00	
708000	Employee Background Verificatn			1,200.00	
710000	Meals/Refreshments			6,000.00	
713000	Student Transportation			6,000.00	
715000	Student Admission/Entry Fees			32,000.00	
721000	Legal Fees			0.00	
723000	Printing			2,000.00	
731000	Contracted Services			74,000.00	
743000	Equipment Rental			5,000.00	
745000	Contract Maint/Eq Repair			6,600.00	
745500	Technology Services			12,000.00	
746000	Const Maint/Repair-Bldg			67,600.00	
747000	Software Purch/Lease			6,000.00	
752000	Marketing - Advertising			1,200.00	
760000	Telephone/Pagers/Modems			50.00	
761000	Natural Gas			21,950.00	
764000	Electricity			43,250.00	
765000	Voice Communication Line			12,000.00	
766000	Water & Sanitation			13,800.00	
768000	Postage			500.00	
769000	Permits/Licenses/Fees			37,000.00	
770000	Risk Management Charges			25,000.00	
770800	Unemployment Comp Insur			7,100.00	
775000	Community Relations			500.00	
781000	Lease Purch-Other-Principal			0.00	140,000.00
781000	Promissory Note Principal			50,000.00	
781500	Lease Purch-Other-Interest			0.00	325,439.00
950000	Transfers District Fees			533,702.12	
	Purchased Services			**977,452.12**	465,439.00
803000	Subscriptions/Books			700.00	
804000	Fund Raising			700.00	
805000	Materials/Supplies-Other			11,300.00	
806000	Materials/Supplies Resale			25,000.00	
810000	Office Material/Supplies			3,000.00	
810001	Office Equipment - Under $5K			22,900.00	
812000	Clinic Supplies/Materials			700.00	
814000	Custodial Supplies			15,700.00	
820000	Instructional Material/Supply			65,000.00	
820001	Instructional Equip-Under $5K			21,500.00	
822000	Textbooks			17,400.00	

823000	Copier Usage			19,500.00	
824000	Testing Materials			4,500.00	
826000	Graduation Materials			500.00	
840000	Maint Materials/Supplies			18,100.00	
870000	Library Materials			2,000.00	
880000	Purchased Food			0.00	
885000	Miscellaneous Expense			2,000.00	
889000	Consumable Supplies			150.00	
	Materials and Supplies			**230,650.00**	-
918000	Appliance/Comm Equip			0.00	
929000	Athletic Equipment			0.00	
930000	Building Improvements			173,000.00	17,190.00
930000	Building Improvements Bond Project Fund				
931000	Site Acquisition			0.00	
	Capital Outlay			173,000.00	17,190.00
	Total Expenditures			**4,477,029.82**	465,439.00

APPENDIX R

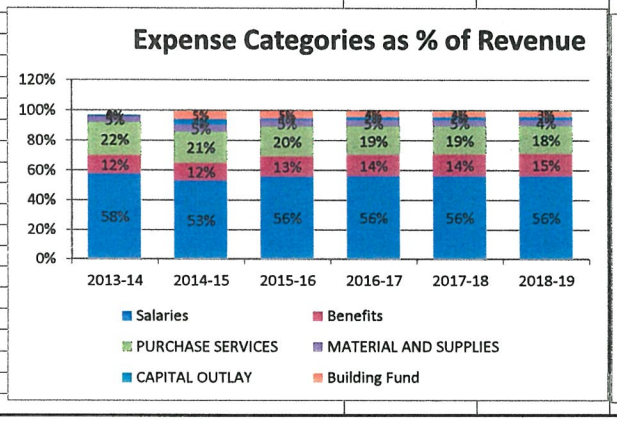
Lincoln Academy Projected 5 Year Budget

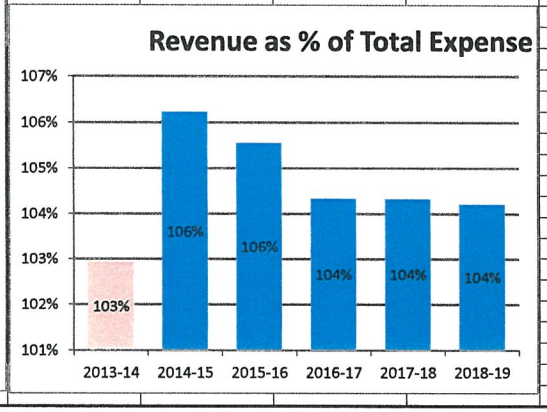
LINCOLN ACADEMY CHARTER SCHOOL

5 Year Plan 2014 - 2019

1/20/2014 DRAFT BASED ON BUDGETING

	School Year 2013-14	School Year 2014-15 1	School Year 2015-16 2	School Year 2016-17 3	School Year 2017-18 4	School Year 2018-19 5
				EXECUTIVE SUMMARY		
STUDENT ONE DAY COUNT	566.9	584.0	616.0	646.0	670.0	694.0
PPR	$ 6,418	$ 6,842	$ 6,911	$ 6,980	$ 7,050	$ 7,120
Operating Debt Ratio (<18% of Exp)	11.8%	9.6%	9.2%	8.7%	8.3%	7.9%
Working Cap Balance (>8% of PY Exp)	24.7%	22.9%	19.8%	18.9%	18.3%	18.2%
TABOR RESERVE (>3% of Rev)	21.5%	18.3%	17.5%	16.9%	16.7%	16.7%
Margin % to Debt Expenses (>10%)	24.1%	6.4%	3.6%	5.0%	7.3%	8.2%
Days Unrestricted Cash on Hand (>40)	70	62	56	54	53	53
REVENUE	$ 3,905,190	$ 4,756,300	$ 5,062,407	$ 5,362,725	$ 5,635,231	$ 5,891,823
Salaries	$ 2,260,438	$ 2,522,622	$ 2,834,787	$ 3,022,483	$ 3,175,432	$ 3,318,941
Benefits	$ 468,176	$ 573,305	$ 675,763	$ 747,708	$ 814,124	$ 880,788
PURCHASE SERVICES	$ 854,306	$ 977,446	$ 995,280	$ 1,011,235	$ 1,045,925	$ 1,080,926
MATERIAL AND SUPPLIES	$ 177,840	$ 230,650	$ 239,678	$ 248,269	$ 255,489	$ 262,740
CAPITAL OUTLAY	$ 32,891	$ 173,000	$ 50,000	$ 110,000	$ 110,000	$ 110,000
Total Expenditures	$ 3,793,649	$ 4,477,024	$ 4,795,507	$ 5,139,695	$ 5,400,970	$ 5,653,395
Building Fund Contingency	$ -	$ 250,000	$ 250,000	$ 200,000	$ 200,000	$ 200,000
REVENUE OVER EXPENSES	$ 111,541	$ 29,276	$ 16,900	$ 23,031	$ 34,261	$ 38,428
CARRYFORWARD	$ 839,270	$ 868,546	$ 885,446	$ 908,477	$ 942,738	$ 981,166





		School Year 2013-14	School Year 2014-15 1	School Year 2015-16 2	School Year 2016-17 3	School Year 2017-18 4	School Year 2018-19 5
401300	Commissisons/Profits	$ 374	$ 350	$ 367	$ 383	$ 396	$ 409
408000	Resale	$ 8,184	$ 25,000	$ 26,220	$ 27,363	$ 28,277	$ 29,192
409000	Sales/Fund Raising	$ 8,047	$ 8,000	$ 8,390	$ 8,756	$ 9,049	$ 9,341
415000	Earnings On Investments	$ 91	$ -	$ -	$ -	$ -	$ -
416000	Capital Lease Proceeds	$ 21,727	$ 21,000	$ 21,000	$ 21,000	$ 21,000	$ 21,000
419000	Other Revenue	$ 18,643	$ 18,000	$ 18,878	$ 19,701	$ 20,360	$ 21,018
433000	State Revenue-Other	$ 53,800	$ 94,728	$ 99,349	$ 103,681	$ 107,146	$ 110,612
440600	Federal/State Reimb. Food Service	$ -	$ -	$ -	$ -	$ -	$ -
450000	Transfers	$ 3,860,802	$ 4,703,050	$ 5,001,747	$ 5,289,969	$ 5,533,256	$ 5,780,377
451000	Fees and dues	$ 67,971	$ 70,000	$ 73,415	$ 76,616	$ 79,177	$ 81,738
455000	Tuition from Individuals (pre-k)	$ 94,897	$ 79,300	$ 79,300	$ 79,300	$ 79,300	$ 79,300
456000	Tuition-Extended Day Kdgn	$ 129,448	$ 130,000	$ 130,000	$ 130,000	$ 130,000	$ 130,000
461000	Building Rental	$ 3,256	$ 3,500	$ 3,535	$ 3,570	$ 3,606	$ 3,642
474000	Trans - Field Trips	$ 32,386	$ 33,000	$ 34,610	$ 36,119	$ 37,326	$ 38,534
481000	Concession Revenue	$ 17,555	$ -	$ -	$ -	$ -	$ -
482000	Resale/Activity Revenue	$ 19,032	$ 10,000	$ 10,488	$ 10,945	$ 11,311	$ 11,677
492000	Textbook/Art/Tech-Consumables	$ 1,265	$ 1,500	$ 1,573	$ 1,642	$ 1,697	$ 1,752
498000	Donations	$ 29,389	$ 34,500	$ 36,183	$ 37,761	$ 39,023	$ 40,285
498100	Sponsorship Revenue-Preschool	$ -	$ -	$ -	$ -	$ -	$ -
499000	Miscellaneous Revenue	$ 593	$ 600	$ 600	$ 600	$ 600	$ 600
950500	Bond R&R payment		$ (20,000)	$ (20,000)	$ (20,000)		
950500	Mandatory Bond Payment	$ (462,271)	$ (456,227)	$ (463,247)	$ (464,680)	$ (466,292)	$ (467,654)
T,TACCOUNT_R	REVENUE	$ 3,905,190	$ 4,756,300	$ 5,062,407	$ 5,362,725	$ 5,635,231	$ 5,891,823
	AVAILABLE	$ 3,905,190	$ 4,756,300	$ 5,062,407	$ 5,362,725	$ 5,635,231	$ 5,891,823
512100	Principal	$ 81,349	$ 84,711	$ 86,406	$ 88,134	$ 89,896	$ 91,694
513100	Assistant Principal	$ 69,198	$ 142,826	$ 145,683	$ 148,596	$ 151,568	$ 154,599
521000	Dean	$ -	$ -	$ -	$ -	$ -	$ -
521100	Teacher	$ 1,430,226	$ 1,529,889	$ 1,725,487	$ 1,825,997	$ 1,945,017	$ 2,038,917
521900	Substitute Teacher	$ 28,584	$ 28,910	$ 29,488	$ 30,078	$ 30,680	$ 31,293
522100	Counselor	$ 6,647	$ -	$ -	$ 30,000	$ 30,600	$ 31,212
522200	Teacher Librarian	$ 34,780	$ 35,988	$ 36,708	$ 37,442	$ 38,191	$ 38,955
524200	Coordinator - Classified	$ 8,363	$ 7,000	$ 7,140	$ 7,283	$ 7,428	$ 7,577
526500	Administrator	$ 28,113	$ 29,125	$ 59,416	$ 60,604	$ 61,816	$ 63,053
529200	Occupational Therapist	$ 14,578	$ 15,278	$ 15,584	$ 15,896	$ 16,214	$ 16,538
529400	Charter Nurse	$ 16,177	$ 20,248	$ 27,537	$ 28,088	$ 28,650	$ 29,223
529500	Psychologist	$ 20,549	$ 23,890	$ 24,368	$ 24,855	$ 25,352	$ 25,859
529600	Social Worker	$ 7,156	$ 19,725	$ 40,239	$ 41,044	$ 41,865	$ 42,702
529800	Speech Therapist	$ 30,713	$ 40,299	$ 41,105	$ 41,927	$ 42,766	$ 43,621
552100	School Secretary	$ 116,872	$ 121,860	$ 124,297	$ 141,783	$ 144,619	$ 162,511
557100	Paraprofessional	$ 247,537	$ 299,303	$ 345,289	$ 372,195	$ 389,639	$ 407,431
591100	Custodian	$ 96,255	$ 94,069	$ 95,950	$ 97,869	$ 99,826	$ 101,823
599400	Unused Sick Leave	$ 14,498	$ 20,000	$ 20,400	$ 20,808	$ 21,224	$ 21,649
599810	Additional Pay - Certificated	$ 1,893	$ 6,000	$ 6,120	$ 6,242	$ 6,367	$ 6,495
599820	Additional Pay-Classified	$ 6,275	$ 1,750	$ 1,785	$ 1,821	$ 1,857	$ 1,894
599830	Additional Pay-Administrative	$ 675	$ 1,750	$ 1,785	$ 1,821	$ 1,857	$ 1,894
		$ -	$ -	$ -	$ -	$ -	$ -
TACCOUNT_RO	Salaries	$ 2,260,438	2,522,622	2,834,787	3,022,483	3,175,432	3,318,941
699000	Employee Benefits	$ 468,176	$ 573,305	675,763	747,708	814,124	880,788
TACCOUNT_RO	Benefits	$ 468,176	573,305	675,763	747,708	814,124	880,788

		School Year 2013-14	School Year 2014-15 1	School Year 2015-16 2	School Year 2016-17 3	School Year 2017-18 4	School Year 2018-19 5
	TOTAL BENEFITS AND SALARY	**$ 2,728,613**	**3,095,928**	**3,510,549**	**3,770,191**	**3,989,556**	**4,199,729**
701000	Mileage And Travel	$ 441	$ 1,000	$ 1,020	$ 1,040	$ 1,061	$ 1,082
702000	Employee Training & Conf	$ 3,227	$ 12,000	$ 12,360	$ 12,731	$ 13,113	$ 13,506
703000	Awards And Banquets	$ -	$ -	$ -	$ -	$ -	$ -
704000	Orientation-Inserv-Workshops	$ -	$ -	$ -	$ -	$ -	$ -
708000	Employee Background Verificatn	$ 1,236	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200
710000	Meals/Refreshments	$ 4,228	$ 6,000	$ 6,240	$ 6,480	$ 6,720	$ 6,960
713000	Student Transportation	$ 5,931	$ 6,000	$ 6,293	$ 6,567	$ 6,787	$ 7,006
715000	Student Admission/Entry Fees	$ 29,276	$ 32,000	$ 33,561	$ 35,024	$ 36,195	$ 37,366
717000	Athletic Trainers	$ -	$ -	$ -	$ -	$ -	$ -
721000	Legal Fees	$ 150	$ -	$ -	$ -	$ -	$ -
723000	Printing	$ 1,238	$ 2,000	$ 2,040	$ 2,081	$ 2,122	$ 2,165
729000	Contract Labor	$ -	$ -	$ -	$ -	$ -	$ -
731000	Contracted Services	$ 82,957	$ 74,000	$ 75,480	$ 76,990	$ 78,529	$ 80,100
735000	Bank Fees & Other Expense	$ -	$ -	$ -	$ -	$ -	$ -
736000	Bad Debt Expense	$ -	$ -	$ -	$ -	$ -	$ -
743000	Equipment Rental	$ 3,211	$ 5,000	$ 5,244	$ 5,473	$ 5,655	$ 5,838
745000	Contract Maint/Eq Repair	$ 5,813	$ 6,600	$ 6,732	$ 6,867	$ 7,004	$ 7,144
745500	Technology Services	$ 5,866	$ 12,000	$ 12,240	$ 12,485	$ 12,734	$ 12,989
746000	Const Maint/Repair-Bldg	$ 14,150	$ 67,600	$ 70,898	$ 73,989	$ 76,462	$ 78,935
747000	Software Purch/Lease	$ 7,904	$ 6,000	$ 6,293	$ 6,567	$ 6,787	$ 7,006
752000	Marketing - Advertising	$ 1,210	$ 1,200	$ 1,224	$ 1,248	$ 1,273	$ 1,299
760000	Telephone/Pagers/Modems	$ 36	$ 50	$ 50	$ 50	$ 50	$ 50
761000	Natural Gas	$ 20,928	$ 21,950	$ 22,389	$ 22,837	$ 23,294	$ 23,759
764000	Electricity	$ 42,097	$ 43,250	$ 44,115	$ 44,997	$ 45,897	$ 46,815
765000	Voice Communication Line	$ 10,829	$ 12,000	$ 12,240	$ 12,485	$ 12,734	$ 12,989
766000	Water & Sanitation	$ 10,921	$ 13,800	$ 14,076	$ 14,358	$ 14,645	$ 14,938
768000	Postage	$ 353	$ 500	$ 510	$ 520	$ 531	$ 541
769000	Permits/Licenses/Fees	$ 28,961	$ 37,000	$ 37,740	$ 38,495	$ 39,265	$ 40,050
770000	Risk Management Charges	$ 28,976	$ 25,000	$ 25,500	$ 26,010	$ 26,530	$ 27,061
770800	Unemployment Comp Insur	$ 6,478	$ 7,100	$ 7,242	$ 7,387	$ 7,535	$ 7,685
775000	Community Relations	$ -	$ 500	$ 510	$ 520	$ 531	$ 541
781000	Lease Purch-Other-Principal						
	Loan Repayment	$ 30,000	$ 50,000	$ 25,000	$ -	$ -	
781500	Lease Purch-Other-Interest						
950000	Transfers	$ 507,891	$ 533,696	$ 565,084	$ 594,835	$ 619,271	$ 643,899
	PURCHASE SERVICES	**$ 854,306**	**977,446**	**995,280**	**1,011,235**	**1,045,925**	**1,080,926**
803000	Subscriptions/Books	$ 509	$ 700	$ 714	$ 728	$ 743	$ 758
804000	Fund Raising	$ 191	$ 700	$ 714	$ 728	$ 743	$ 758
805000	Materials/Supplies-Other	$ 13,655	$ 11,300	$ 11,526	$ 11,757	$ 11,992	$ 12,231
806000	Materials/Supplies Resale	$ 13,197	$ 25,000	$ 26,220	$ 27,363	$ 28,277	$ 29,192
810000	Office Material/Supplies	$ 2,735	$ 3,000	$ 3,060	$ 3,121	$ 3,184	$ 3,247
810001	Office Equipment - Under $5K	$ 19,223	$ 22,900	$ 23,358	$ 23,825	$ 24,302	$ 24,788
812000	Clinic Supplies/Materials	$ 573	$ 700	$ 714	$ 728	$ 743	$ 758
814000	Custodial Supplies	$ 9,417	$ 15,700	$ 16,014	$ 16,334	$ 16,661	$ 16,994
820000	Instructional Material/Supply	$ 38,216	$ 65,000	$ 68,171	$ 71,143	$ 73,521	$ 75,899
820001	Instructional Equip-Under $5K	$ 16,609	$ 21,500	$ 22,549	$ 23,532	$ 24,319	$ 25,105
822000	Textbooks	$ 5,631	$ 17,400	$ 18,249	$ 19,045	$ 19,681	$ 20,318
823000	Copier Usage	$ 18,848	$ 19,500	$ 20,451	$ 21,343	$ 22,056	$ 22,770
824000	Testing Materials	$ 895	$ 4,500	$ 4,720	$ 4,925	$ 5,090	$ 5,255
826000	Graduation Materials	$ 241	$ 500	$ 524	$ 547	$ 566	$ 584
840000	Maint Materials/Supplies	$ 18,533	$ 18,100	$ 18,462	$ 18,831	$ 19,208	$ 19,592
870000	Library Materials	$ 892	$ 2,000	$ 2,040	$ 2,081	$ 2,122	$ 2,165
880000	Purchased Food	$ 18,457	$ -	$ -	$ -	$ -	$ -
885000	Miscellaneous Expense	$ -	$ 2,000	$ 2,040	$ 2,081	$ 2,122	$ 2,165
889000	Consumable Supplies	$ 19	$ 150	$ 153	$ 156	$ 159	$ 162
	MATERIAL AND SUPPLIES	**$ 177,840**	**230,650**	**239,678**	**248,269**	**255,489**	**262,740**

		School Year 2013-14	School Year 2014-15 1	School Year 2015-16 2	School Year 2016-17 3	School Year 2017-18 4	School Year 2018-19 5
910000	Office Equipment						
918000	Appliances/Comm Equip	$ 20,204					
920000	Instructional/Curr Equip						
930000	Building Improvements	$ 12,687	$ 173,000	50,000	50,000	50,000	50,000
931000	Site Building Fund				60,000	60,000	60,000
	CAPITAL OUTLAY	$ 32,891	$ 173,000	$ 50,000	$ 110,000	$ 110,000	$ 110,000
	Total Expenditures	$ 3,793,649	$ 4,477,024	$ 4,795,507	$ 5,139,695	$ 5,400,970	$ 5,653,395
	Building Fund Contingency		$ 250,000	$ 250,000	$ 200,000	$ 200,000	$ 200,000
	REVENUE OVER EXPENSES	$ 111,541	$ 29,276	$ 16,900	$ 23,031	$ 34,261	$ 38,428
	CARRY FORWARD	$ 839,270	$ 868,546	$ 885,446	$ 908,477	$ 942,738	$ 981,166
	Building Fund		$ 250,000	$ 500,000	$ 700,000	$ 900,000	$ 1,100,000

APPENDIX S

Elementary Parent Satisfaction Survey Results

Q1 Please select your Child's Teacher.

Answered: 126 Skipped: 0



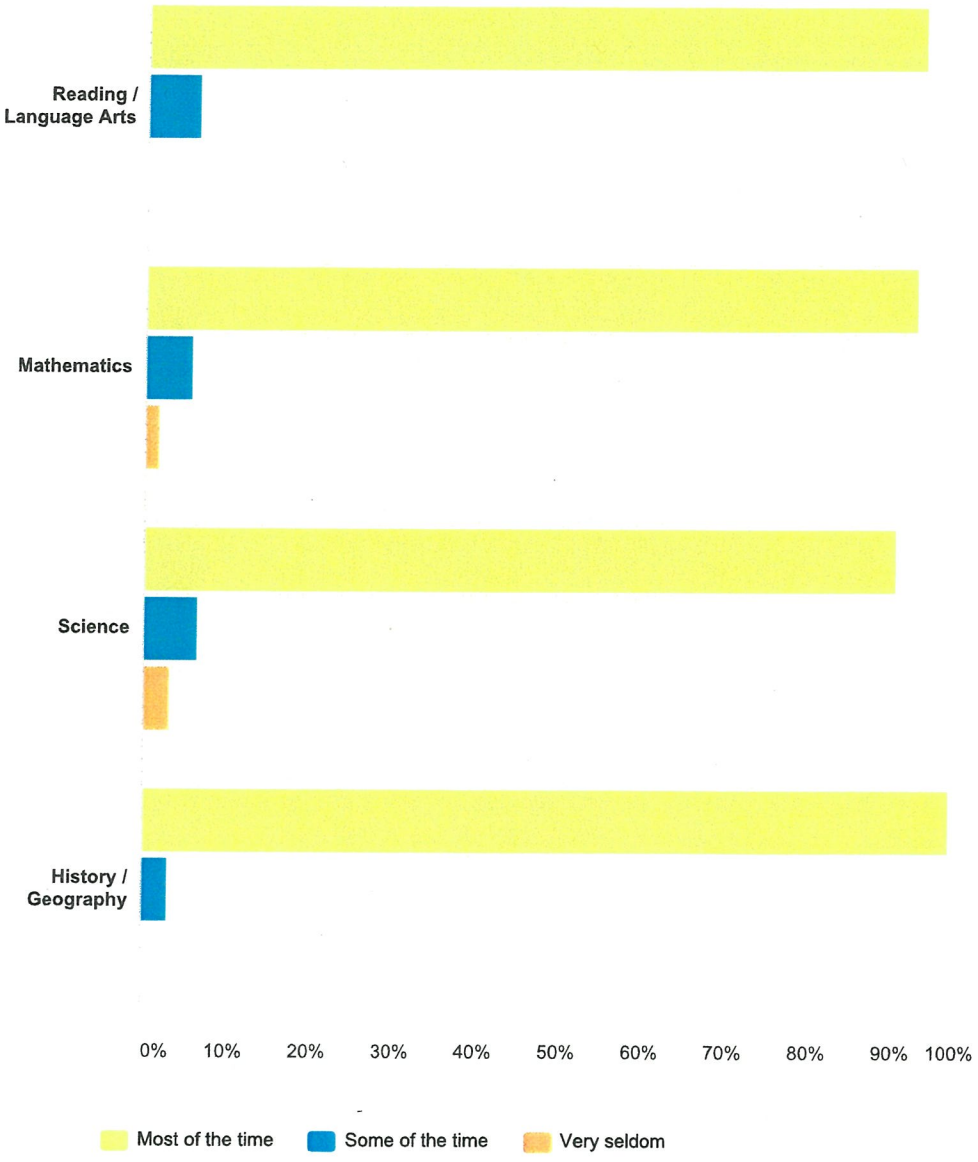
Answer Choices	Responses

Full Day Kindergarten, Calee Schrock	**8.73%**	11
Full Day Kindergarten, Anita Gimple	**3.97%**	5
A.M. Kindergarten, Amy Jenkins	**7.14%**	9
P.M. Kindergarten, Jennifer Roberts	**7.14%**	9
1st Grade, Judy McKinney	**6.35%**	8
1st Grade, Maria Jelinek	**6.35%**	8
1st Grade, Tammy Glasby	**4.76%**	6
1st Grade, Julie Pollack	**9.52%**	12
2nd Grade, Stephanie Dunn	**6.35%**	8
2nd Grade, Karen Dwyer	**6.35%**	8
2nd Grade, Heather Trelease	**10.32%**	13
3rd Grade, CarylMay Herlyck	**5.56%**	7
3rd Grade, Marilee Thompson	**7.94%**	10
4th Grade, Summer McKee	**8.73%**	11
4th Grade, Amanda Karlin/Karla Morgan	**7.14%**	9
5th Grade, Sharon Leasure	**7.14%**	9
5th Grade, Robin Welsh	**9.52%**	12

Total Respondents: 126

Q2 Lincoln Academy is teaching the following subjects effectively and with academic rigor.

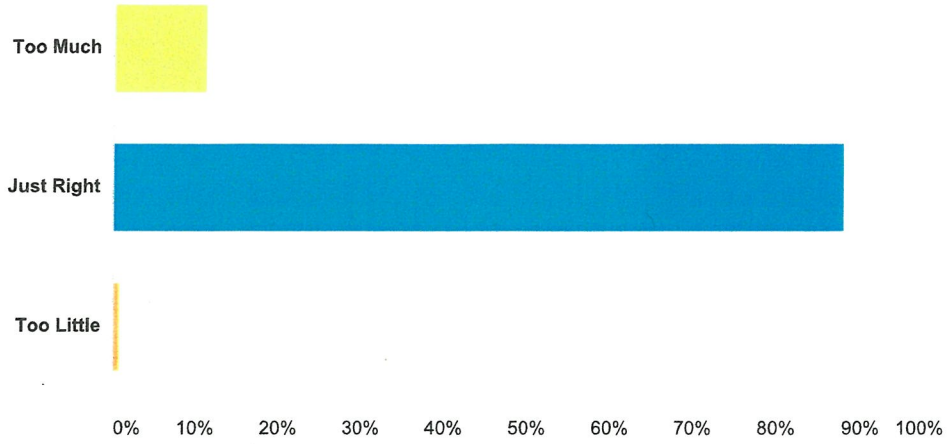
Answered: 126 Skipped: 0



	Most of the time	Some of the time	Very seldom	Total
Reading / Language Arts	**93.65%** 118	**6.35%** 8	**0.00%** 0	126
Mathematics	**92.86%** 117	**5.56%** 7	**1.59%** 2	126
Science	**90.40%** 113	**6.40%** 8	**3.20%** 4	125
History / Geography	**96.77%** 120	**3.23%** 4	**0.00%** 0	124

Q3 The amount of homework my child receives is:

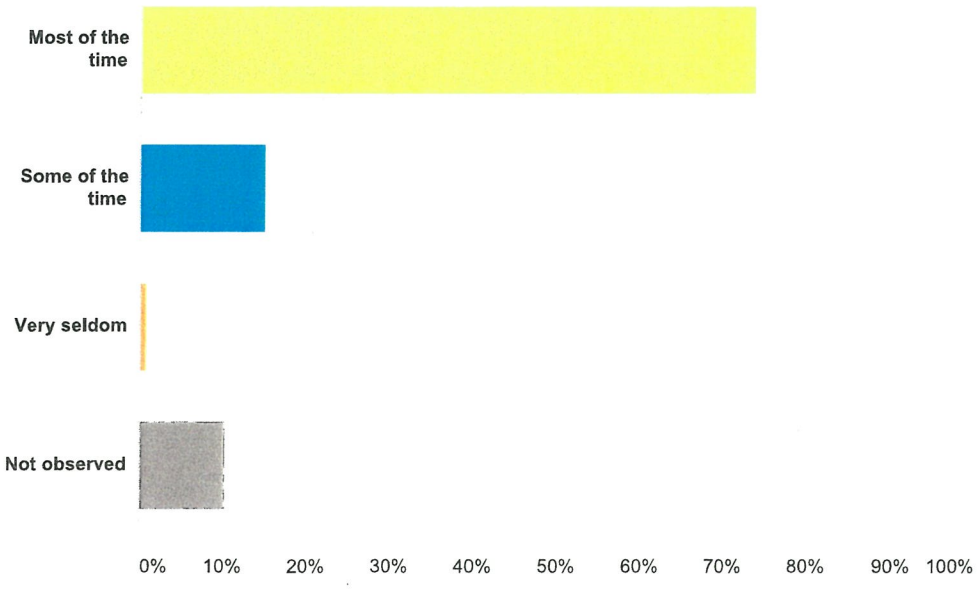
Answered: 126 Skipped: 0



Answer Choices	Responses	
Too Much	11.11%	14
Just Right	88.10%	111
Too Little	0.79%	1
Total		126

Q4 Classroom discipline is appropriate and effective.

Answered: 126 Skipped: 0

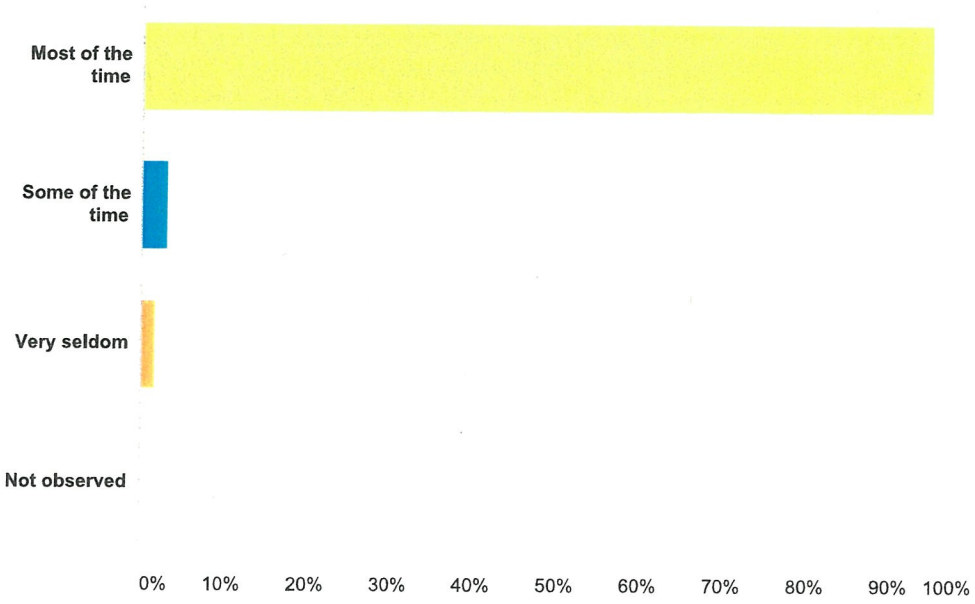


Answer Choices	Responses	
Most of the time	73.81%	93

Some of the time	15.08%	19
Very seldom	0.79%	1
Not observed	10.32%	13
Total		**126**

Q5 My child's teacher responds to my questions and concerns in a timely manner (within 24 - 48 hours).

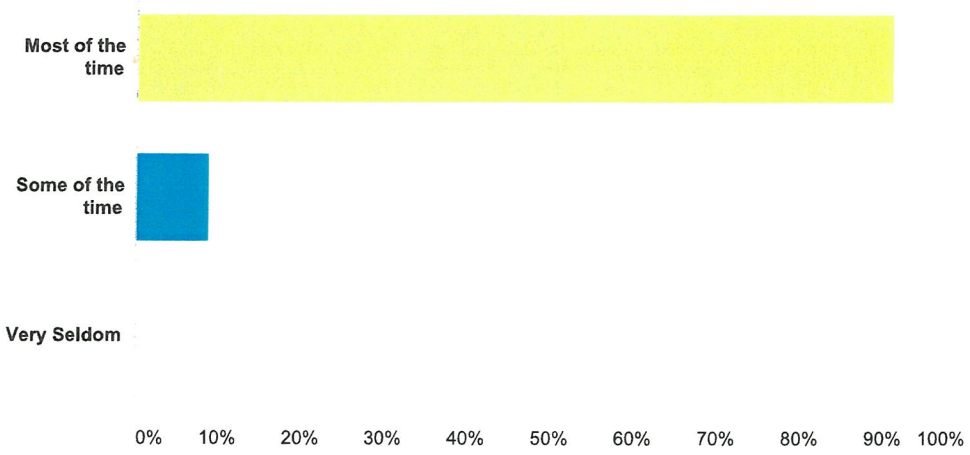
Answered: 126 Skipped: 0



Answer Choices	Responses	
Most of the time	95.24%	120
Some of the time	3.17%	4
Very seldom	1.59%	2
Not observed	0.00%	0
Total		**126**

Q6 I am satisfied with the performance of my child's teacher.

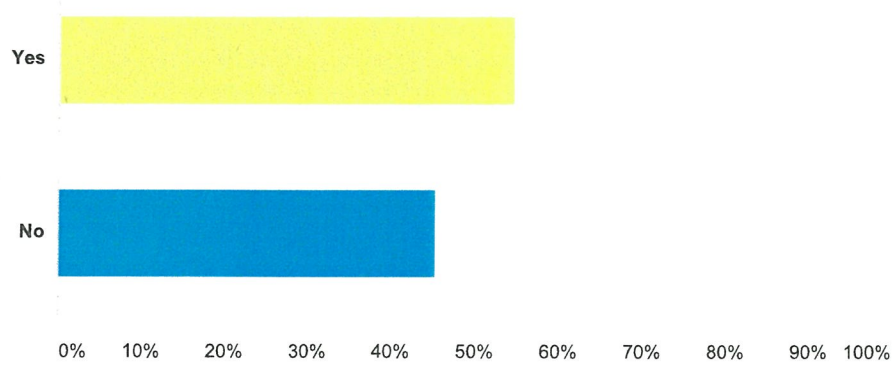
Answered: 126 Skipped: 0



Answer Choices	Responses	
Most of the time	**91.27%**	115
Some of the time	**8.73%**	11
Very Seldom	**0.00%**	0
Total		**126**

Q7 I have observed instruction in my child's classroom.

Answered: 126 Skipped: 0



Answer Choices	Responses	
Yes	**54.76%**	69
No	**45.24%**	57
Total		**126**

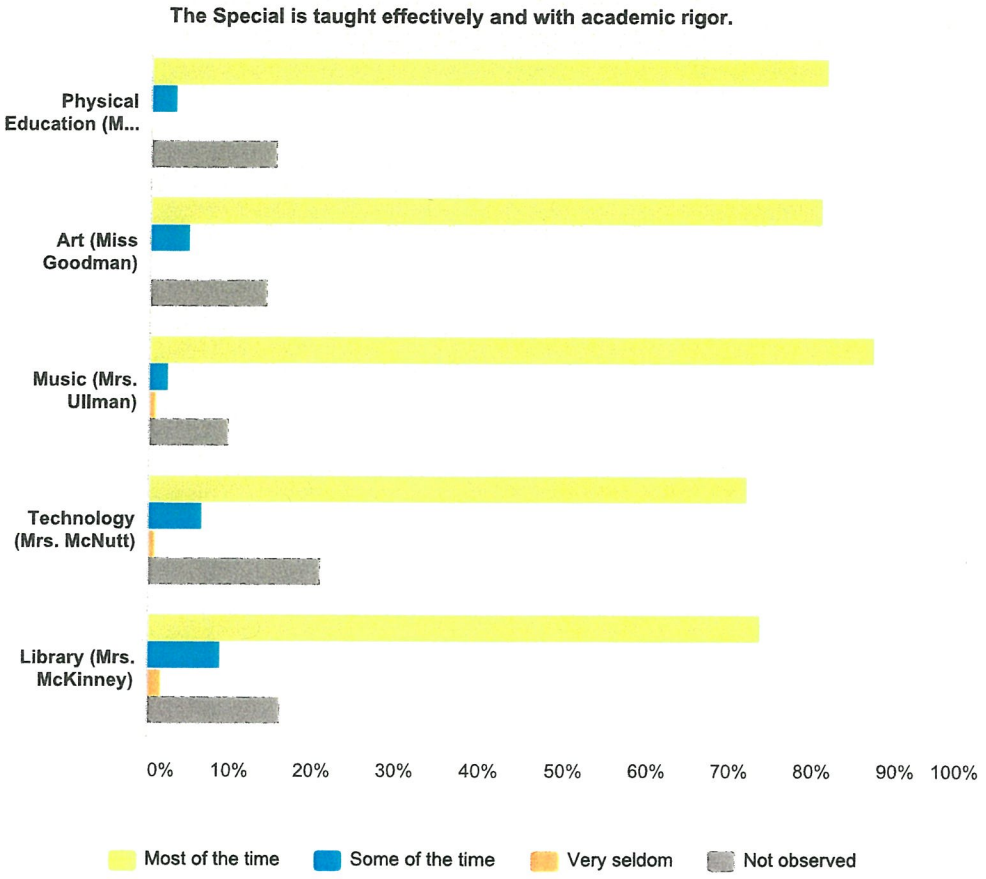
Q8 Additional comments for questions # 2-7

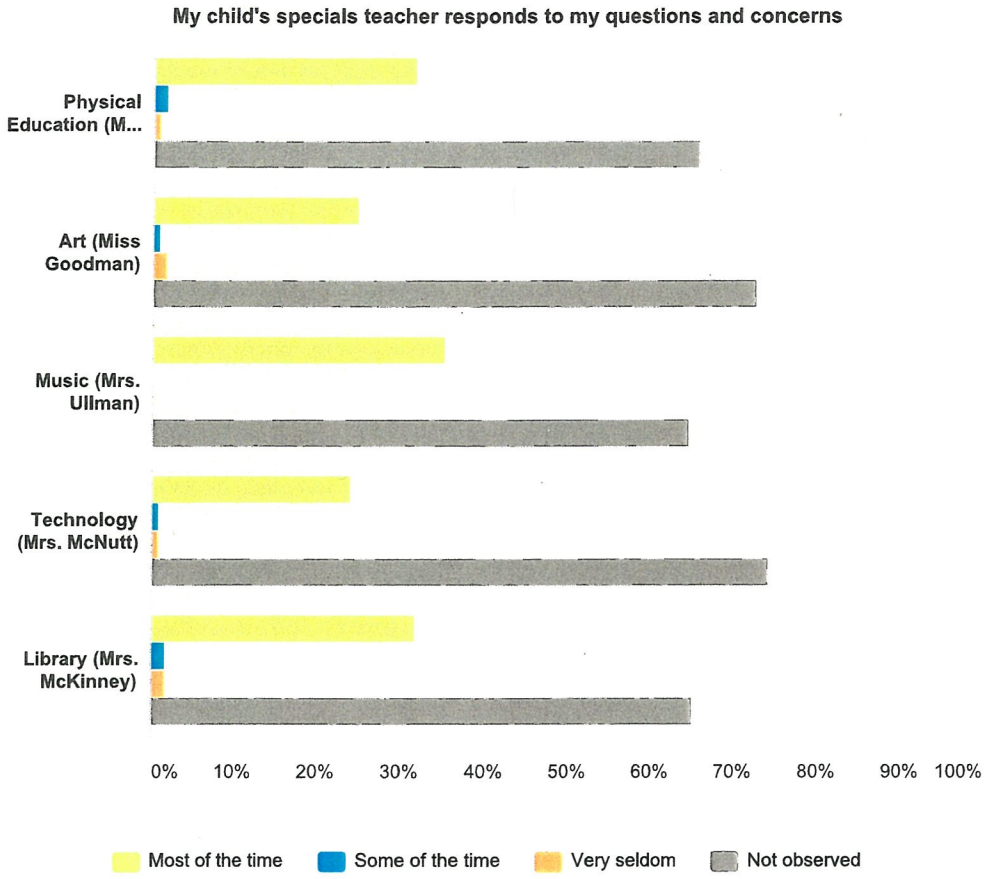
(please use NAME OF TEACHER in comments specific to teachers):

Answered: 23 Skipped: 103

Q9 Please rate Physical Education, Art, Music, Technology, and Library (Specials):

Answered: 126 Skipped: 0





The Special is taught effectively and with academic rigor.

	Most of the time	Some of the time	Very seldom	Not observed	Total
Physical Education (Mr. Miller)	**81.60%**	**3.20%**	**0.00%**	**15.20%**	
	102	4	0	19	125
Art (Miss Goodman)	**80.95%**	**4.76%**	**0.00%**	**14.29%**	
	102	6	0	18	126
Music (Mrs. Ullman)	**87.30%**	**2.38%**	**0.79%**	**9.52%**	
	110	3	1	12	126
Technology (Mrs. McNutt)	**72.00%**	**6.40%**	**0.80%**	**20.80%**	
	90	8	1	26	125
Library (Mrs. McKinney)	**73.60%**	**8.80%**	**1.60%**	**16.00%**	
	92	11	2	20	125

My child's specials teacher responds to my questions and concerns

	Most of the time	Some of the time	Very seldom	Not observed	Total
Physical Education (Mr. Miller)	**31.75%**	**1.59%**	**0.79%**	**65.87%**	
	40	2	1	83	126
Art (Miss Goodman)	**24.80%**	**0.80%**	**1.60%**	**72.80%**	
	31	1	2	91	125
Music (Mrs. Ullman)	**35.20%**	**0.00%**	**0.00%**	**64.80%**	
	44	0	0	81	125

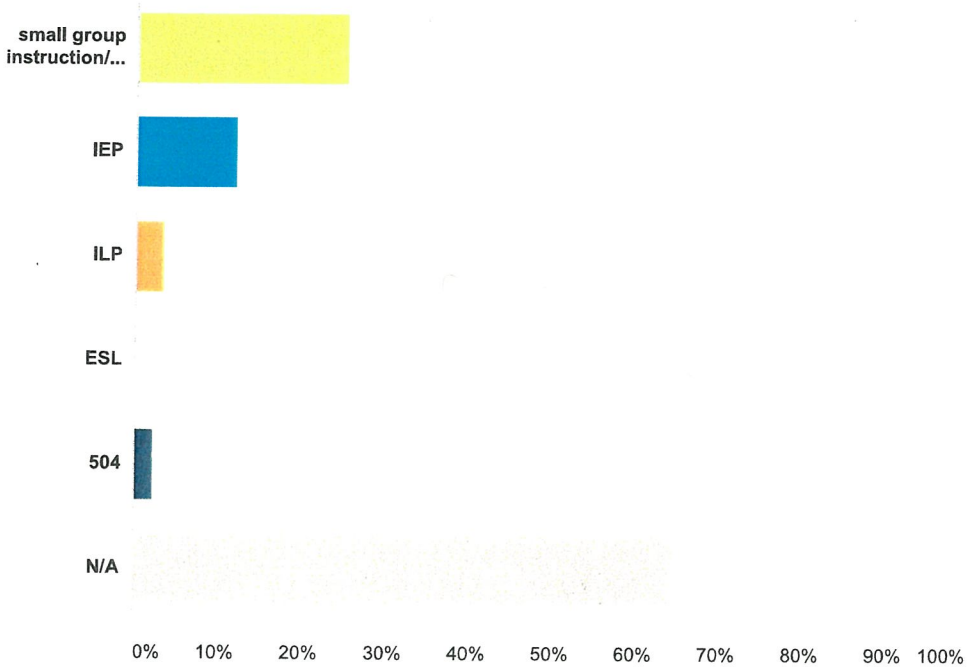
Technology (Mrs. McNutt)	**24.00%**	**0.80%**	**0.80%**	**74.40%**	
	30	1	1	93	125
Library (Mrs. McKinney)	**31.71%**	**1.63%**	**1.63%**	**65.04%**	
	39	2	2	80	123

Q10 Additional comments regarding specials (please use NAME OF TEACHER in comments specific to teachers):

Answered: 9 Skipped: 117

Q11 Please check all plans that apply to your child (if any).

Answered: 91 Skipped: 35

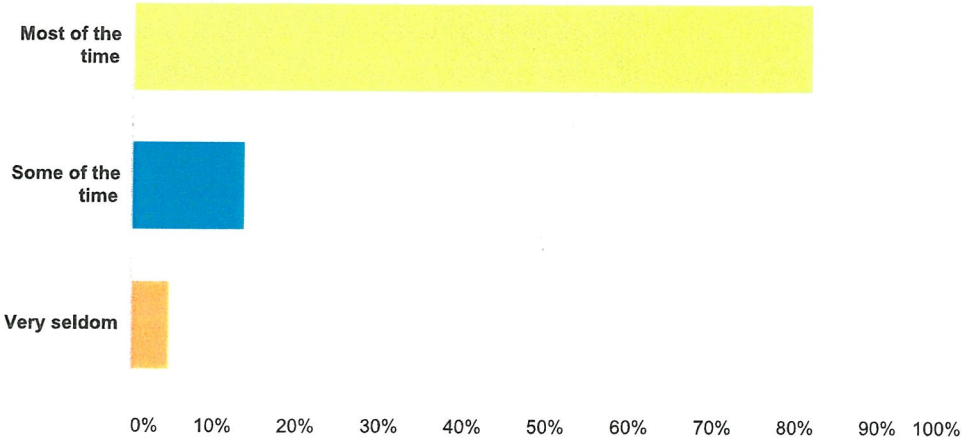


Answer Choices	Responses	
small group instruction/flooding	**25.27%**	23
IEP	**12.09%**	11
ILP	**3.30%**	3
ESL	**0.00%**	0
504	**2.20%**	2
N/A	**64.84%**	59

Total Respondents: 91

Q12 I am satisfied with the small group services/activities my child has been receiving.

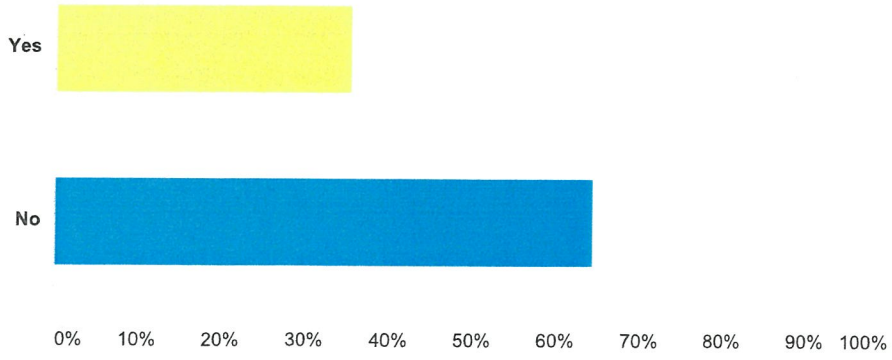
Answered: 66 Skipped: 60



Answer Choices	Responses	
Most of the time	81.82%	54
Some of the time	13.64%	9
Very seldom	4.55%	3
Total		66

Q13 I have received a progress report from my child's small group teacher.

Answered: 62 Skipped: 64

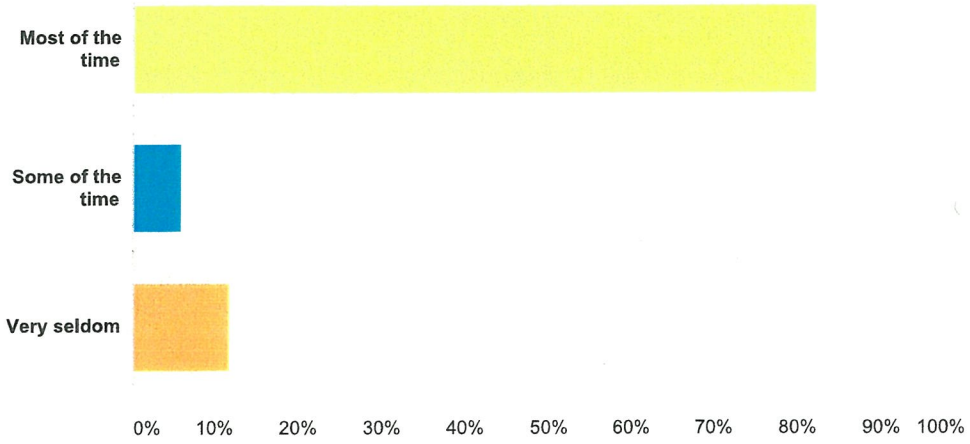


Answer Choices	Responses

Yes	35.48%	22
No	64.52%	40
Total		**62**

Q14 My child is on an IEP/504/ILP/ESL plan and the classroom teacher is implementing my child's classroom-based modifications.

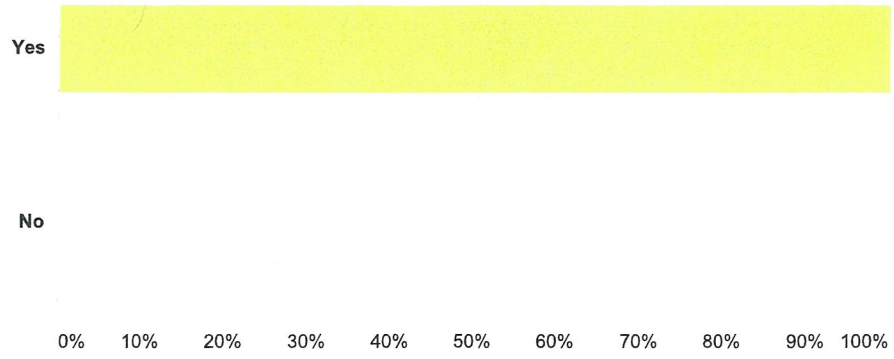
Answered: 17 Skipped: 109



Answer Choices	Responses	
Most of the time	82.35%	14
Some of the time	5.88%	1
Very seldom	11.76%	2
Total		**17**

Q15 I have been given a copy of my child's IEP/504/ILP/ESL plan.

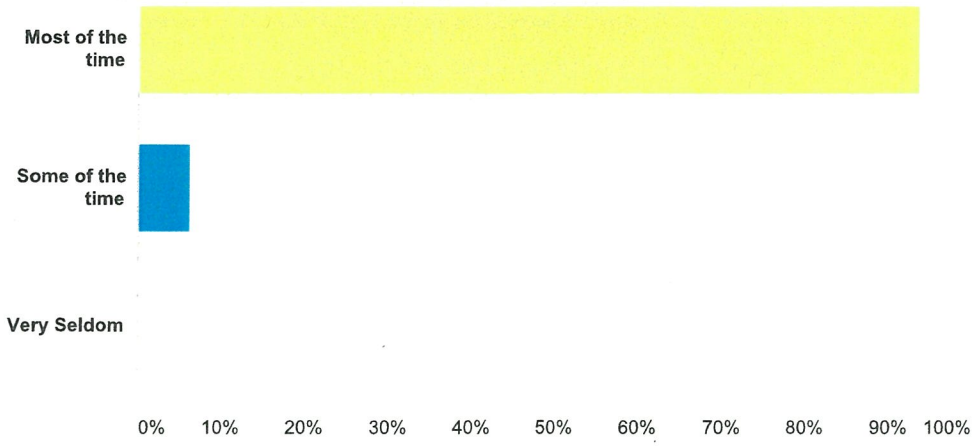
Answered: 15 Skipped: 111



Answer Choices	Responses	
Yes	**100.00%**	15
No	**0.00%**	0
Total		**15**

Q16 The IEP Director (Jeanne Coyle) responds to my questions and concerns in a timely manner (within 24-48 hours).

Answered: 16 Skipped: 110



Answer Choices	Responses	
Most of the time	**93.75%**	15
Some of the time	**6.25%**	1
Very Seldom	**0.00%**	0
Total		**16**

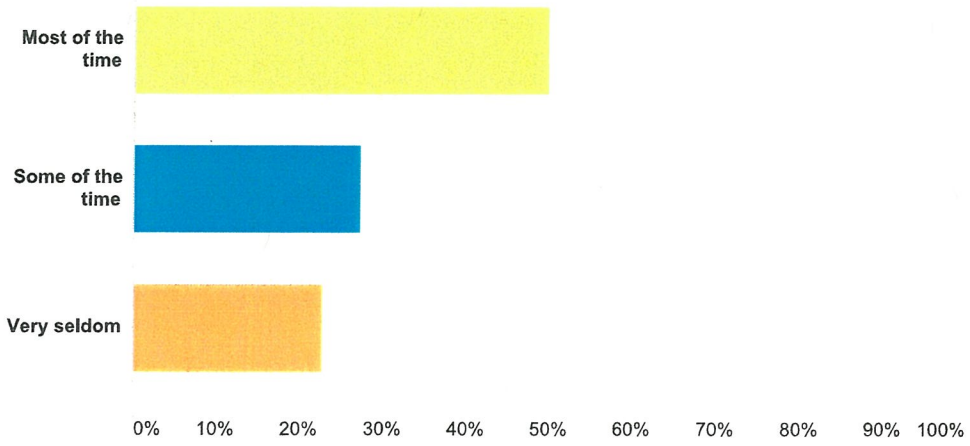
Q17 Additional IEP/504/ILP/ESL/Small

group instruction comments (please use NAME OF TEACHER in comments specific to teachers):

Answered: 3 Skipped: 123

Q18 I am aware and satisfied with the ALP services/activities my child has been receiving.

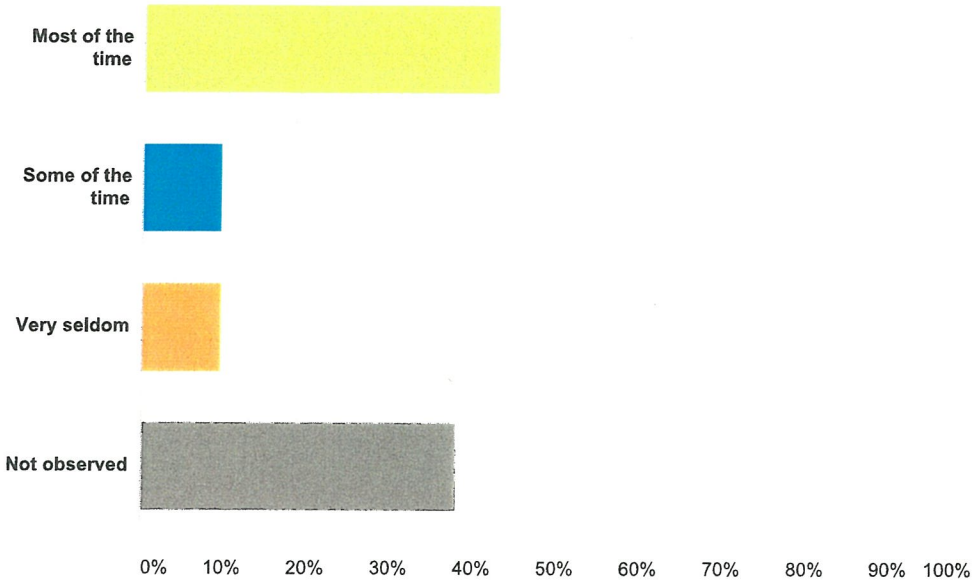
Answered: 22 Skipped: 104



Answer Choices	Responses	
Most of the time	50.00%	11
Some of the time	27.27%	6
Very seldom	22.73%	5
Total		22

Q19 The classroom teacher is implementing my child's classroom-based modifications and accommodations as recommended by my child's ALP.

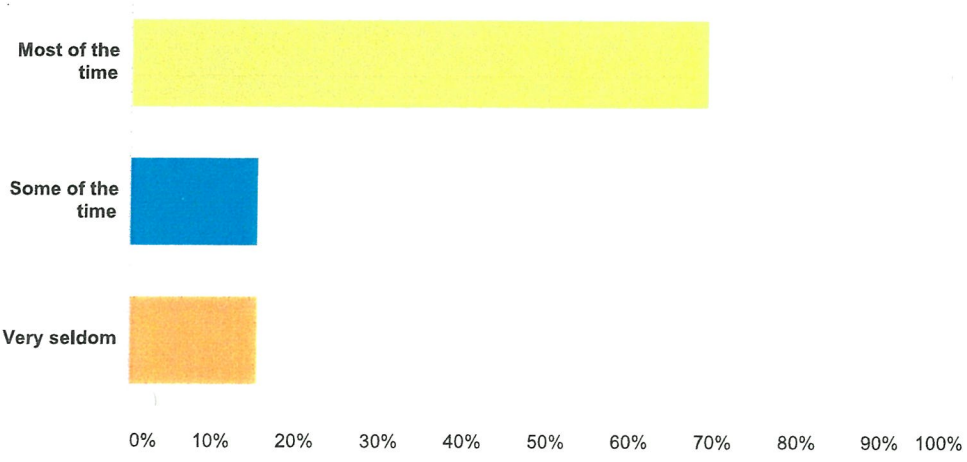
Answered: 21 Skipped: 105



Answer Choices	Responses	
Most of the time	42.86%	9
Some of the time	9.52%	2
Very seldom	9.52%	2
Not observed	38.10%	8
Total		21

Q20 The ALP Director (Briony Bohm) responds to my questions and concerns in a timely manner (within 24-48 hours).

Answered: 13 Skipped: 113



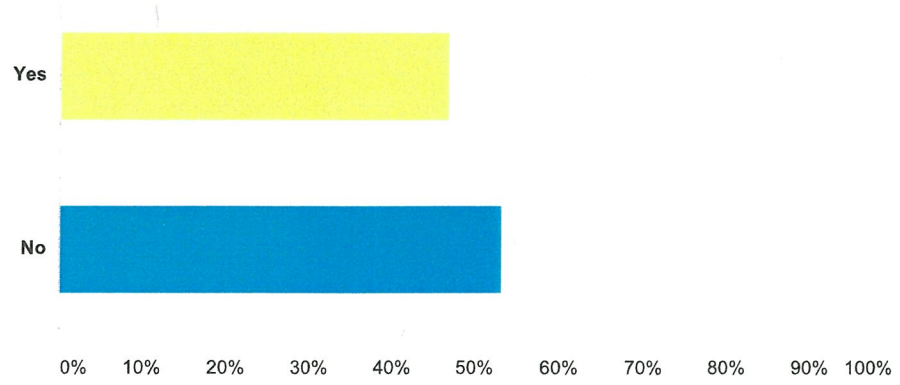
Answer Choices	Responses	
Most of the time	69.23%	9
Some of the time	15.38%	2
Very seldom	15.38%	2
Total		13

Q21 Additional ALP comments (please include NAME OF TEACHER in comments specific to teachers):

Answered: 5 Skipped: 121

Q22 My child has participated in the Educational Enrichment classes taught by Briony Bohm.

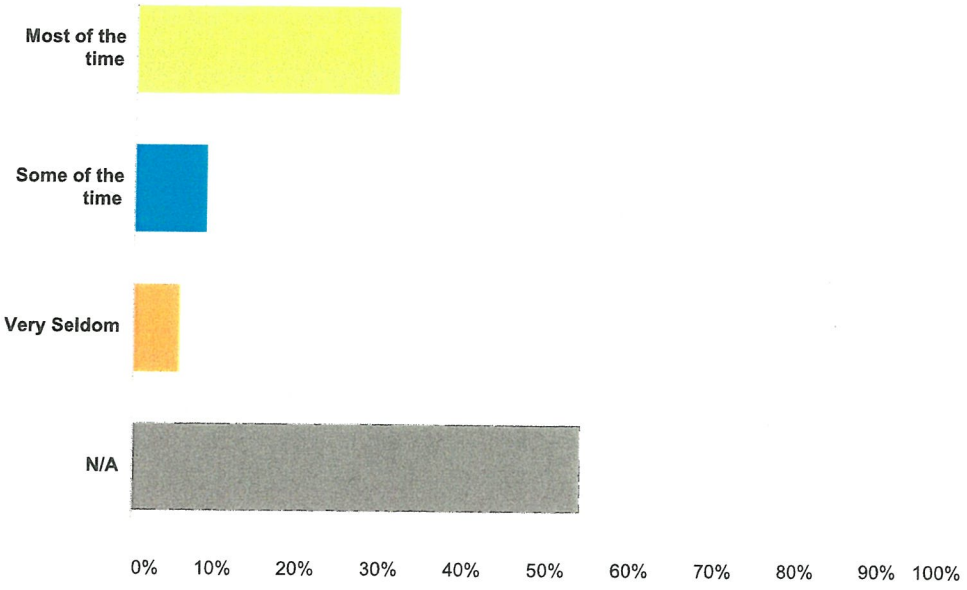
Answered: 126 Skipped: 0



Answer Choices	Responses	
Yes	46.83%	59
No	53.17%	67
Total		126

Q23 Educational Enrichment time has enhanced my child's education.

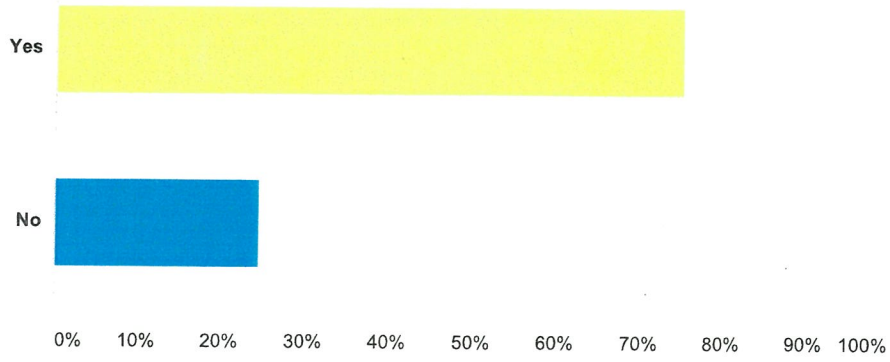
Answered: 126 Skipped: 0



Answer Choices	Responses	
Most of the time	**31.75%**	40
Some of the time	**8.73%**	11
Very Seldom	**5.56%**	7
N/A	**53.97%**	68
Total		**126**

Q24 My child has signed up for a BETYOU activity

Answered: 69 Skipped: 57

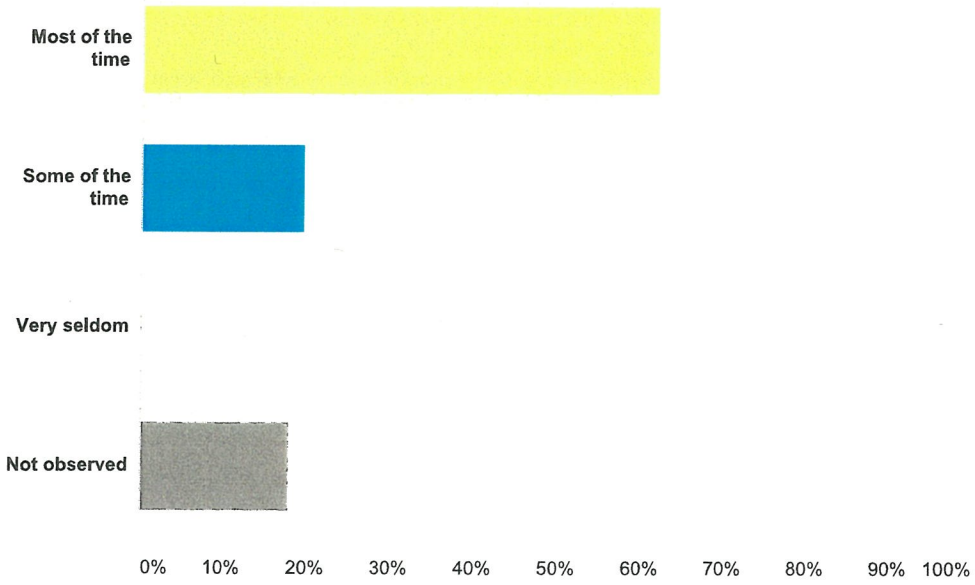


Answer Choices	Responses	
Yes	**75.36%**	52

No	24.64%	17
Total		**69**

Q25 BETYOU activities are enhancing my child's education.

Answered: 61 Skipped: 65



Answer Choices	Responses	
Most of the time	62.30%	38
Some of the time	19.67%	12
Very seldom	0.00%	0
Not observed	18.03%	11
Total		**61**

Q26 Please list any BETYOU classes you would be interested in teaching or that would be of interest to your child.

Answered: 8 Skipped: 118

Q27 Please contact Mrs. Jennings directly (djenning@jeffco.k12.co.us) if you are interested in teaching or leading a BETYOU.Comments:

Answered: 3 Skipped: 123

Q28 General Comments

Answered: 2 Skipped: 124

Q29 If you would like to be contacted by a member of the LA Board of Directors regarding questions, comments, or concerns made on this survey, please include your name and contact information:Comments:

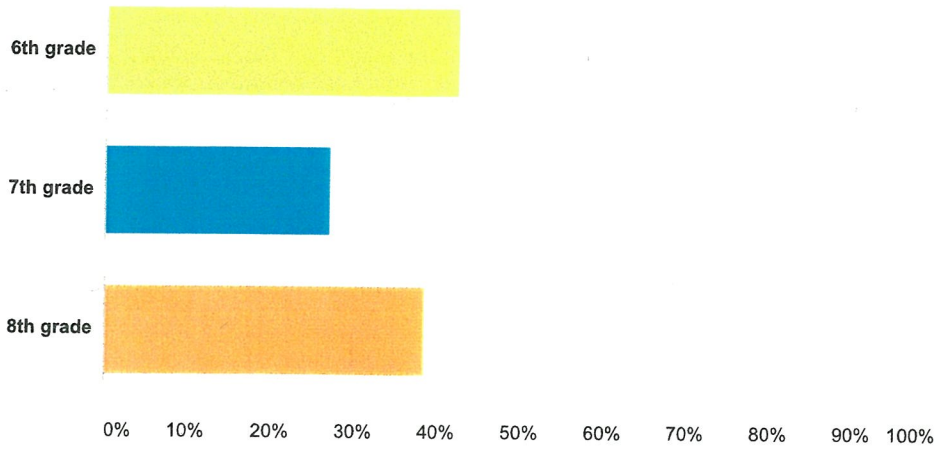
Answered: 4 Skipped: 122

APPENDIX T

Middle School Parent Satisfaction Survey Results

Q1 Please select your child's grade.

Answered: 26 Skipped: 0

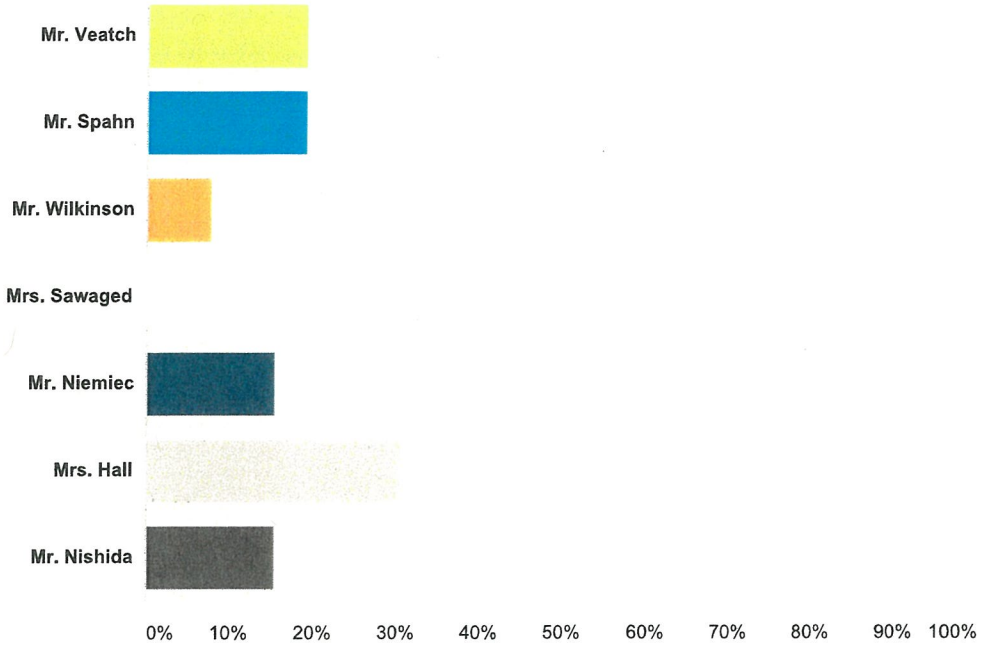


Answer Choices	Responses	
6th grade	42.31%	11
7th grade	26.92%	7
8th grade	38.46%	10

Total Respondents: 26

Q2 Please select your child's first period teacher on a burgundy day.

Answered: 26 Skipped: 0



Answer Choices	Responses	
Mr. Veatch	19.23%	5
Mr. Spahn	19.23%	5
Mr. Wilkinson	7.69%	2
Mrs. Sawaged	0.00%	0
Mr. Niemiec	15.38%	4
Mrs. Hall	30.77%	8
Mr. Nishida	15.38%	4

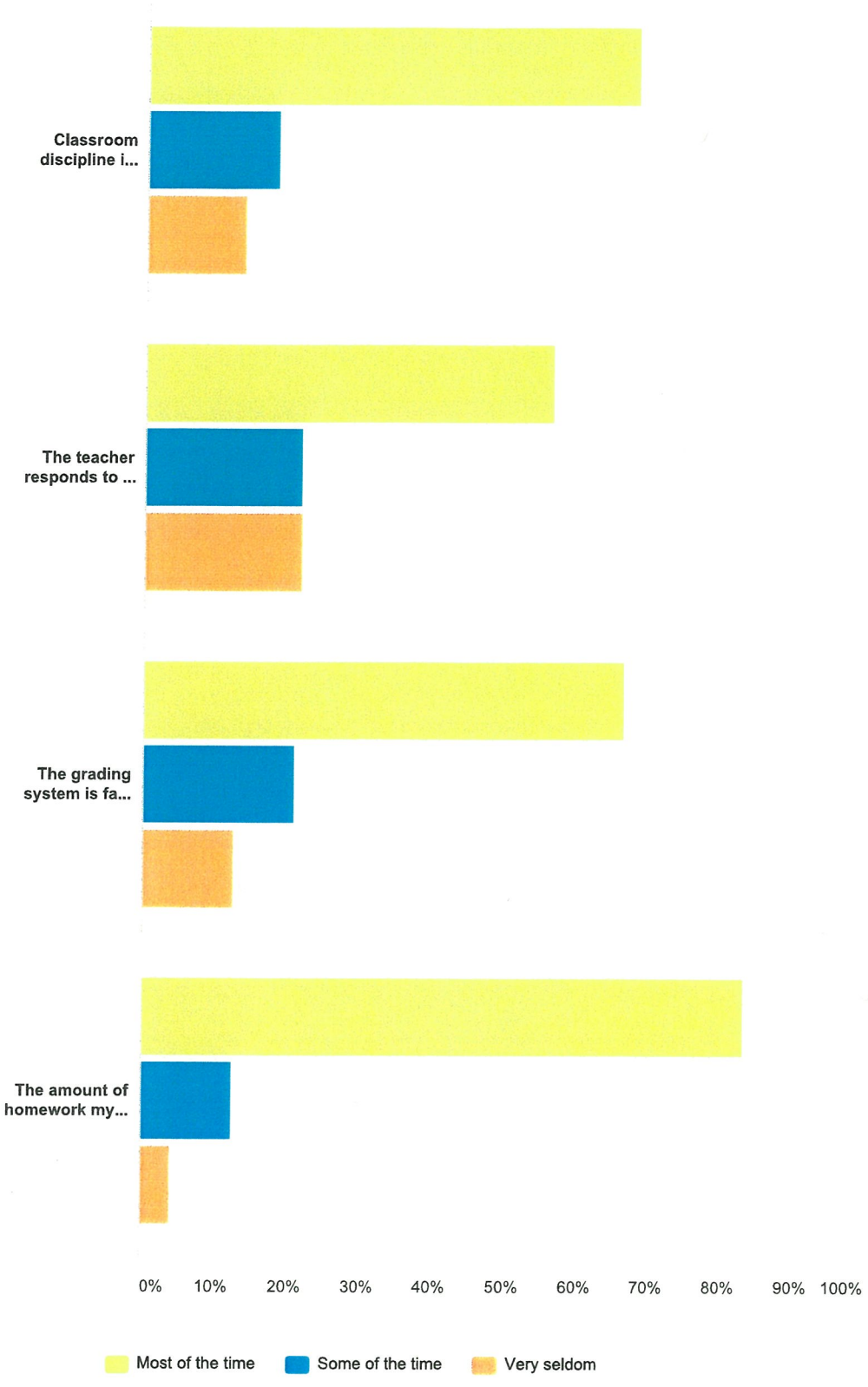
Total Respondents: 26

Q3 Complete the table below to rate the core classes for each statement.

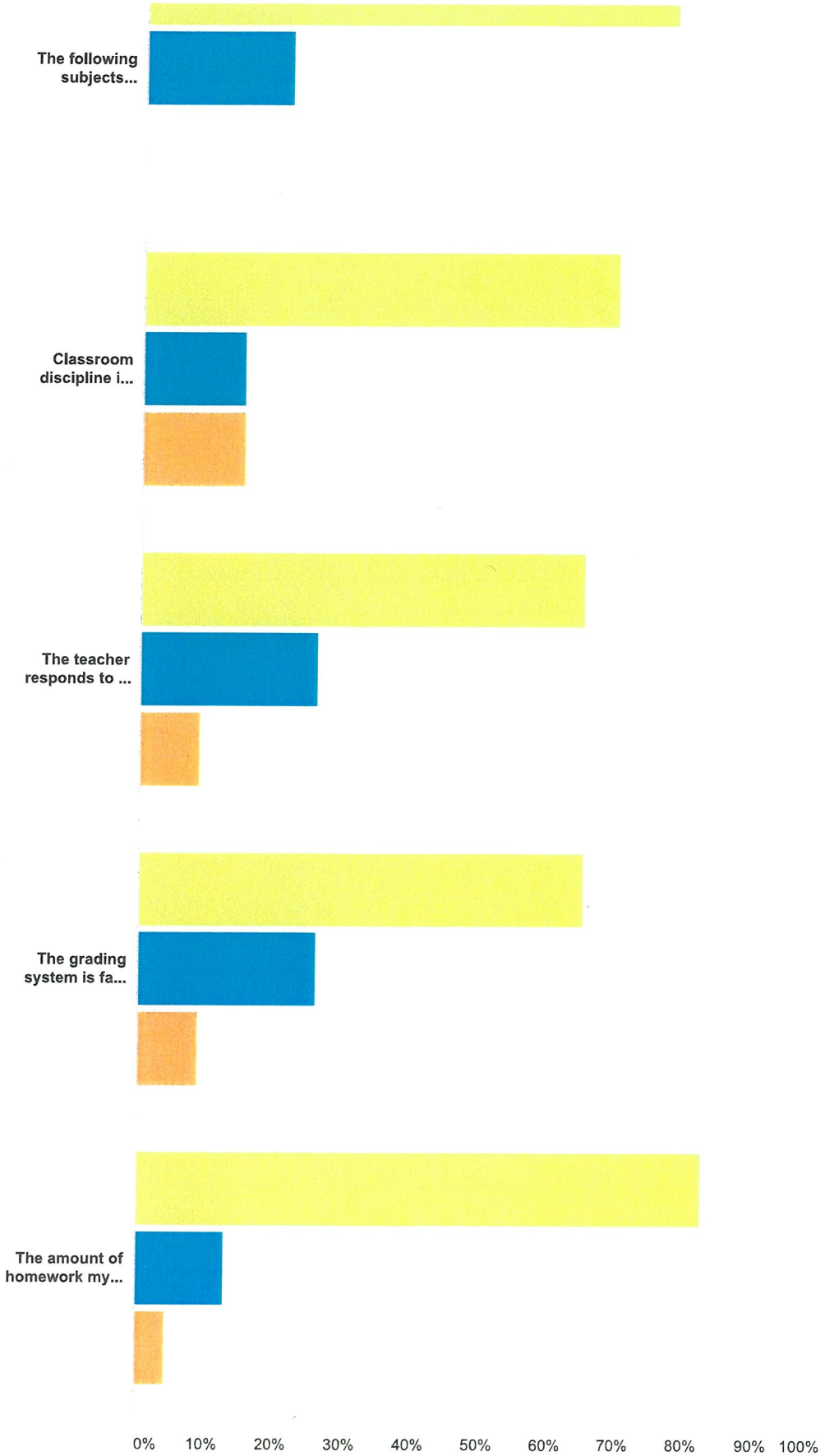
Answered: 25 Skipped: 1

Language Arts (Veatch)

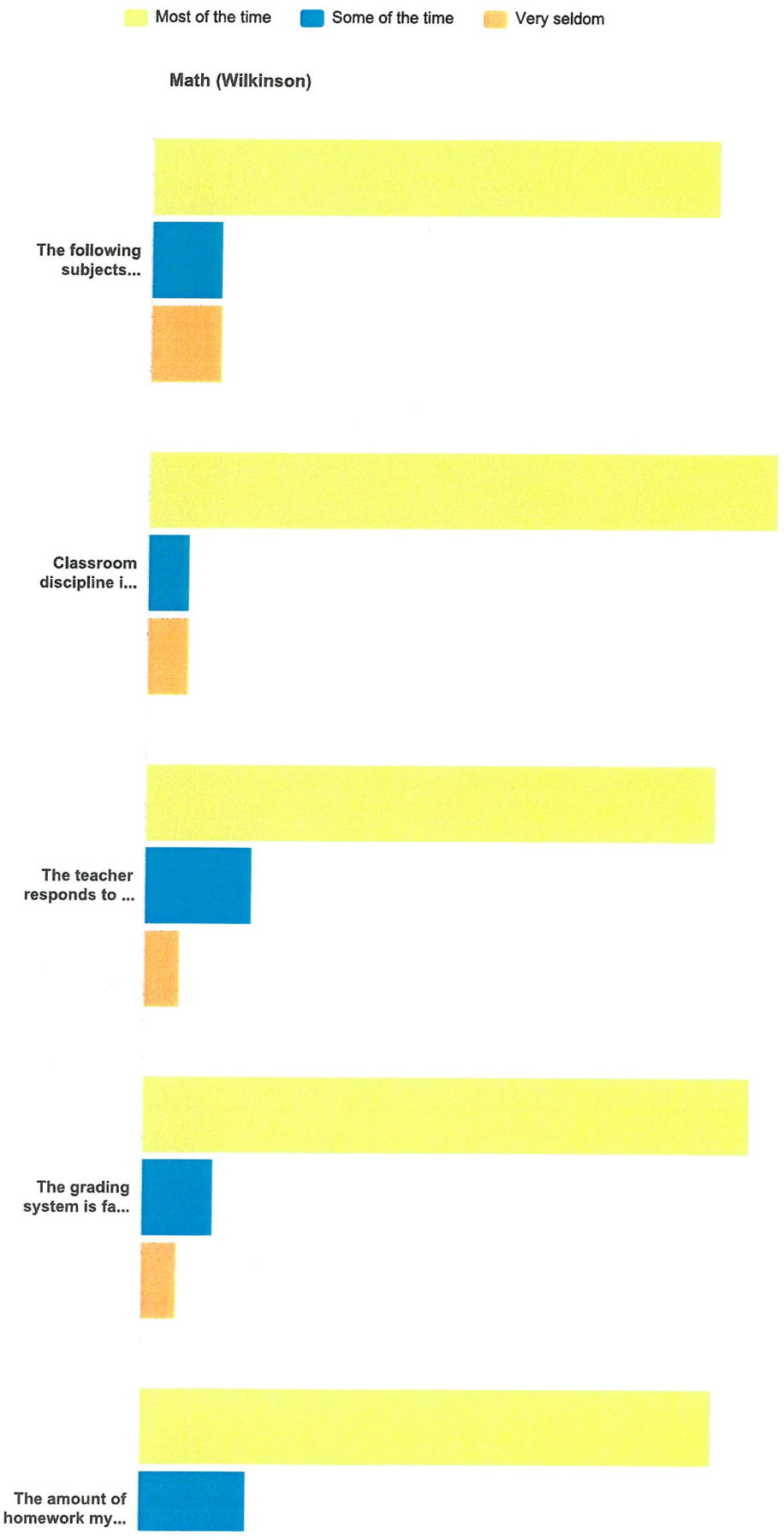




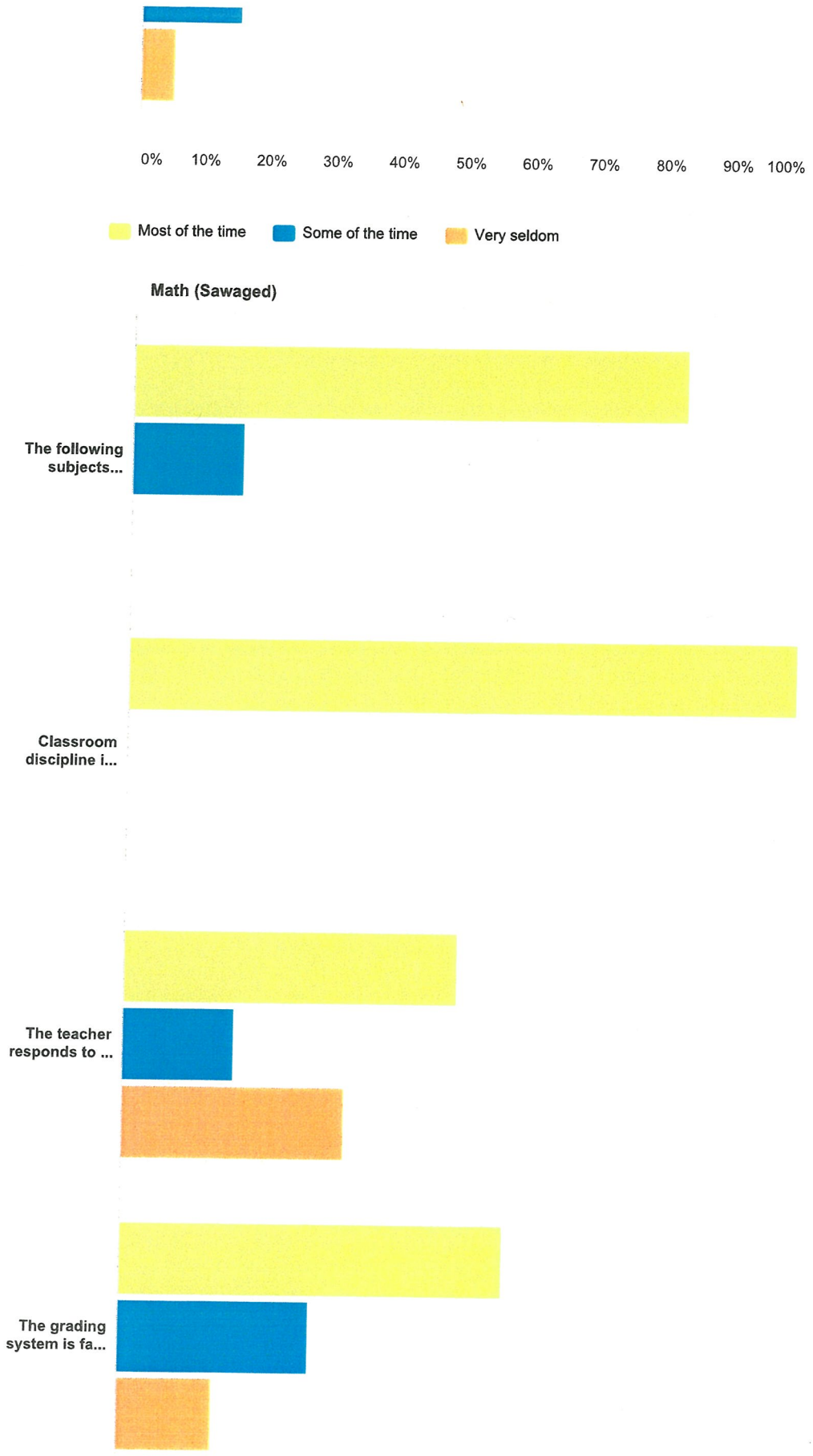
Language Arts (Spahn)

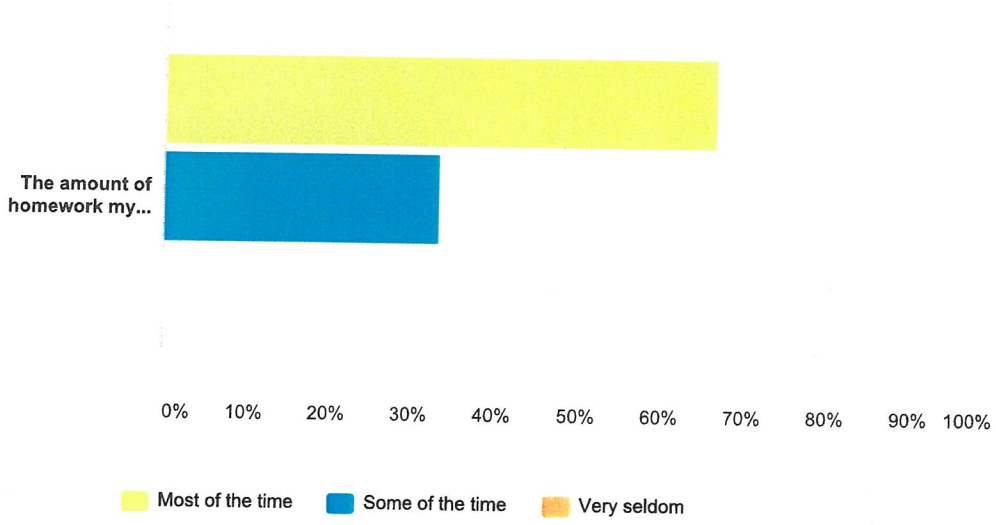

The following subjects...
Classroom discipline i...
The teacher responds to ...
The grading system is fa...
The amount of homework my...
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

2013-2014 Parent Satisfaction Survey - Middle School

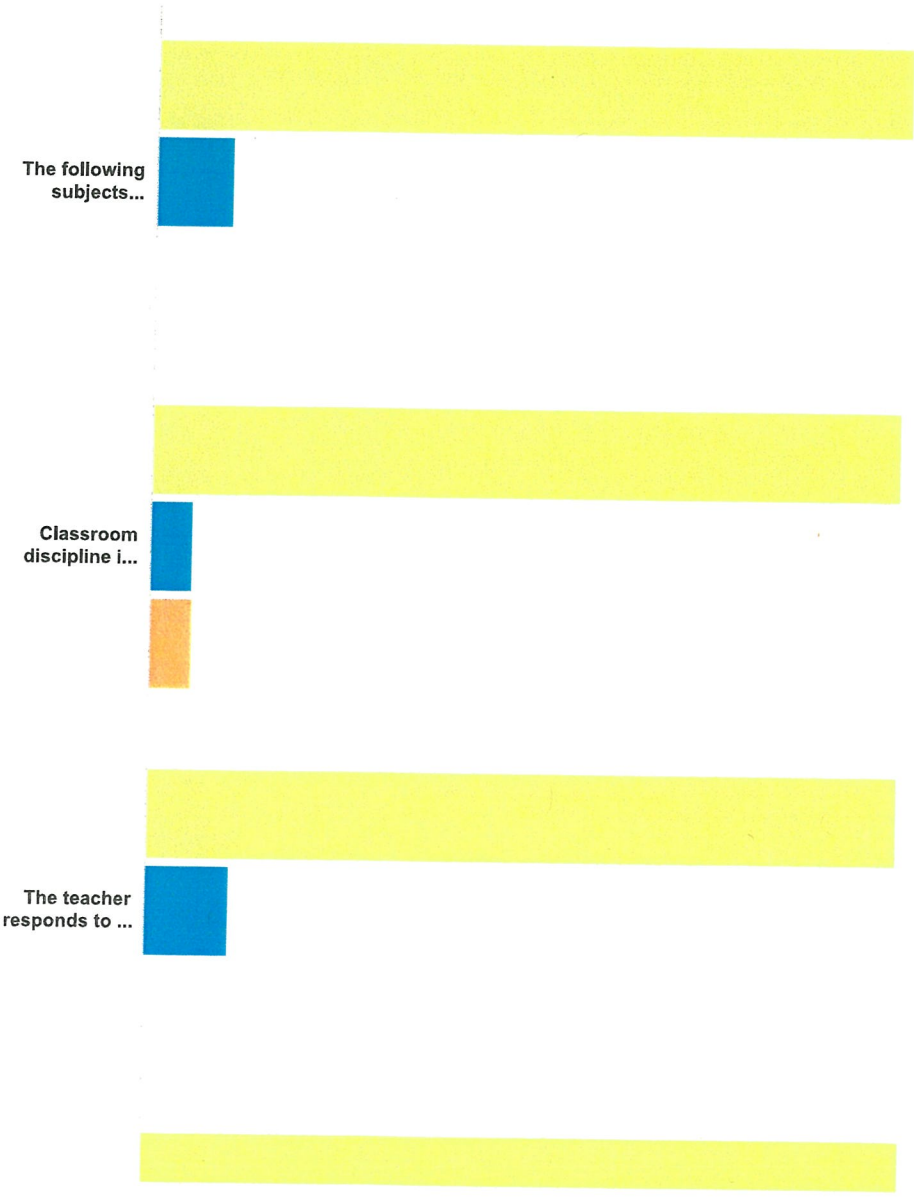


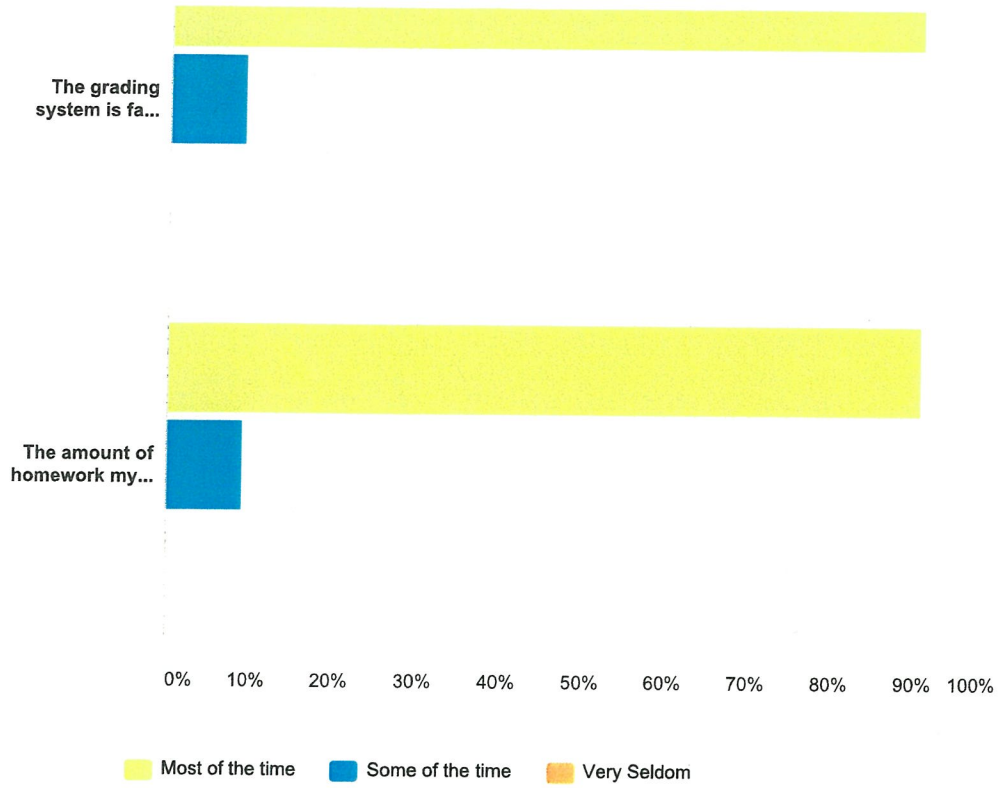
2013-2014 Parent Satisfaction Survey - Middle School



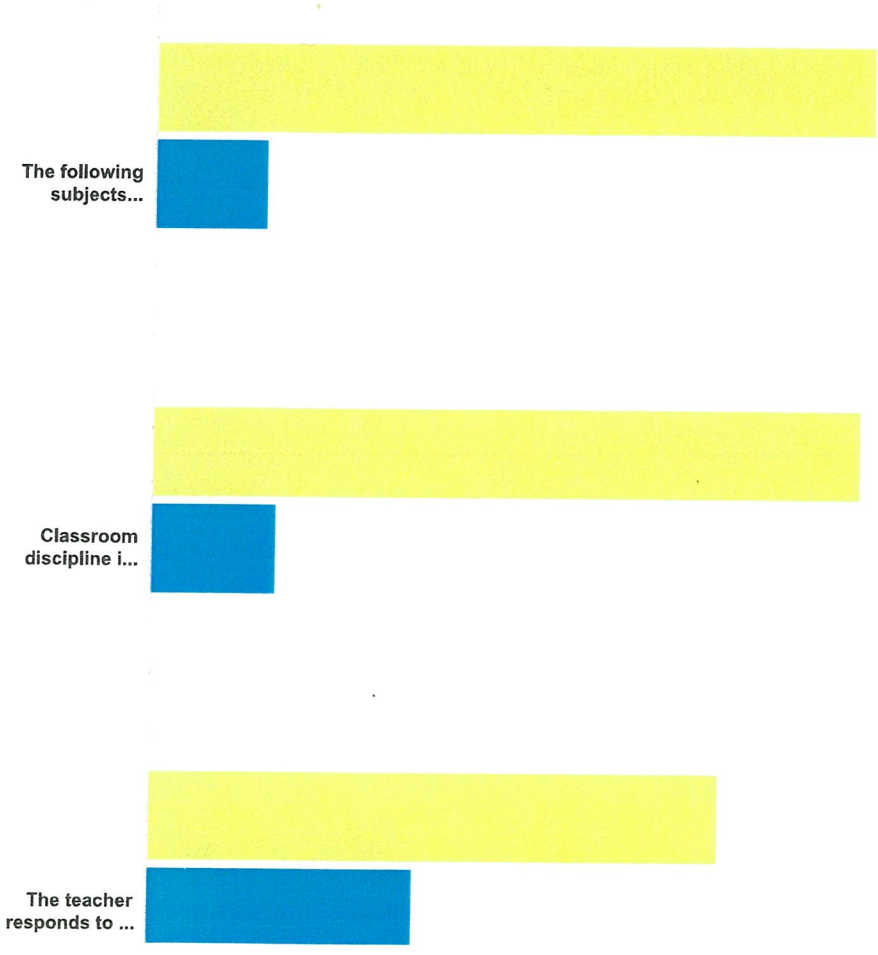


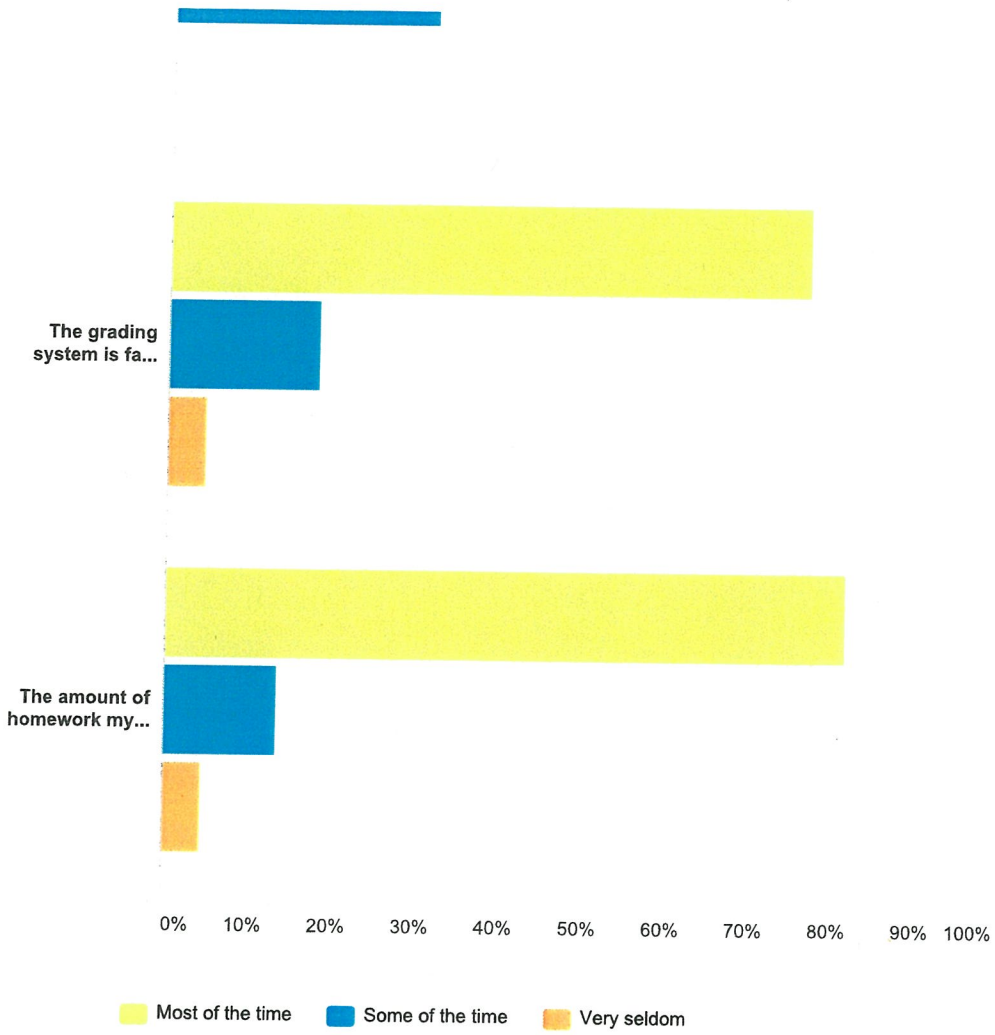
Science (Niemiec)



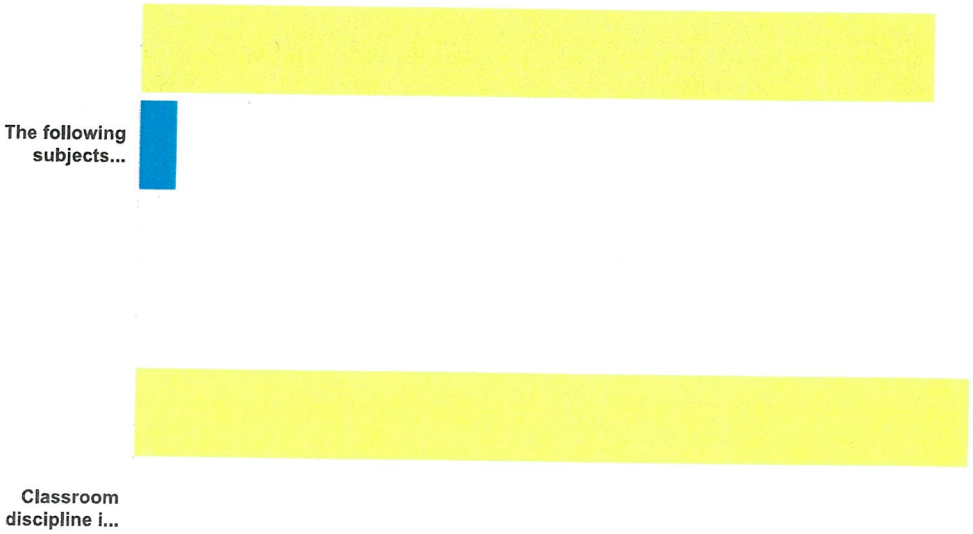


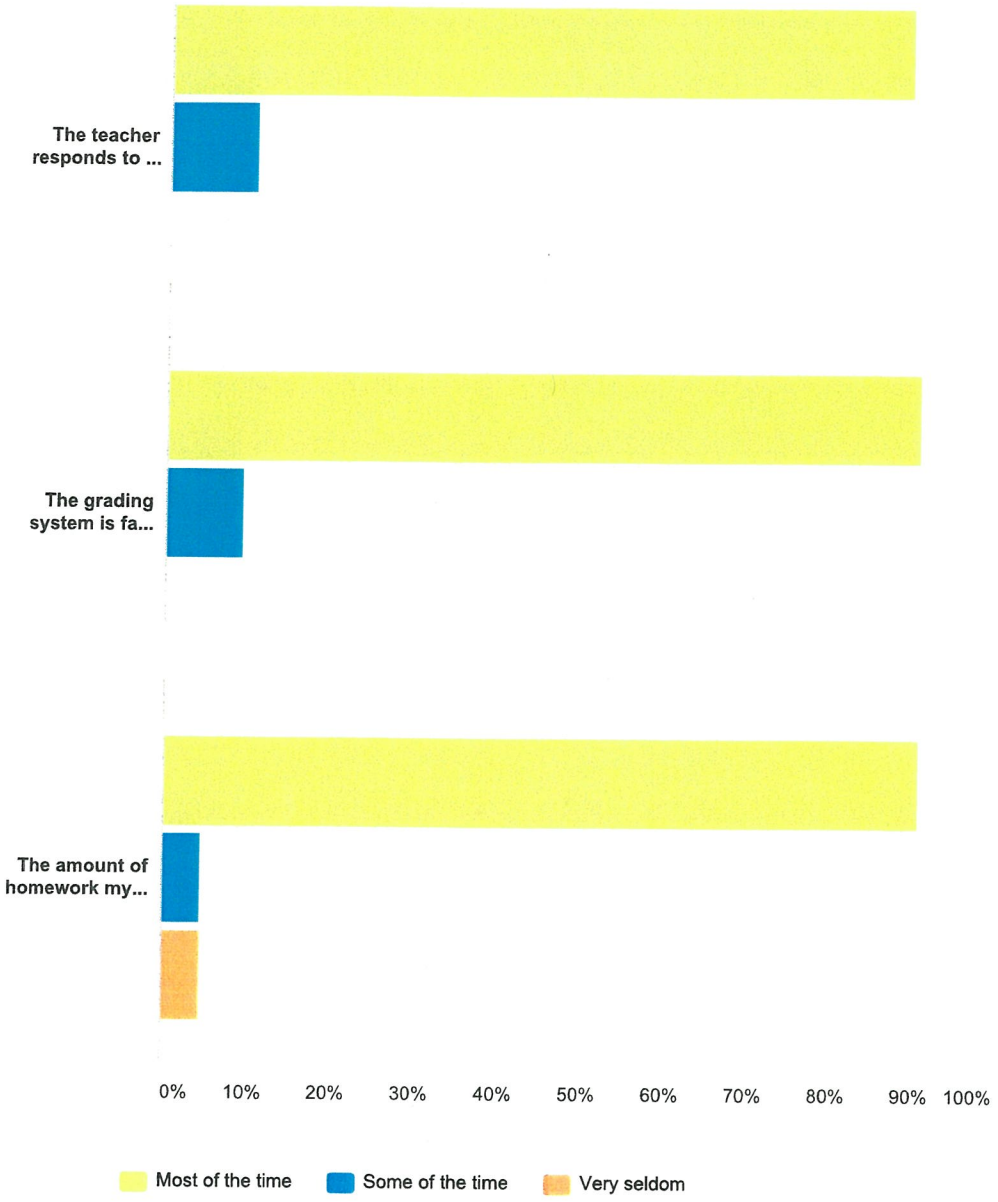
Social Studies (Hall)





Technology (Nishida)





Language Arts (Veatch)

	Most of the time	Some of the time	Very seldom	Total
The following subjects effectively and with academic rigor.	**79.17%** 19	**20.83%** 5	**0.00%** 0	24
Classroom discipline is appropriate and effective.	**68.18%** 15	**18.18%** 4	**13.64%** 3	22
The teacher responds to my questions and concerns in a timely manner (within 24-48 hours).	**56.52%** 13	**21.74%** 5	**21.74%** 5	23
The grading system is fair and consistent.	**66.67%** 16	**20.83%** 5	**12.50%** 3	24

The amount of homework my child receives is appropriate.	**83.33%** 20	**12.50%** 3	**4.17%** 1	24

Language Arts (Spahn)

	Most of the time	Some of the time	Very seldom	Total
The following subjects effectively and with academic rigor.	**78.26%** 18	**21.74%** 5	**0.00%** 0	23
Classroom discipline is appropriate and effective.	**70.00%** 14	**15.00%** 3	**15.00%** 3	20
The teacher responds to my questions and concerns in a timely manner (within 24-48 hours).	**65.22%** 15	**26.09%** 6	**8.70%** 2	23
The grading system is fair and consistent.	**65.22%** 15	**26.09%** 6	**8.70%** 2	23
The amount of homework my child receives is appropriate.	**82.61%** 19	**13.04%** 3	**4.35%** 1	23

Math (Wilkinson)

	Most of the time	Some of the time	Very seldom	Total
The following subjects effectively and with academic rigor.	**80.00%** 16	**10.00%** 2	**10.00%** 2	20
Classroom discipline is appropriate and effective.	**88.24%** 15	**5.88%** 1	**5.88%** 1	17
The teacher responds to my questions and concerns in a timely manner (within 24-48 hours).	**80.00%** 16	**15.00%** 3	**5.00%** 1	20
The grading system is fair and consistent.	**85.00%** 17	**10.00%** 2	**5.00%** 1	20
The amount of homework my child receives is appropriate.	**80.00%** 16	**15.00%** 3	**5.00%** 1	20

Math (Sawaged)

	Most of the time	Some of the time	Very seldom	Total
The following subjects effectively and with academic rigor.	**83.33%** 5	**16.67%** 1	**0.00%** 0	6
Classroom discipline is appropriate and effective.	**100.00%** 6	**0.00%** 0	**0.00%** 0	6
The teacher responds to my questions and concerns in a timely manner (within 24-48 hours).	**50.00%** 3	**16.67%** 1	**33.33%** 2	6
The grading system is fair and consistent.	**57.14%** 4	**28.57%** 2	**14.29%** 1	7
The amount of homework my child receives is appropriate.	**66.67%** 4	**33.33%** 2	**0.00%** 0	6

Science (Niemiec)

	Most of the time	Some of the time	Very Seldom	Total
The following subjects effectively and with academic rigor.	**90.91%** 20	**9.09%** 2	**0.00%** 0	22
Classroom discipline is appropriate and effective.	**90.00%** 18	**5.00%** 1	**5.00%** 1	20

The teacher responds to my questions and concerns in a timely manner (within 24-48 hours).	**90.00%** 18	**10.00%** 2	**0.00%** 0	20
The grading system is fair and consistent.	**90.91%** 20	**9.09%** 2	**0.00%** 0	22
The amount of homework my child receives is appropriate.	**90.91%** 20	**9.09%** 2	**0.00%** 0	22

Social Studies (Hall)

	Most of the time	Some of the time	Very seldom	Total
The following subjects effectively and with academic rigor.	**86.36%** 19	**13.64%** 3	**0.00%** 0	22
Classroom discipline is appropriate and effective.	**85.00%** 17	**15.00%** 3	**0.00%** 0	20
The teacher responds to my questions and concerns in a timely manner (within 24-48 hours).	**68.18%** 15	**31.82%** 7	**0.00%** 0	22
The grading system is fair and consistent.	**77.27%** 17	**18.18%** 4	**4.55%** 1	22
The amount of homework my child receives is appropriate.	**81.82%** 18	**13.64%** 3	**4.55%** 1	22

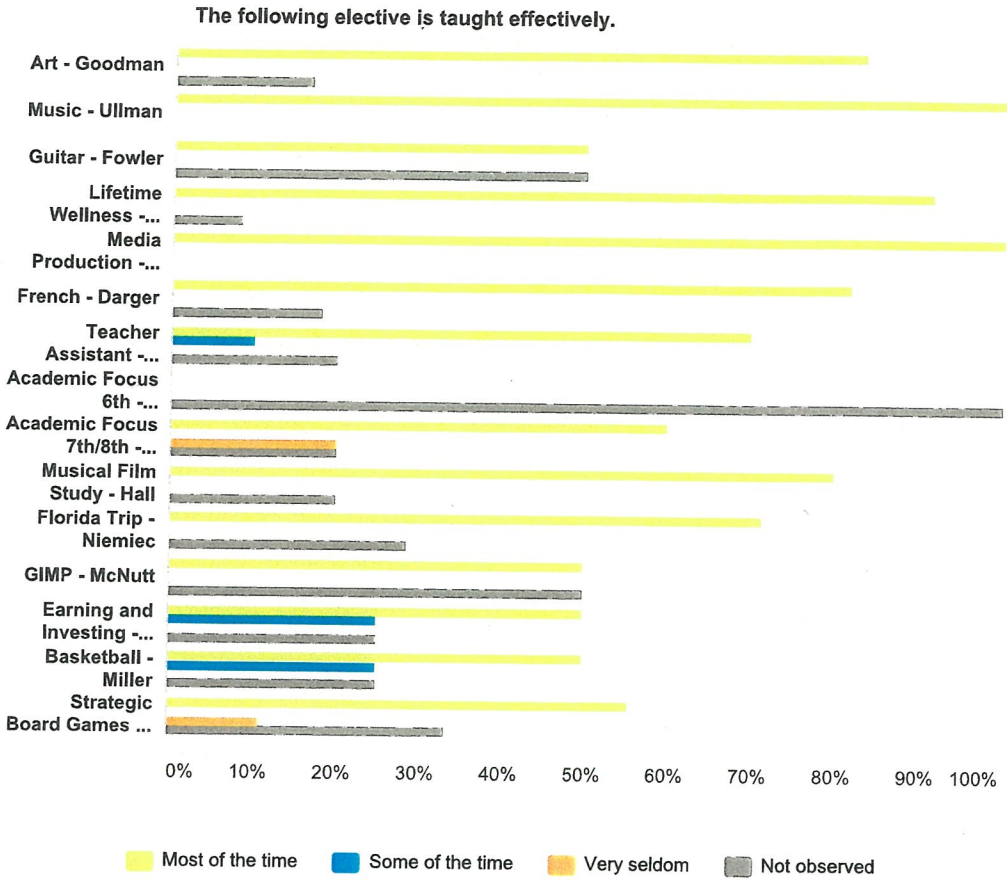
Technology (Nishida)

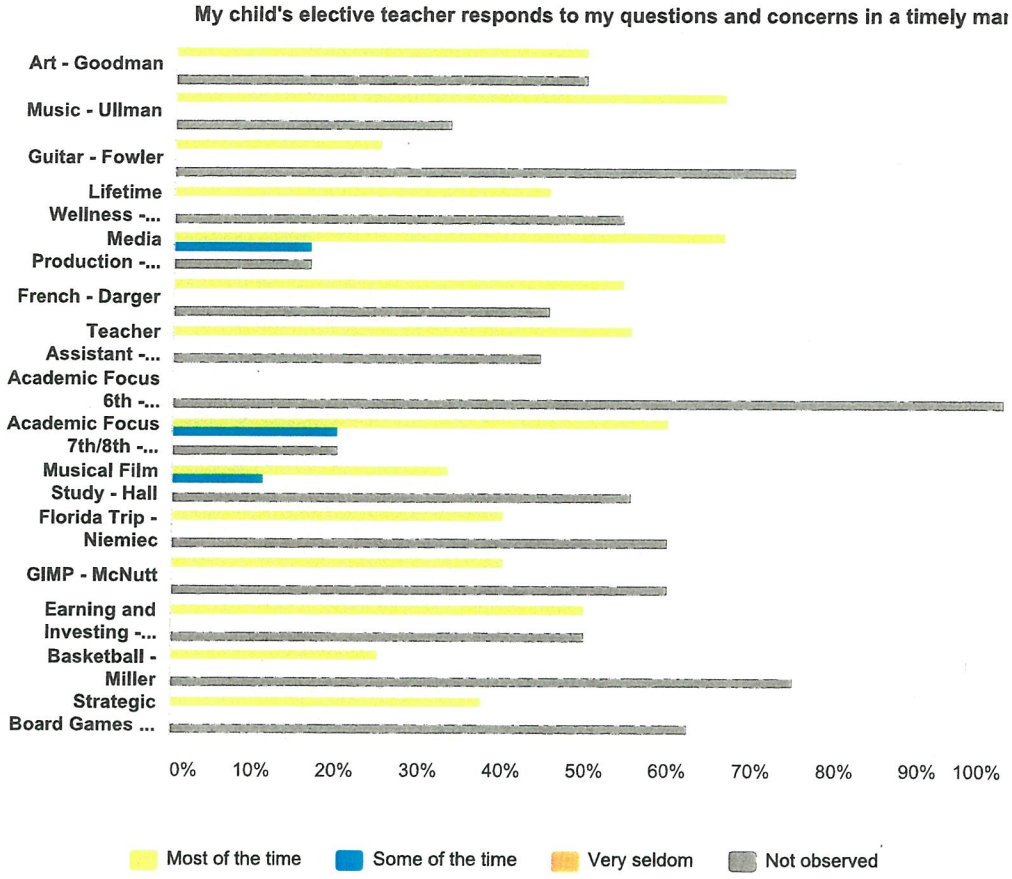
	Most of the time	Some of the time	Very seldom	Total
The following subjects effectively and with academic rigor.	**95.45%** 21	**4.55%** 1	**0.00%** 0	22
Classroom discipline is appropriate and effective.	**100.00%** 20	**0.00%** 0	**0.00%** 0	20
The teacher responds to my questions and concerns in a timely manner (within 24-48 hours).	**89.47%** 17	**10.53%** 2	**0.00%** 0	19
The grading system is fair and consistent.	**90.91%** 20	**9.09%** 2	**0.00%** 0	22
The amount of homework my child receives is appropriate.	**90.91%** 20	**4.55%** 1	**4.55%** 1	22

Q4 Electives - Please use the table below to rate the electives that your child has taken this year.

Answered: 22 Skipped: 4

2013-2014 Parent Satisfaction Survey - Middle School





The following elective is taught effectively.

	Most of the time	Some of the time	Very seldom	Not observed	Total
Art - Goodman	**83.33%** 5	**0.00%** 0	**0.00%** 0	**16.67%** 1	6
Music - Ullman	**100.00%** 11	**0.00%** 0	**0.00%** 0	**0.00%** 0	11
Guitar - Fowler	**50.00%** 2	**0.00%** 0	**0.00%** 0	**50.00%** 2	4
Lifetime Wellness - Craig	**91.67%** 11	**0.00%** 0	**0.00%** 0	**8.33%** 1	12
Media Production - Nishida	**100.00%** 7	**0.00%** 0	**0.00%** 0	**0.00%** 0	7
French - Darger	**81.82%** 9	**0.00%** 0	**0.00%** 0	**18.18%** 2	11
Teacher Assistant - Jennings	**70.00%** 7	**10.00%** 1	**0.00%** 0	**20.00%** 2	10
Academic Focus 6th - Wilkinson	**0.00%** 0	**0.00%** 0	**0.00%** 0	**100.00%** 3	3
Academic Focus 7th/8th - Wilkinson	**60.00%** 3	**0.00%** 0	**20.00%** 1	**20.00%** 1	5
Musical Film Study - Hall	**80.00%** 8	**0.00%** 0	**0.00%** 0	**20.00%** 2	10

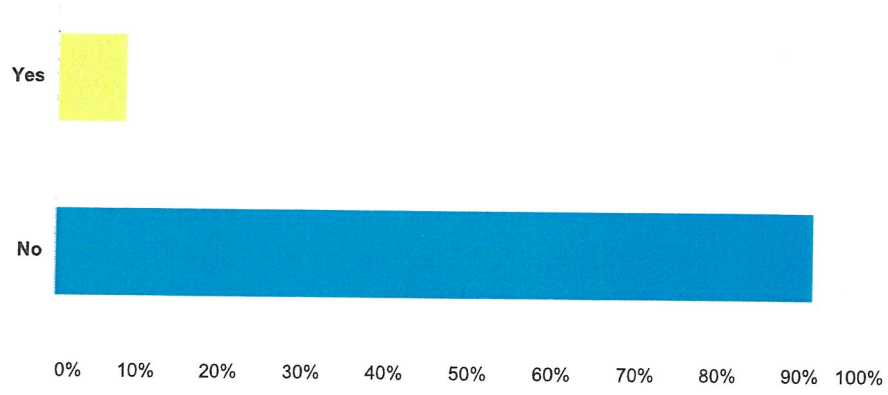
Florida Trip - Niemiec	**71.43%** 5	**0.00%** 0	**0.00%** 0	**28.57%** 2	7
GIMP - McNutt	**50.00%** 3	**0.00%** 0	**0.00%** 0	**50.00%** 3	6
Earning and Investing - Sawaged	**50.00%** 2	**25.00%** 1	**0.00%** 0	**25.00%** 1	4
Basketball - Miller	**50.00%** 2	**25.00%** 1	**0.00%** 0	**25.00%** 1	4
Strategic Board Games - Wilkinson M	**55.56%** 5	**0.00%** 0	**11.11%** 1	**33.33%** 3	9

My child's elective teacher responds to my questions and concerns in a timely manner.

	Most of the time	Some of the time	Very seldom	Not observed	Total
Art - Goodman	**50.00%** 3	**0.00%** 0	**0.00%** 0	**50.00%** 3	6
Music - Ullman	**66.67%** 6	**0.00%** 0	**0.00%** 0	**33.33%** 3	9
Guitar - Fowler	**25.00%** 1	**0.00%** 0	**0.00%** 0	**75.00%** 3	4
Lifetime Wellness - Craig	**45.45%** 5	**0.00%** 0	**0.00%** 0	**54.55%** 6	11
Media Production - Nishida	**66.67%** 4	**16.67%** 1	**0.00%** 0	**16.67%** 1	6
French - Darger	**54.55%** 6	**0.00%** 0	**0.00%** 0	**45.45%** 5	11
Teacher Assistant - Jennings	**55.56%** 5	**0.00%** 0	**0.00%** 0	**44.44%** 4	9
Academic Focus 6th - Wilkinson	**0.00%** 0	**0.00%** 0	**0.00%** 0	**100.00%** 3	3
Academic Focus 7th/8th - Wilkinson	**60.00%** 3	**20.00%** 1	**0.00%** 0	**20.00%** 1	5
Musical Film Study - Hall	**33.33%** 3	**11.11%** 1	**0.00%** 0	**55.56%** 5	9
Florida Trip - Niemiec	**40.00%** 2	**0.00%** 0	**0.00%** 0	**60.00%** 3	5
GIMP - McNutt	**40.00%** 2	**0.00%** 0	**0.00%** 0	**60.00%** 3	5
Earning and Investing - Sawaged	**50.00%** 2	**0.00%** 0	**0.00%** 0	**50.00%** 2	4
Basketball - Miller	**25.00%** 1	**0.00%** 0	**0.00%** 0	**75.00%** 3	4
Strategic Board Games - Wilkinson M	**37.50%** 3	**0.00%** 0	**0.00%** 0	**62.50%** 5	8

Q5 Does your child have an IEP, 504 or ESL plan?

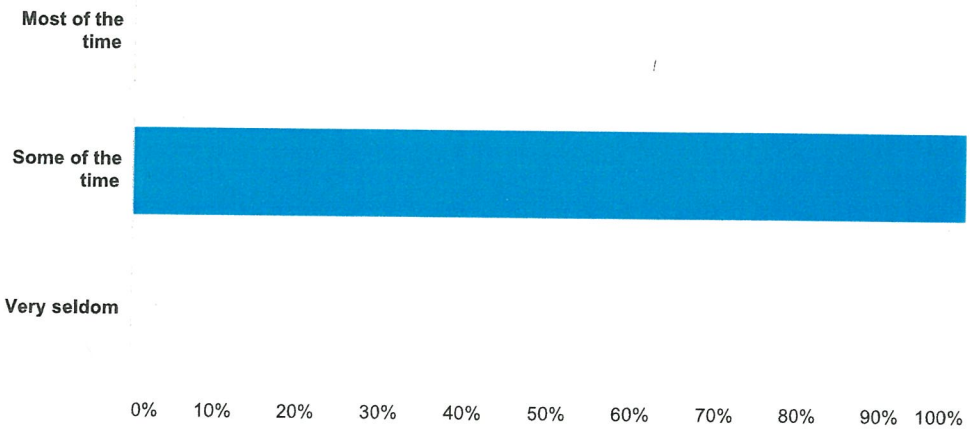
Answered: 12 Skipped: 14



Answer Choices	Responses	
Yes	8.33%	1
No	91.67%	11
Total		12

Q6 The classroom teachers are implementing my child's classroom-based modifications and accommodations as recommended by my child's IEP,504 or ESL plan.

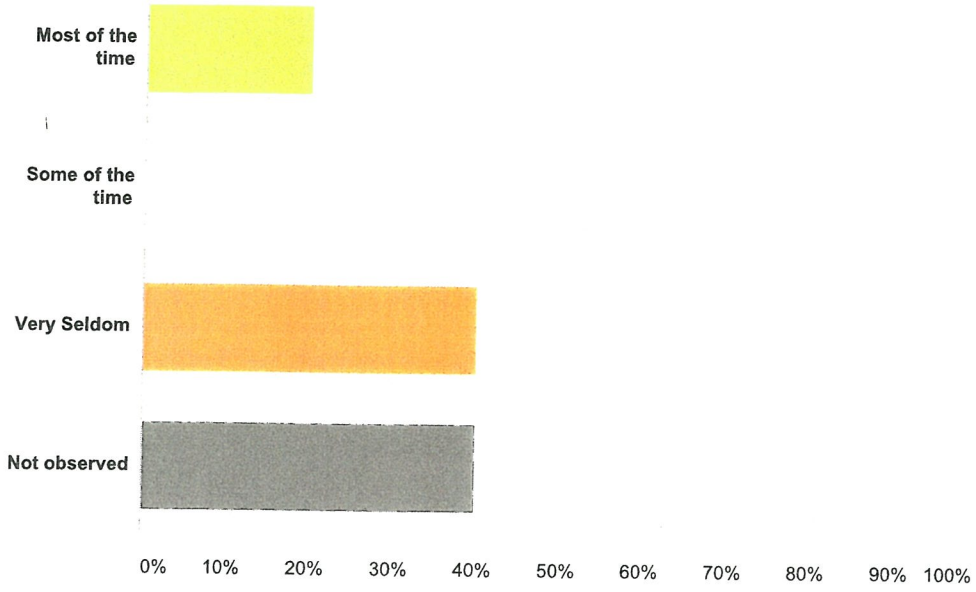
Answered: 1 Skipped: 25



Answer Choices	Responses	
Most of the time	0.00%	0
Some of the time	100.00%	1
Very seldom	0.00%	0
Total		1

Q7 The Middle School IEP Director (Robyn Wilkinson) has appropriately assisted my student with educational support.

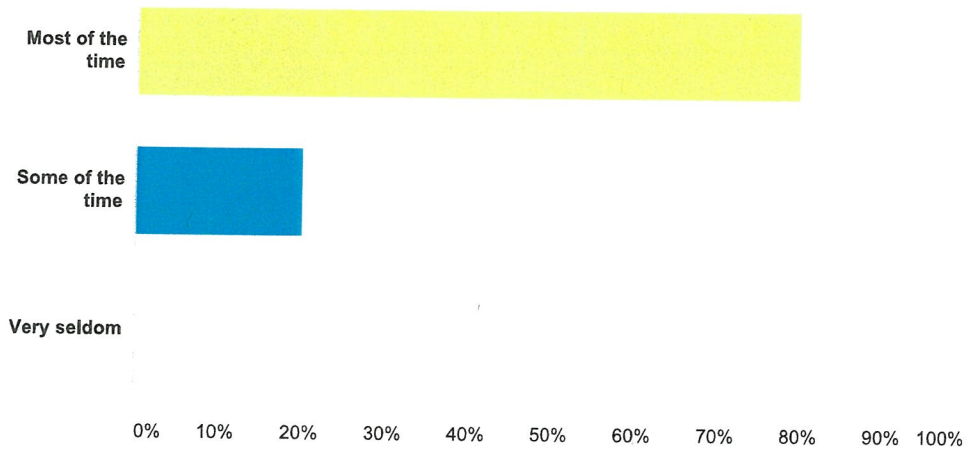
Answered: 5 Skipped: 21



Answer Choices	Responses	
Most of the time	**20.00%**	1
Some of the time	**0.00%**	0
Very Seldom	**40.00%**	2
Not observed	**40.00%**	2
Total		**5**

Q8 Robyn Wilkinson responds to my questions and concerns in a timely manner (within 24-48 hours).

Answered: 5 Skipped: 21



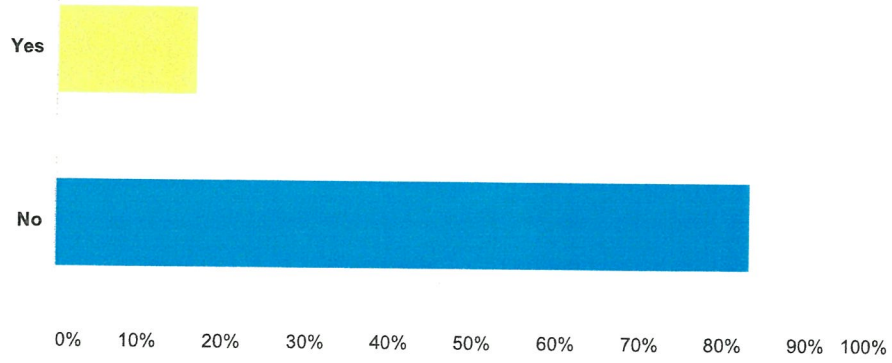
Answer Choices	Responses	
Most of the time	80.00%	4
Some of the time	20.00%	1
Very seldom	0.00%	0
Total		5

Q9 Additional IEP / ESL Comments:

Answered: 0 Skipped: 26

Q10 My child has an advanced learning plan.

Answered: 12 Skipped: 14

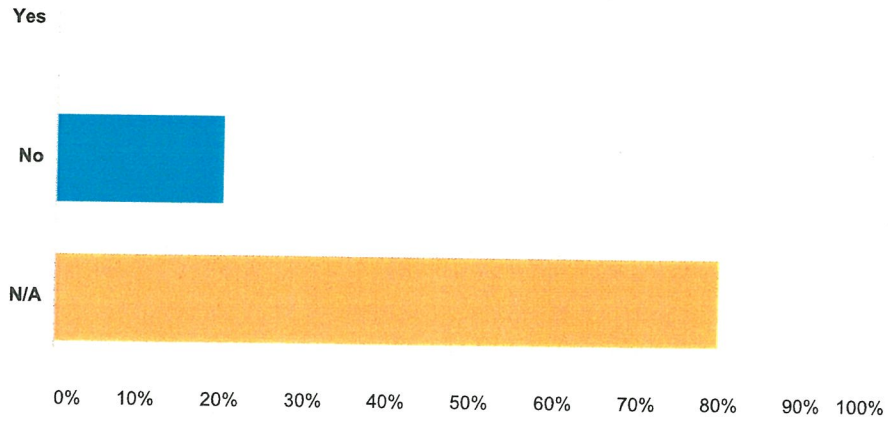


Answer Choices	Responses	
Yes	16.67%	2
No	83.33%	10

Total	12

Q11 I am satisfied with the ALP services/activities my child has been receiving.

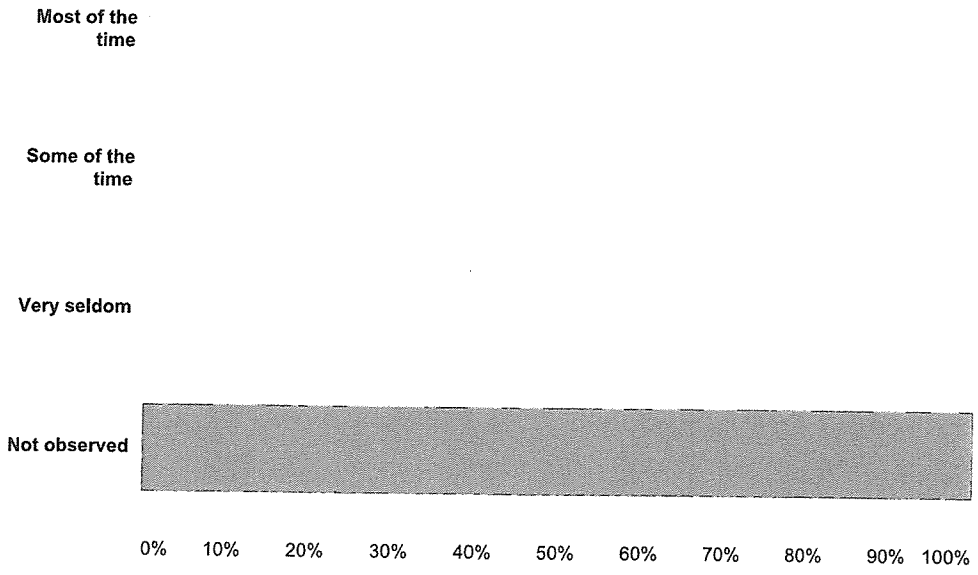
Answered: 5 Skipped: 21



Answer Choices	Responses	
Yes	0.00%	0
No	20.00%	1
N/A	80.00%	4
Total		5

Q12 The classroom teacher is implementing my child's classroom-based modifications and accommodations as recommended by my child's ALP.

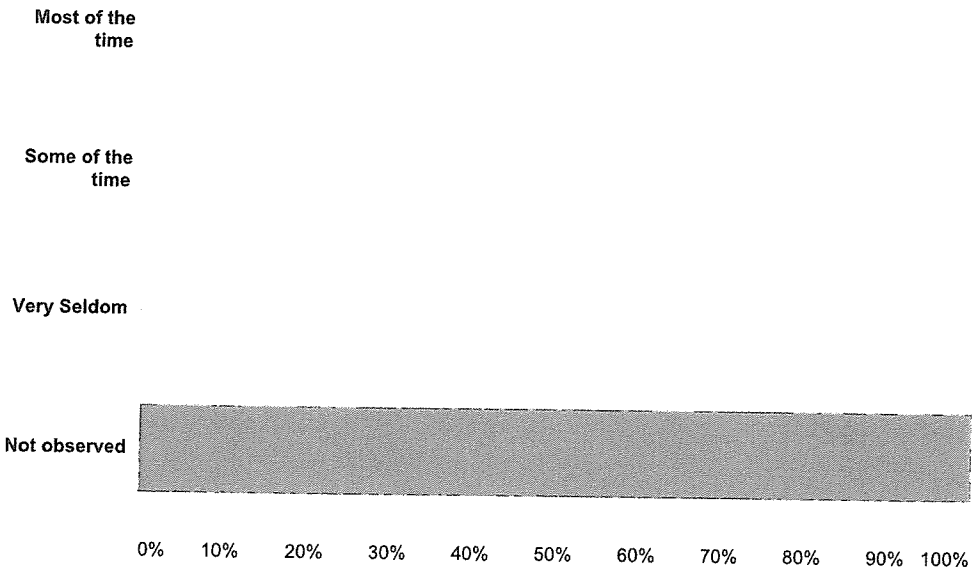
Answered: 4 Skipped: 22



Answer Choices	Responses	
Most of the time	0.00%	0
Some of the time	0.00%	0
Very seldom	0.00%	0
Not observed	100.00%	4
Total		4

Q13 The ALP Director (Briony Bohm) responds to my questions and concerns in a timely manner (within 24-48 hours).

Answered: 4 Skipped: 22



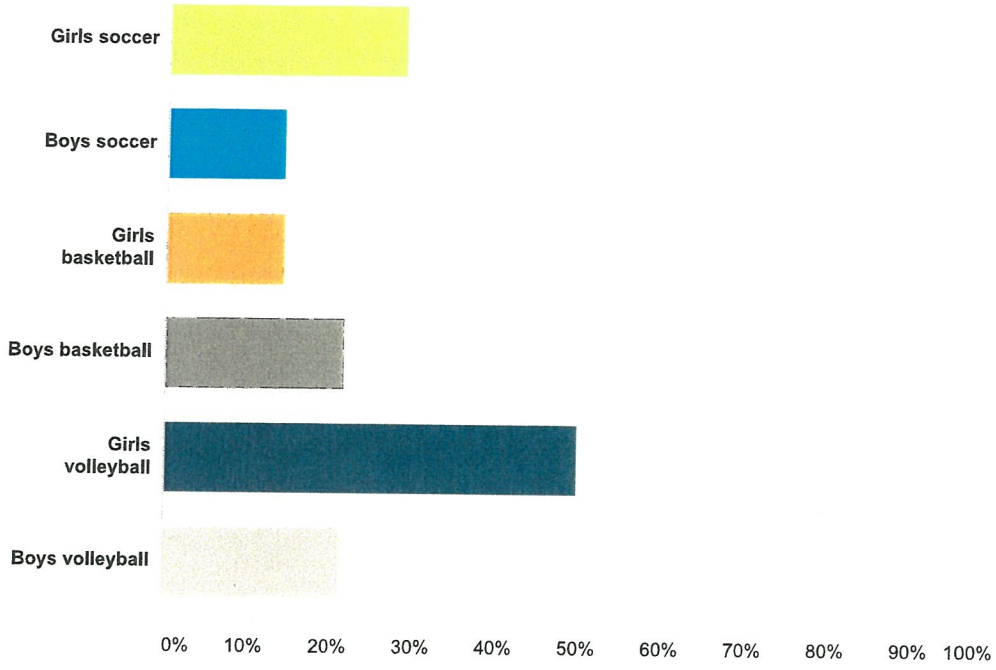
Answer Choices	Responses	
Most of the time	0.00%	0
Some of the time	0.00%	0
Very Seldom	0.00%	0
Not observed	100.00%	4
Total		4

Q14 Additional ALP Comments (please use NAME OF TEACHER in comments specific to teachers):

Answered: 1 Skipped: 25

Q15 My student(s) have participated in the following LAMS sports:

Answered: 14 Skipped: 12

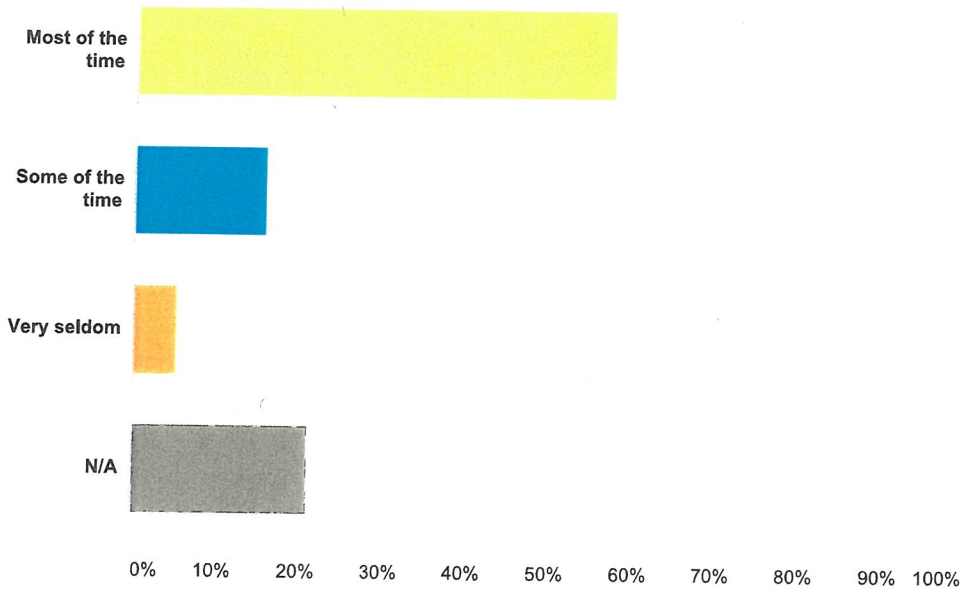


Answer Choices	Responses	
Girls soccer	28.57%	4
Boys soccer	14.29%	2
Girls basketball	14.29%	2
Boys basketball	21.43%	3
Girls volleyball	50.00%	7
Boys volleyball	21.43%	3

Total Respondents: 14

Q16 Overall I am satisfied with the LAMS sports program.

Answered: 19 Skipped: 7



Answer Choices	Responses	
Most of the time	**57.89%**	11
Some of the time	**15.79%**	3
Very seldom	**5.26%**	1
N/A	**21.05%**	4
Total		**19**

Q17 General Comments

Answered: 4 Skipped: 22

Q18 If you would like to be contacted by a member of the LA Board of Directors regarding your questions, comments, or concerns made on this survey, please include your name and contact information:Comments:

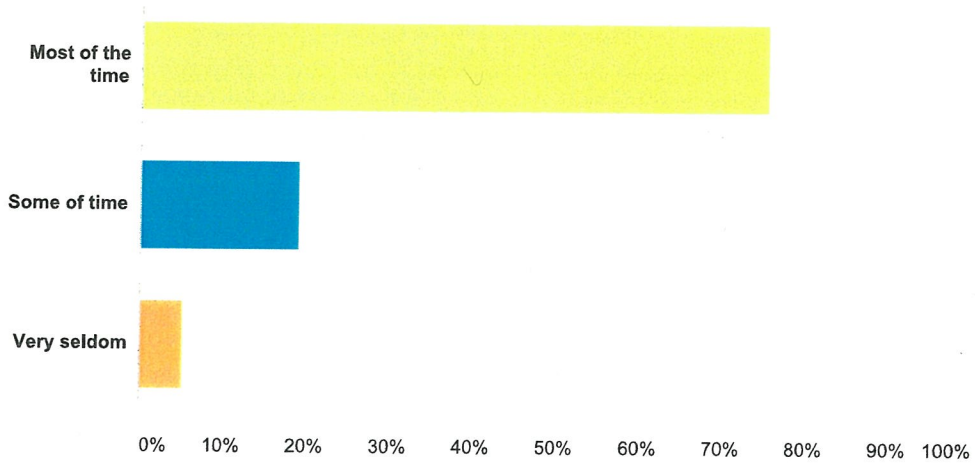
Answered: 4 Skipped: 22

APPENDIX U

General Parent Satisfaction Survey Results

Q1 Staff members encourage meaningful opportunities for parent involvement.

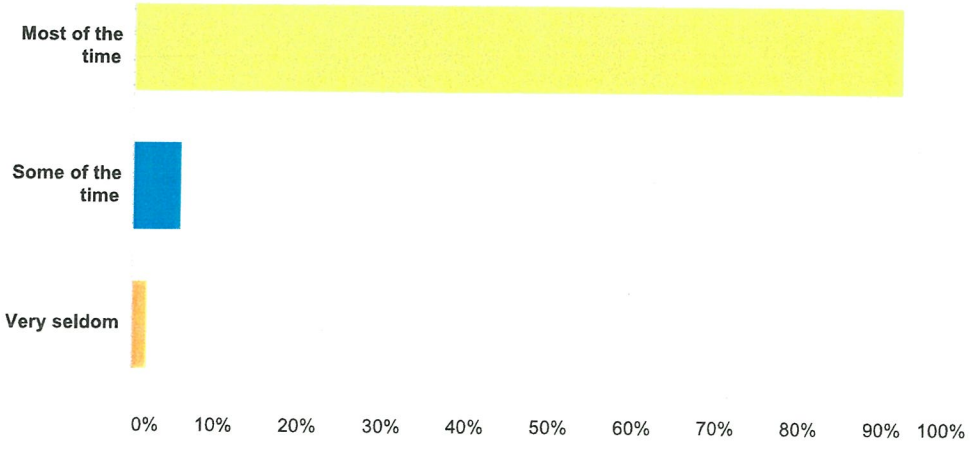
Answered: 156 Skipped: 0



Answer Choices	Responses	
Most of the time	75.64%	118
Some of time	19.23%	30
Very seldom	5.13%	8
Total		156

Q2 The office staff is professional and courteous when I call or come to the main office.

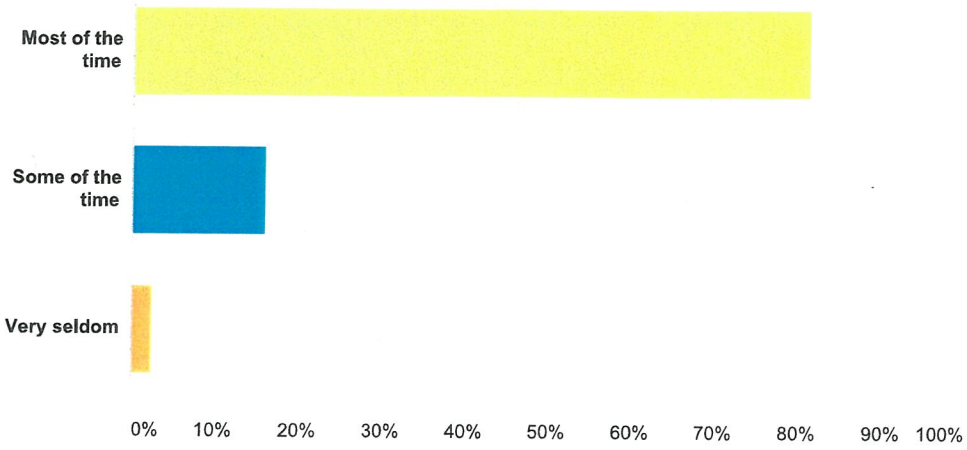
Answered: 156 Skipped: 0



Answer Choices	Responses	
Most of the time	92.31%	144
Some of the time	5.77%	9
Very seldom	1.92%	3
Total		156

Q3 I know how to communicate with all members of the Lincoln Academy Staff.

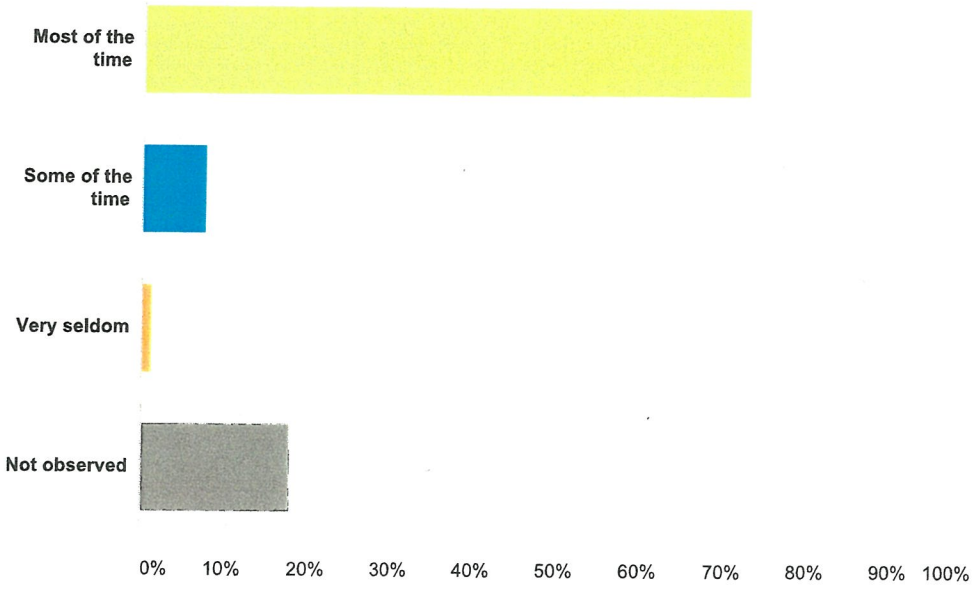
Answered: 156 Skipped: 0



Answer Choices	Responses	
Most of the time	81.41%	127
Some of the time	16.03%	25
Very seldom	2.56%	4
Total		156

Q4 People of diverse cultures, backgrounds and abilities are respected by the Lincoln Academy community.

Answered: 156 Skipped: 0

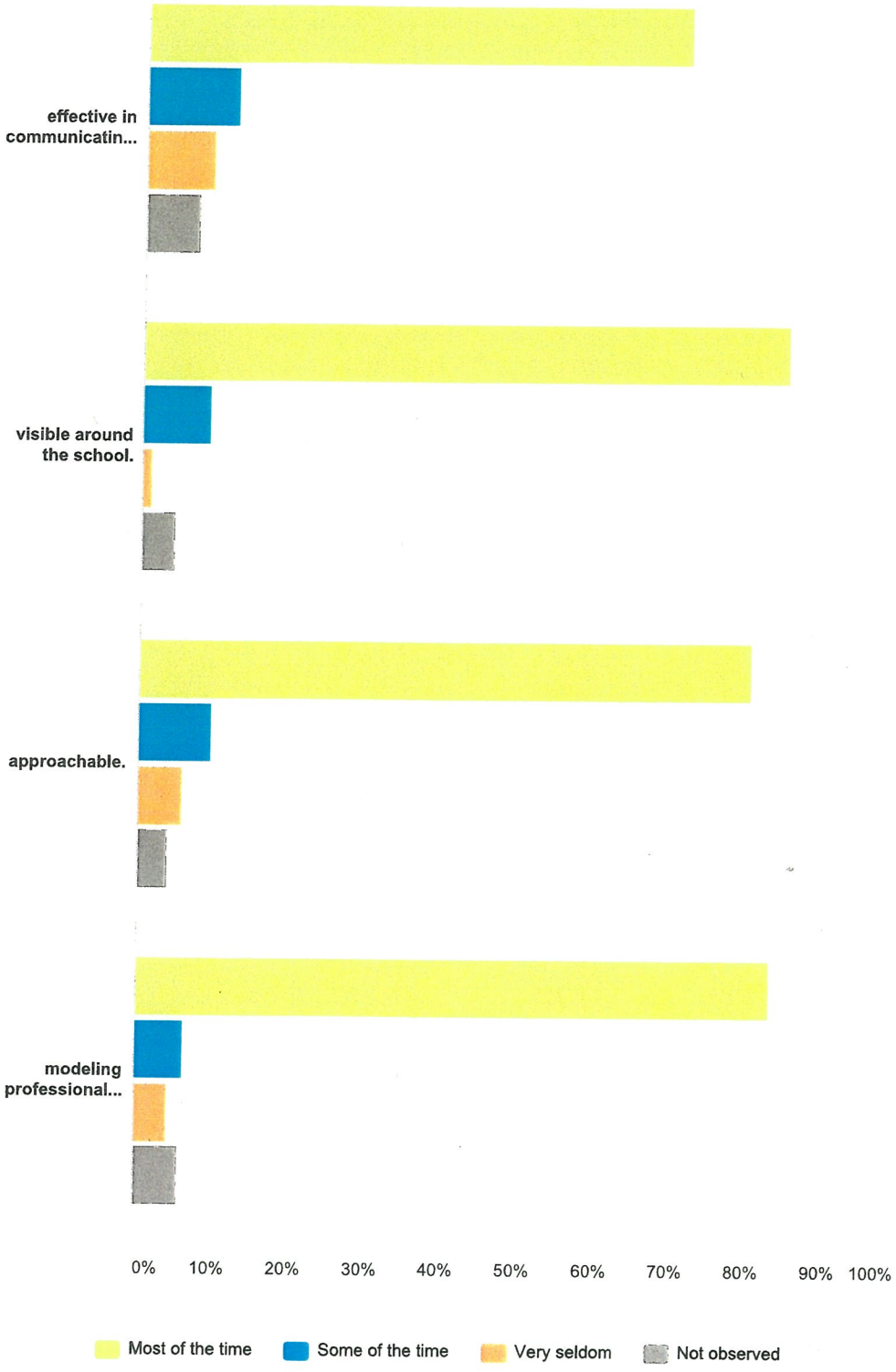


Answer Choices	Responses	
Most of the time	**73.08%**	114
Some of the time	**7.69%**	12
Very seldom	**1.28%**	2
Not observed	**17.95%**	28
Total		**156**

Q5 The Principal (Janelle Johnson) is:

Answered: 156 Skipped: 0

2013-2014 Parent Satisfaction Survey - General Survey

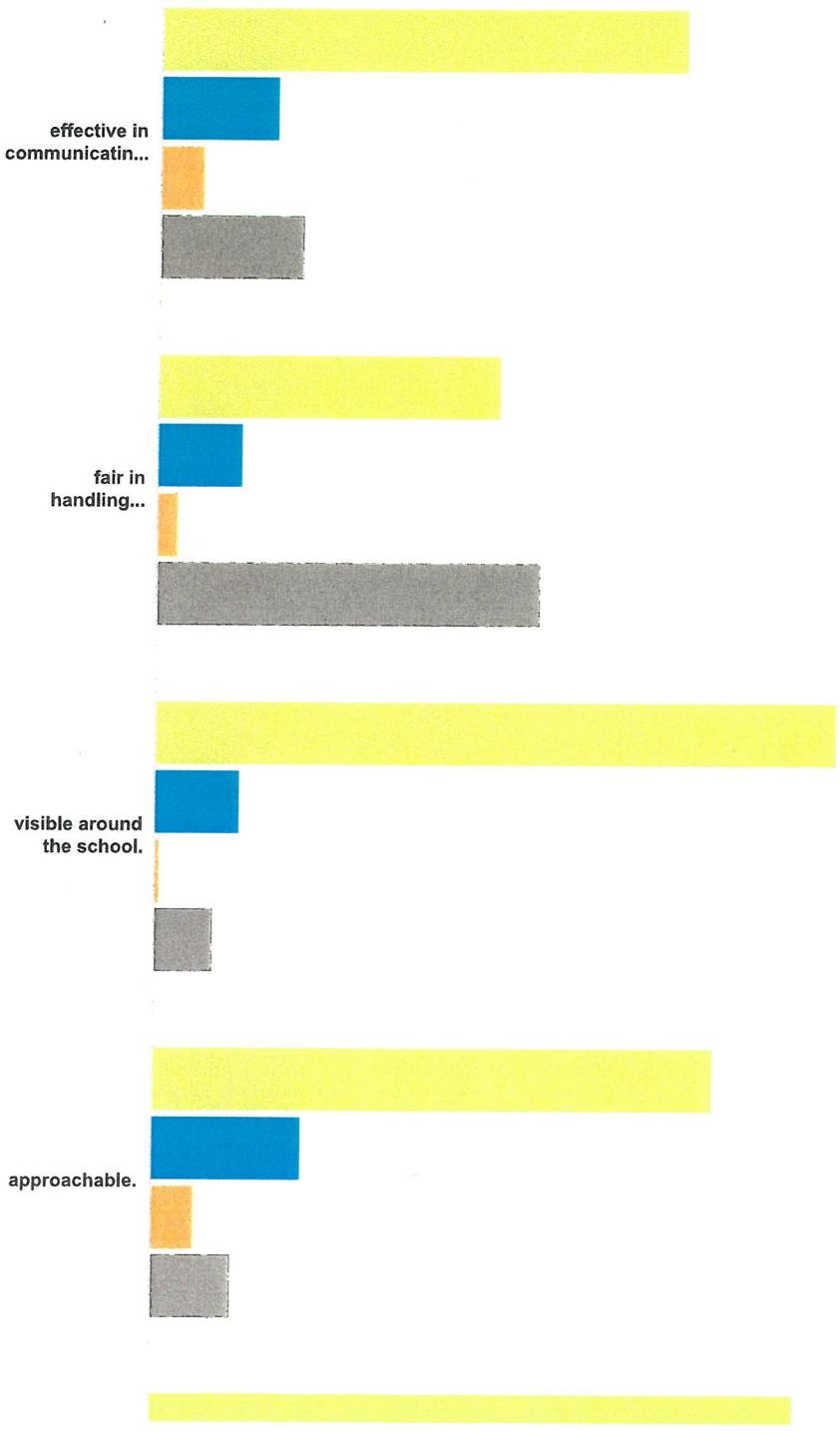


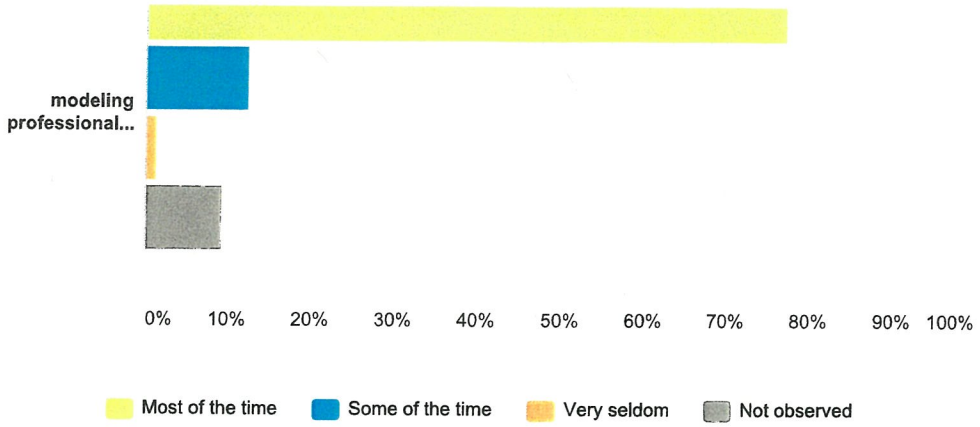
	Most of the time	Some of the time	Very seldom	Not observed	Total
effective in communicating with parents.	**71.79%**	**12.18%**	**8.97%**	**7.05%**	
	112	19	14	11	156
visible around the school.	**85.26%**	**8.97%**	**1.28%**	**4.49%**	
	133	14	2	7	156

approachable.	**80.65%** 125	**9.68%** 15	**5.81%** 9	**3.87%** 6	155
modeling professionalism and the high standards of our LA culture.	**83.33%** 130	**6.41%** 10	**4.49%** 7	**5.77%** 9	156

Q6 The Asstistant Principal (Doreen Jennings) is:

Answered: 156 Skipped: 0

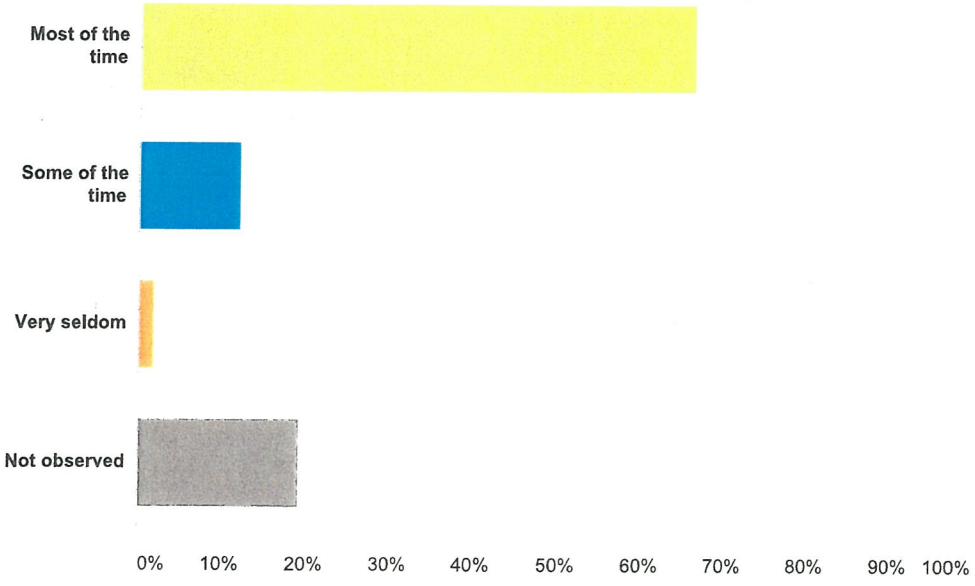




	Most of the time	Some of the time	Very seldom	Not observed	Total
effective in communicating with parents.	**63.46%** 99	**14.10%** 22	**5.13%** 8	**17.31%** 27	156
fair in handling discipline problems.	**41.03%** 64	**10.26%** 16	**2.56%** 4	**46.15%** 72	156
visible around the school.	**82.05%** 128	**10.26%** 16	**0.64%** 1	**7.05%** 11	156
approachable.	**67.31%** 105	**17.95%** 28	**5.13%** 8	**9.62%** 15	156
modeling professionalism and the high standards of our LA culture	**77.27%** 119	**12.34%** 19	**1.30%** 2	**9.09%** 14	154

Q7 The Lincoln Academy Board is effective in governing the school.

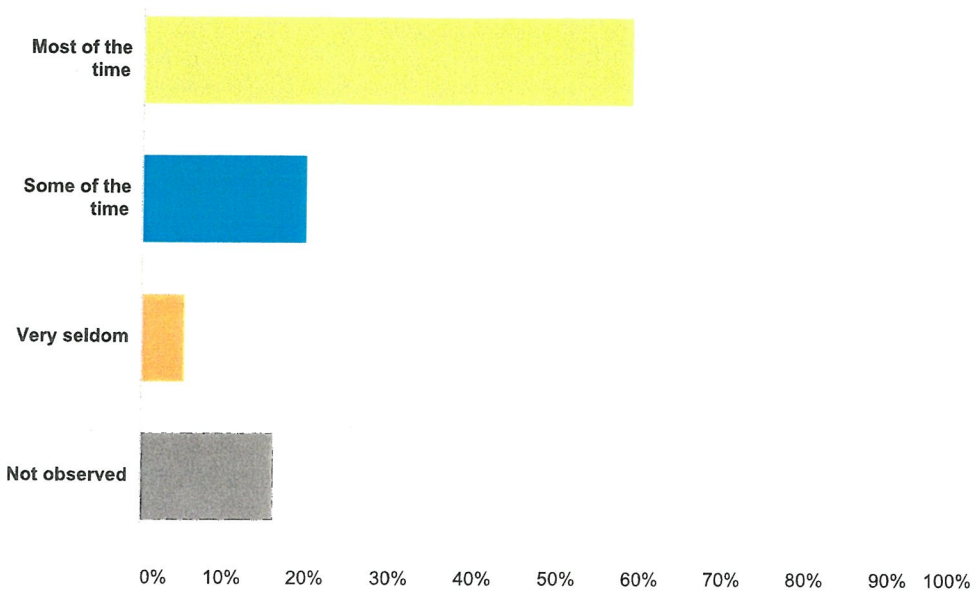
Answered: 156 Skipped: 0



Answer Choices	Responses	
Most of the time	66.67%	104
Some of the time	12.18%	19
Very seldom	1.92%	3
Not observed	19.23%	30
Total		156

Q8 The Lincoln Academy Board is effective in communicating with the community.

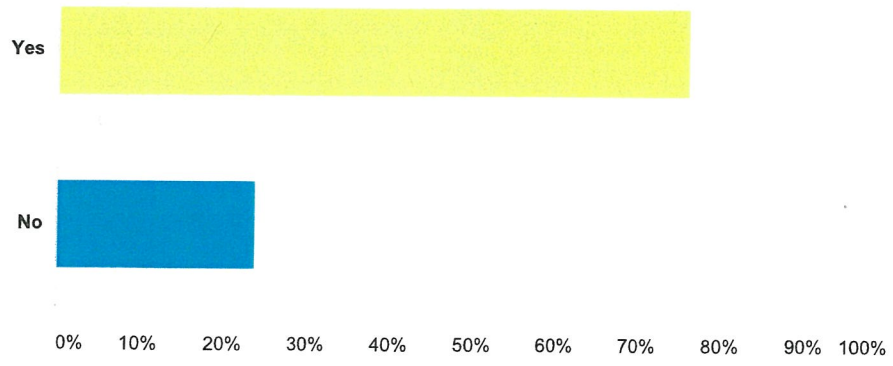
Answered: 156 Skipped: 0



Answer Choices	Responses	
Most of the time	58.97%	92
Some of the time	19.87%	31
Very seldom	5.13%	8
Not observed	16.03%	25
Total		156

Q9 I understand how to communicate with the Lincoln Academy Board.

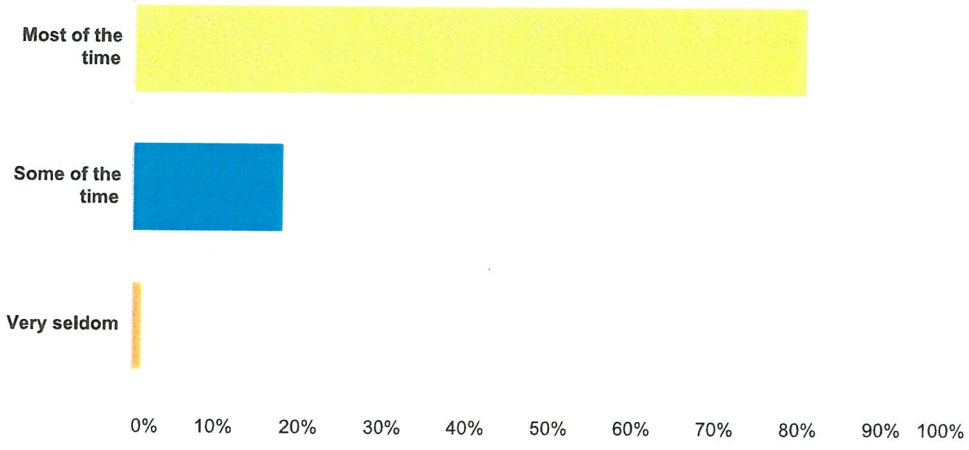
Answered: 156 Skipped: 0



Answer Choices	Responses	
Yes	76.28%	119
No	23.72%	37
Total		156

Q10 Lincoln Academy is clean and well-maintained.

Answered: 156 Skipped: 0

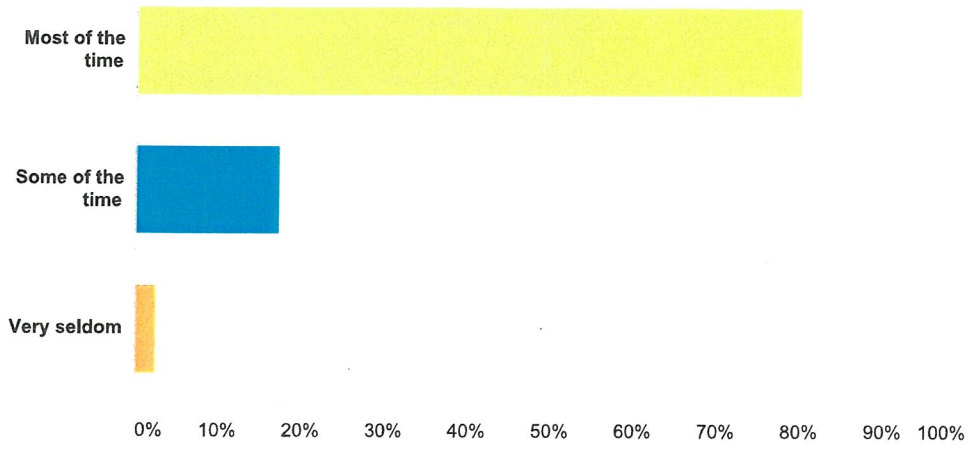


Answer Choices	Responses	
Most of the time	80.77%	126
Some of the time	17.95%	28
Very seldom	1.28%	2
Total		156

Q11 Communication between my family and

the school is effective.

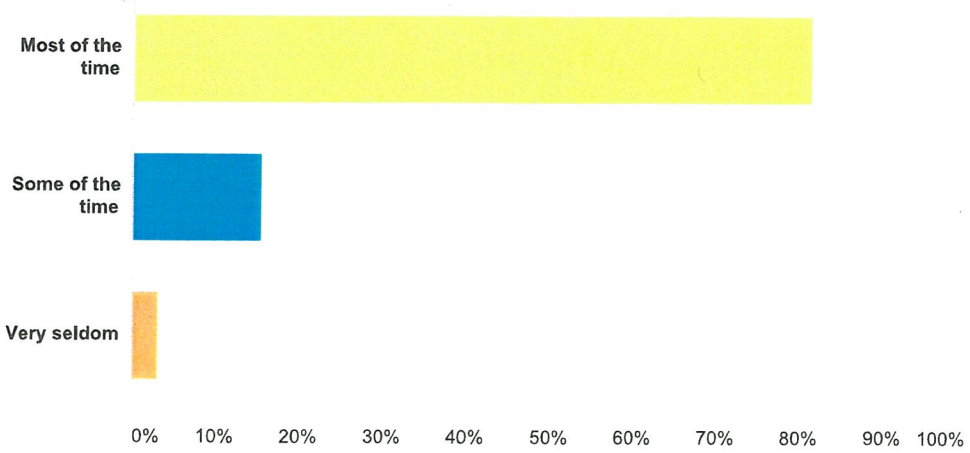
Answered: 156 Skipped: 0



Answer Choices	Responses	
Most of the time	80.13%	125
Some of the time	17.31%	27
Very seldom	2.56%	4
Total		156

Q12 My child is having a positive academic experience at Lincoln Academy.

Answered: 156 Skipped: 0

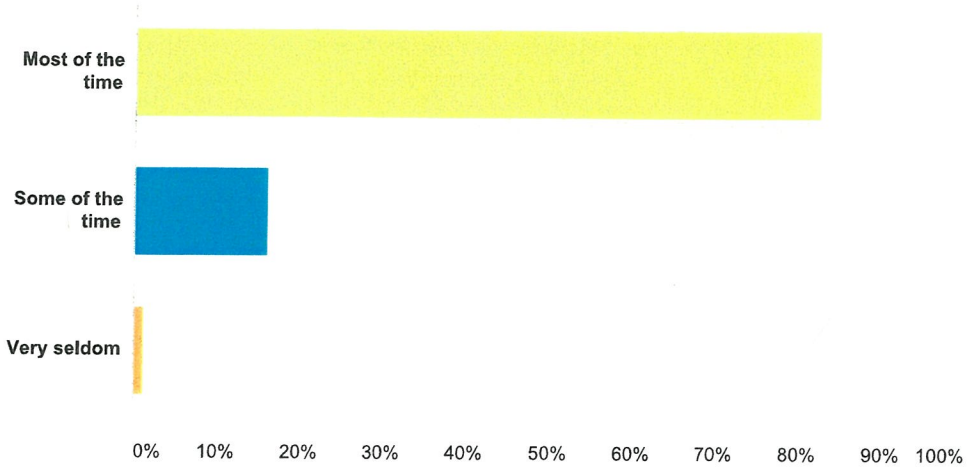


Answer Choices	Responses	
Most of the time	81.41%	127

Some of the time	**15.38%**	24
Very seldom	**3.21%**	5
Total		**156**

Q13 The school social environment is positive for students.

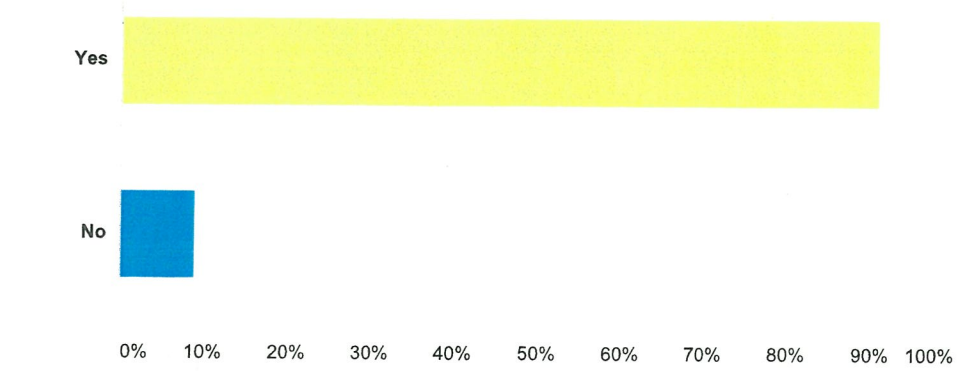
Answered: 156 Skipped: 0



Answer Choices	Responses	
Most of the time	**82.69%**	129
Some of the time	**16.03%**	25
Very seldom	**1.28%**	2
Total		**156**

Q14 I am aware that Lincoln Academy has a dress code.

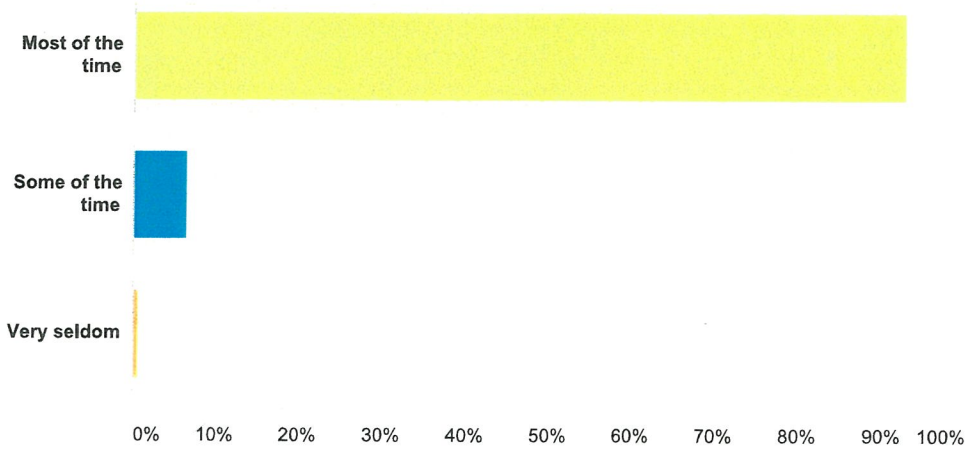
Answered: 156 Skipped: 0



Answer Choices	Responses	
Yes	91.03%	142
No	8.97%	14
Total		156

Q15 School staff has high expectations for my student/s.

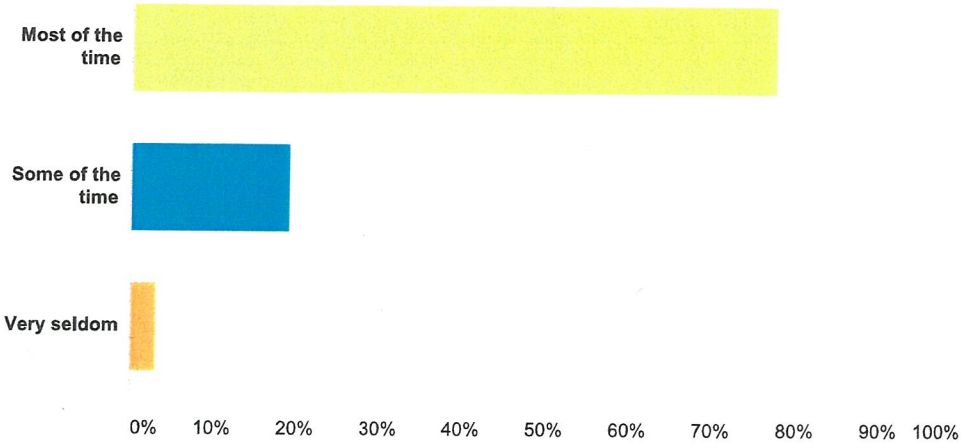
Answered: 156 Skipped: 0



Answer Choices	Responses	
Most of the time	92.95%	145
Some of the time	6.41%	10
Very seldom	0.64%	1
Total		156

Q16 My child receives the academic support he/she needs to be successful.

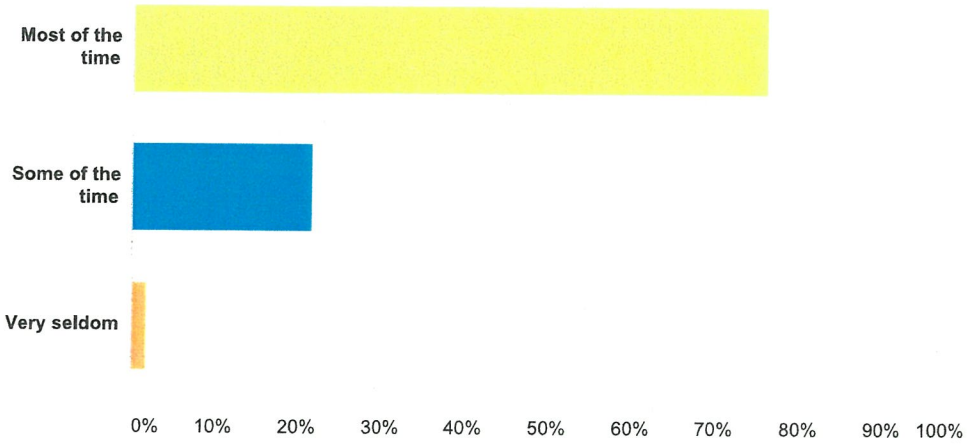
Answered: 156 Skipped: 0



Answer Choices	Responses	
Most of the time	77.56%	121
Some of the time	19.23%	30
Very seldom	3.21%	5
Total		156

Q17 My child receives the social/emotional support he/she needs to be successful.

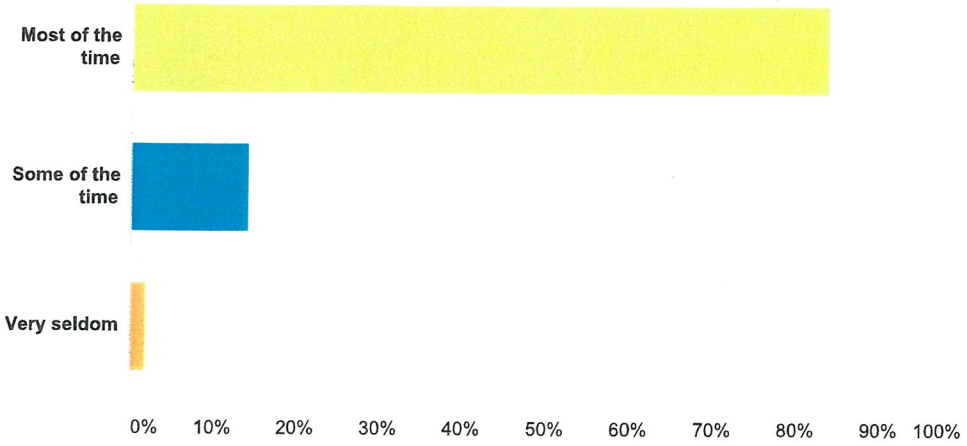
Answered: 156 Skipped: 0



Answer Choices	Responses	
Most of the time	76.28%	119
Some of the time	21.79%	34
Very seldom	1.92%	3
Total		156

Q18 Overall I am satisfied with Lincoln Academy.

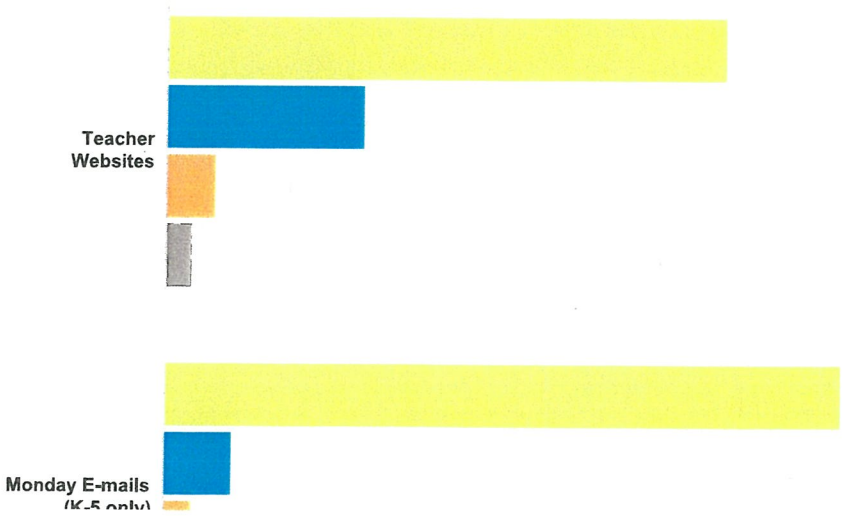
Answered: 156 Skipped: 0

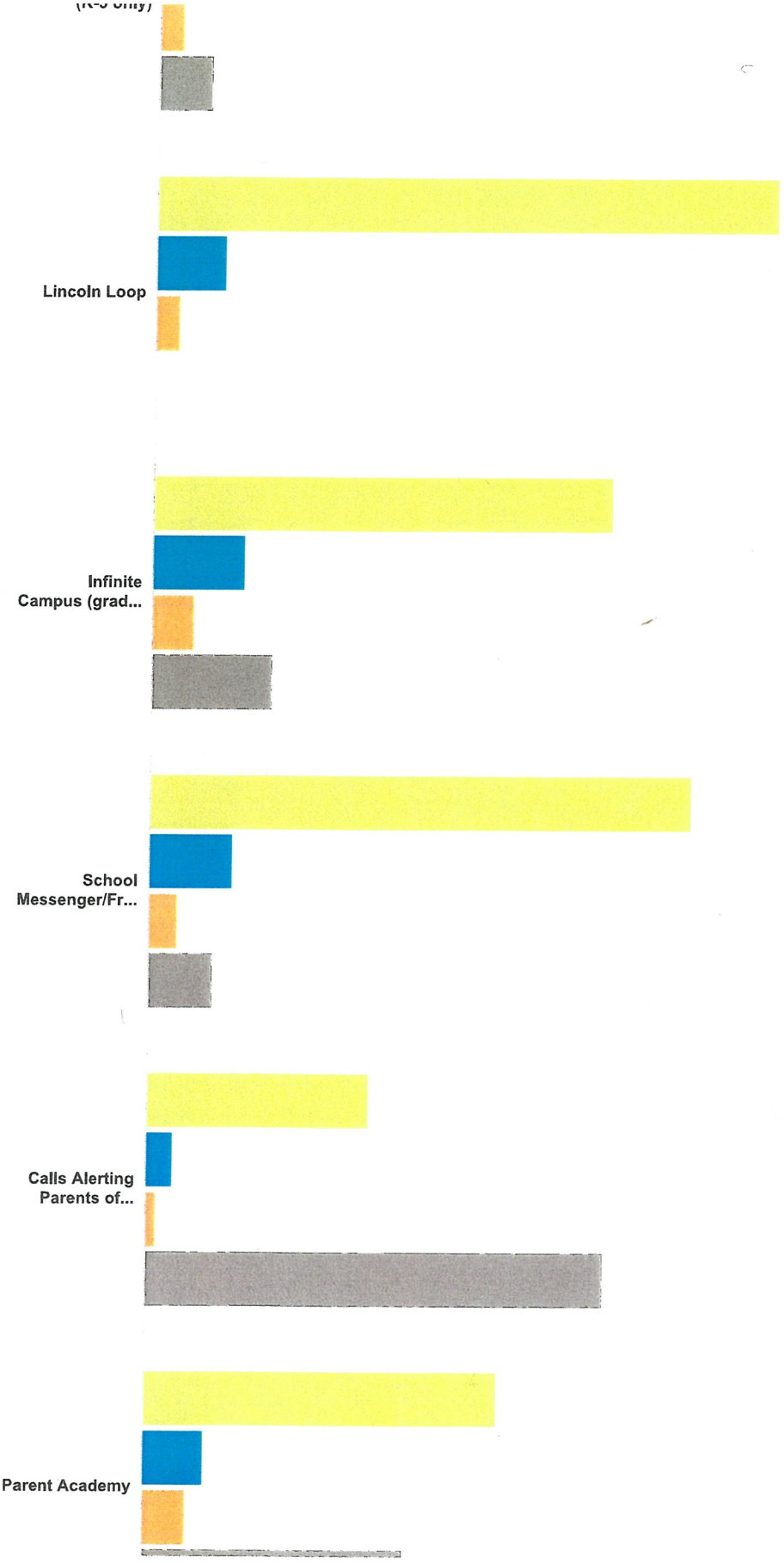


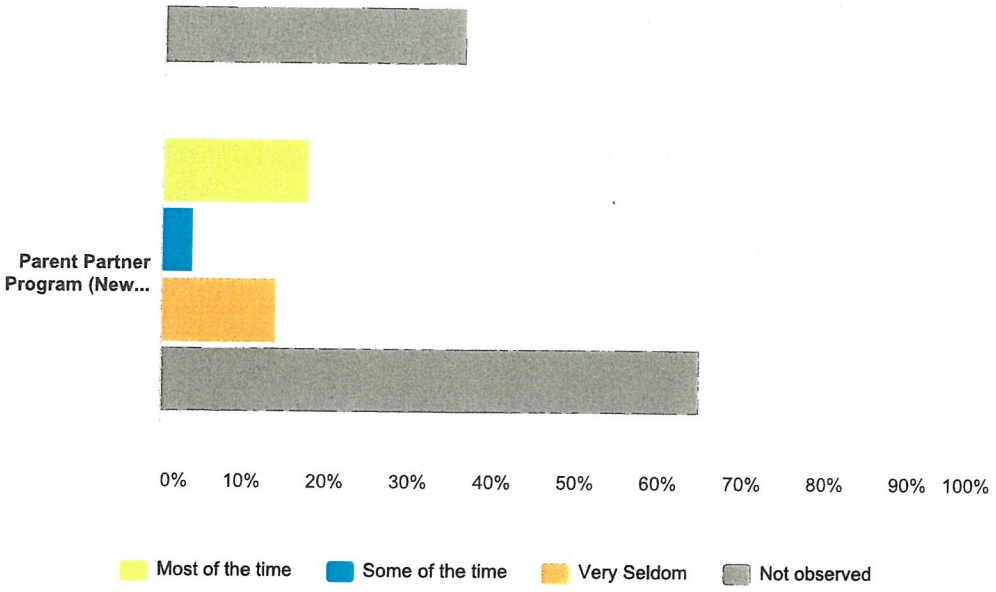
Answer Choices	Responses	
Most of the time	83.97%	131
Some of the time	14.10%	22
Very seldom	1.92%	3
Total		156

Q19 Communication - Lincoln Academy offers a variety of communication mediums. Please rate the effectiveness of the following methods:

Answered: 156 Skipped: 0



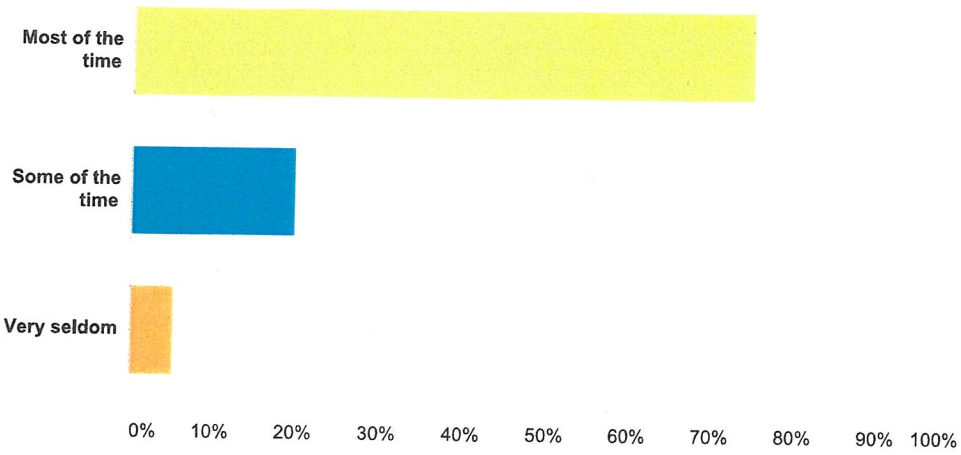

Lincoln Loop
Infinite Campus (grad...
School Messenger/Fr...
Calls Alerting Parents of...
Parent Academy



	Most of the time	Some of the time	Very Seldom	Not observed	Total
Teacher Websites	**67.10%** 104	**23.87%** 37	**5.81%** 9	**3.23%** 5	155
Monday E-mails (K-5 only)	**80.95%** 119	**8.16%** 12	**3.40%** 5	**7.48%** 11	147
Lincoln Loop	**87.01%** 134	**9.74%** 15	**3.25%** 5	**0.00%** 0	154
Infinite Campus (grades and report cards- grades 1-8)	**64.29%** 99	**12.99%** 20	**5.84%** 9	**16.88%** 26	154
School Messenger/Front office communication	**75.48%** 117	**11.61%** 18	**3.87%** 6	**9.03%** 14	155
Calls Alerting Parents of Failing Grades (Middle School Only)	**30.88%** 42	**3.68%** 5	**1.47%** 2	**63.97%** 87	136
Parent Academy	**49.01%** 74	**8.61%** 13	**5.96%** 9	**36.42%** 55	151
Parent Partner Program (New LA families only)	**17.56%** 23	**3.82%** 5	**13.74%** 18	**64.89%** 85	131

Q20 I am provided with ample volunteer opportunities.

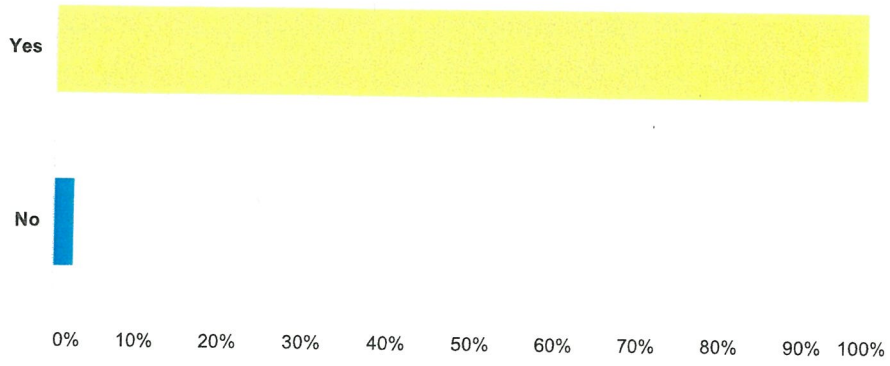
Answered: 156 Skipped: 0



Answer Choices	Responses	
Most of the time	**75.00%**	117
Some of the time	**19.87%**	31
Very seldom	**5.13%**	8
Total		**156**

Q21 I understand that Lincoln Academy expects each family to volunteer at least 20 hours per school year and that my volunteer hours increase the chances of our school receiving grant money.

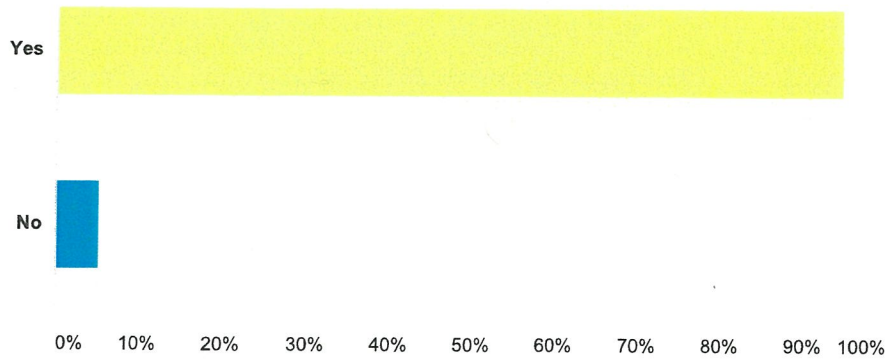
Answered: 156 Skipped: 0



Answer Choices	Responses	
Yes	**97.44%**	152
No	**2.56%**	4
Total		**156**

Q22 I know how to log my volunteer hours.

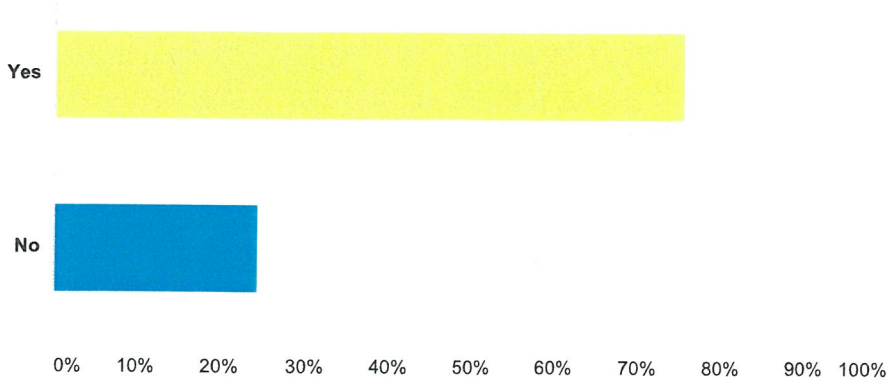
Answered: 156 Skipped: 0



Answer Choices	Responses	
Yes	94.87%	148
No	5.13%	8
Total		156

Q23 I have recently updated/logged my volunteer hours. If not, please explain why.

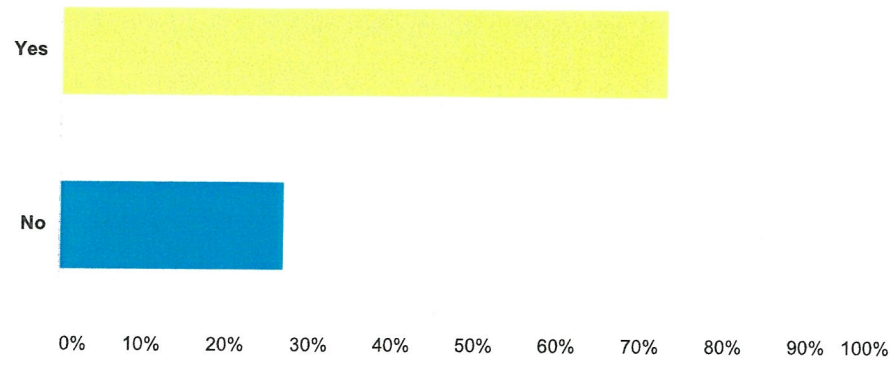
Answered: 156 Skipped: 0



Answer Choices	Responses	
Yes	75.64%	118
No	24.36%	38
Total		156

Q24 My child has participated in the new hot lunch program.

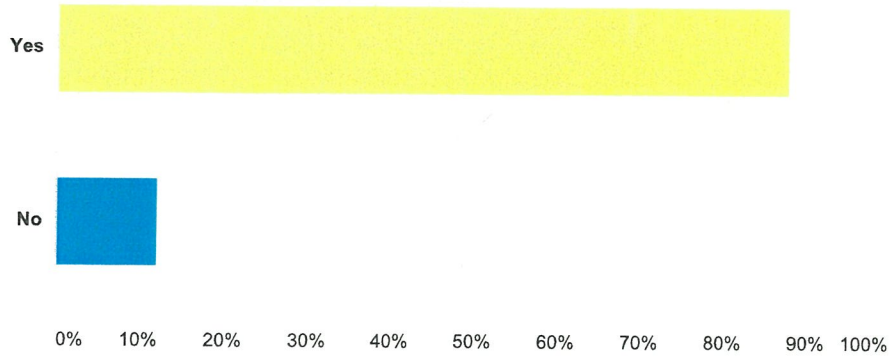
Answered: 156 Skipped: 0



Answer Choices	Responses	
Yes	73.08%	114
No	26.92%	42
Total		156

Q25 I understand the procedures for the new hot lunch program (ordering, payment etc.)

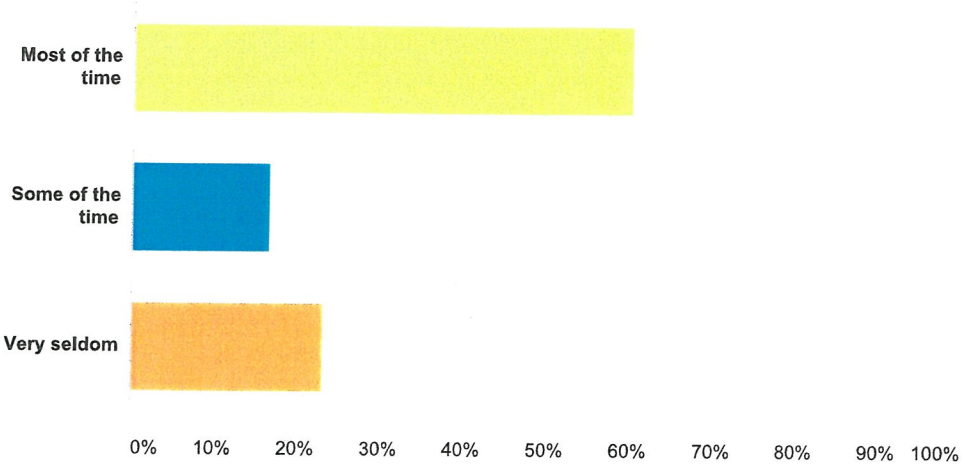
Answered: 156 Skipped: 0



Answer Choices	Responses	
Yes	87.82%	137
No	12.18%	19
Total		156

Q26 My child is satisfied with the new hot lunch program.

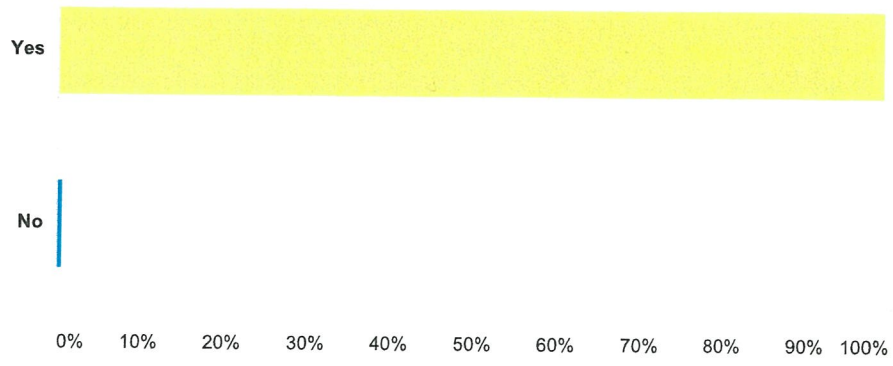
Answered: 156 Skipped: 0



Answer Choices	Responses	
Most of the time	60.26%	94
Some of the time	16.67%	26
Very seldom	23.08%	36
Total		156

Q27 I understand drop off and pick up procedures.

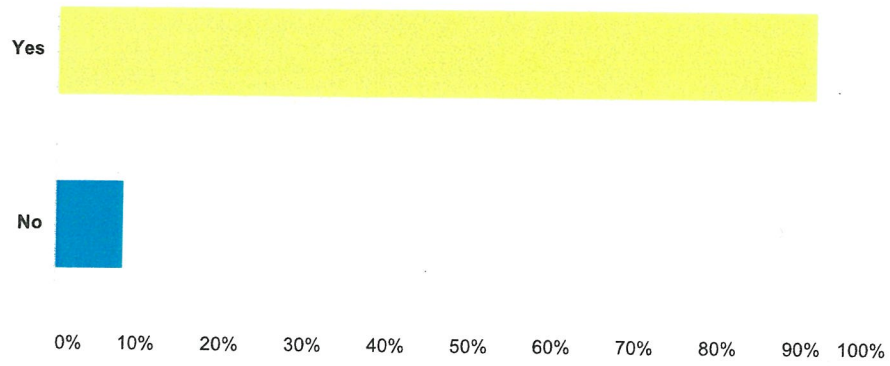
Answered: 156 Skipped: 0



Answer Choices	Responses	
Yes	99.36%	155
No	0.64%	1
Total		156

Q28 I understand the procedures for both outdoor and indoor pick up.

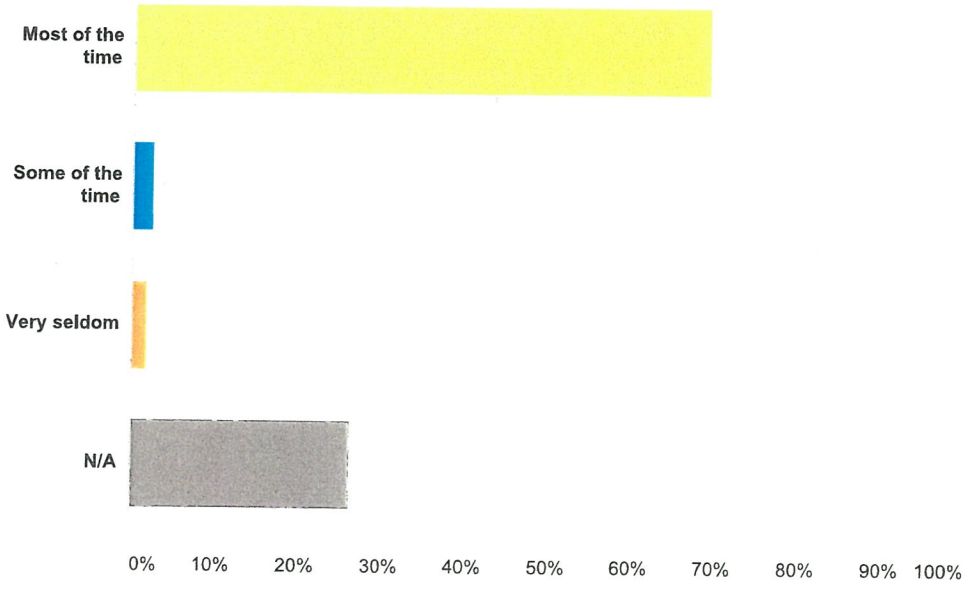
Answered: 156 Skipped: 0



Answer Choices	Responses	
Yes	91.67%	143
No	8.33%	13
Total		156

Q29 My child has had a positive experience when needing to use the school clinic.

Answered: 156 Skipped: 0



Answer Choices	Responses

Most of the time	69.23%	108
Some of the time	2.56%	4
Very seldom	1.92%	3
N/A	26.28%	41
Total		**156**

Q30 General Comments:

Answered: 37 Skipped: 119

Q31 If you would like to be contacted regarding questions, comments, or concerns made on this survey, please include your name and contact information.Comments:

Answered: 3 Skipped: 153

APPENDIX V

Make Your Voice Heard Survey

MYVH Trend Analysis

Lincoln Academy Elementary

Make Your Voice Heard Survey Grades 2-6

2012-13 & 2013-14

	2012-13			2013-14				
Relationships	**School**	**Area**	**District**	**School**	**Area**		**District**	
Staff-Student Relationships	*	3.39	3.49	3.49	3.52	↑	3.50	↑
School Connection	*	3.27	3.25	3.28	3.29	↑	3.27	↑
Family Support for Learning	*	3.41	3.43	3.46	3.45	↑	3.43	↓
Climate								
Perceptions of Discipline Practices	*	2.92	2.99	2.95	2.98	↑	3.01	↑
Perceptions of Safety	*	2.94	2.82	2.97	2.98	↑	2.86	↑
Future Aspirations	*	3.75	3.76	3.65	3.70	↓	3.72	↓
Rigor/Relevance								
Academic Challenge	*	2.65	2.70	2.90	2.92	↑	3.03	↑
Teacher Feedback	*	3.35	3.46	3.47	3.47	↑	3.47	↑
Attendance and Engagement	*	3.38	3.42	3.38	3.40	↑	3.41	↓

* Data not presented when fewer than 16 students are represented.

NOTES:
Arrows in this report represent a change. The change may or may not represent a statistical or meaningful difference in the data.

10/7/2014 10:32 AM

Jeffco Assessment

Lincoln Academy

Make Your Voice Heard Grades 2-6 Student Survey (2013-14)

	Mean
Relationships	**3.42**
Staff-Student Relationships	**3.49**
1. My teachers help me.	3.42
2. My teachers respect me.	3.46
3. My teachers like having me in class.	3.49
4. My teachers are fair to me.	3.36
5. The teachers at my school care about me.	3.60
6. My teachers listen carefully to me when I talk.	3.65
School Connection	**3.28**
38. Students at this school respect me.	3.08
39. I have friends at school.	3.73
40. I feel like I belong when I am at school.	3.26
41. I usually feel happy when I am at school.	3.15
42. Students at this school get along even when they are different from each other.	3.15
Family Support for Learning	**3.46**
43. I have someone at home who can help me with my schoolwork.	3.60
44. My parents expect me to do well in school.	3.79
45. My parents ask me about what I am learning at school.	3.38
46. I have a place at home to do my homework.	3.57
47. My parents and I talk about good things I have done in school.	3.34
48. My parents and I talk about problems I have in school.	3.07
Climate	**3.06**
Perceptions of Discipline Practices	**2.95**
20. Most kids listen carefully when the teacher gives directions.	2.81
21. Most kids behave well even when the teacher is not watching.	2.28
22. Most kids pay attention when they are supposed to.	2.84
23. Most kids do their work when they are supposed to.	2.99
24. I follow the rules at school.	3.60
25. The students at my school tell an adult if they see bullying.	3.19
Perceptions of Safety	**2.97**
26. I feel safe at school.	3.65
27. Kids in this school argue with each other. **	2.22
28. Kids in this school pick on or make fun of each other. **	2.88
29. Kids in this school tease each other or call each other names. **	2.91

* Data not presented when fewer than 16 students are represented.

10/7/2014

** The scale of these items has been reversed; therefore a high mean is desirable. Look at the question breakout for details (i.e. In these cases "Never" is desirable).

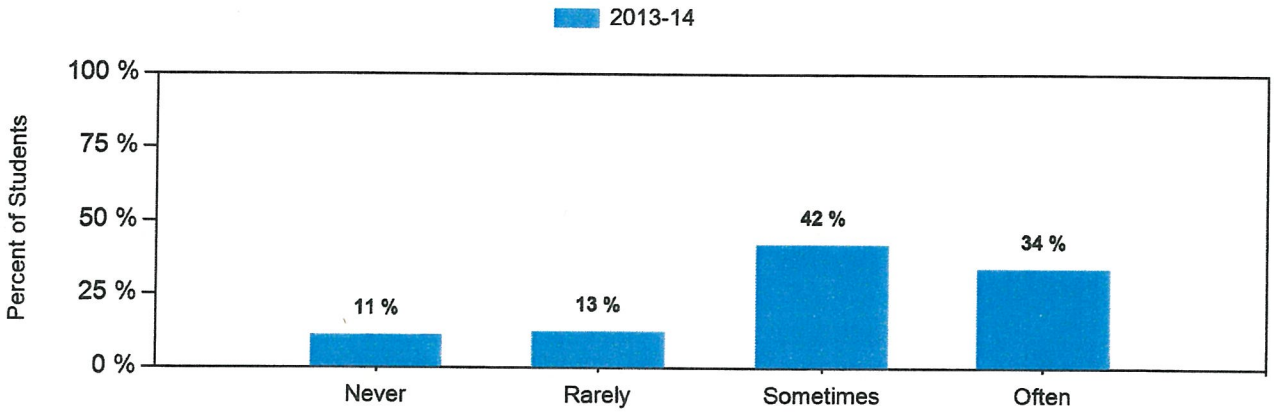
Technology Survey

Lincoln Academy

Make Your Voice Heard Grades 2-6

2013-14

Technology helps me communicate with my teachers.



	Number	Percent
Never	35	11.3 %
Rarely	39	12.5 %
Sometimes	131	42.1 %
Often	106	34.1 %
Total Valid Number (excludes no response)	311	
Mean	2.99	

* Data not presented when fewer than 16 students are represented.

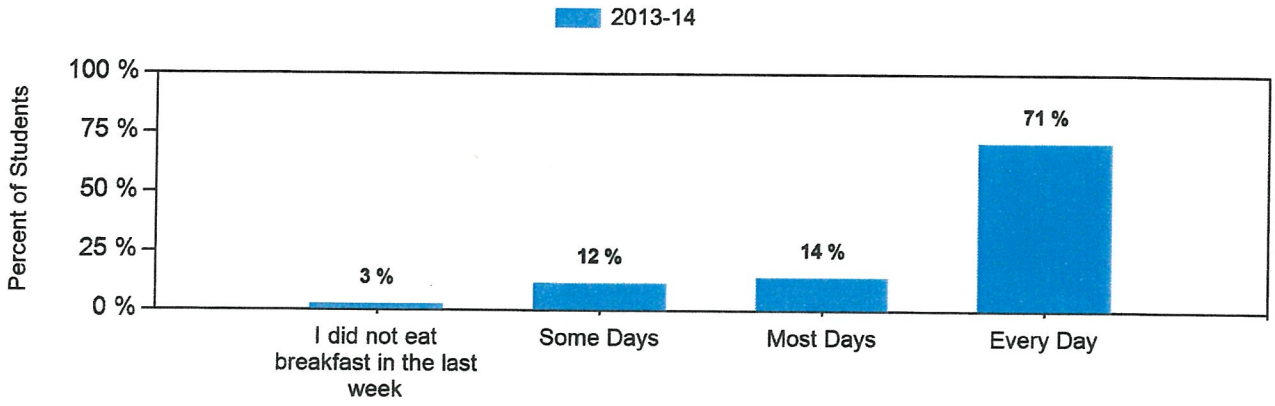
Health Survey

Lincoln Academy

Make Your Voice Heard Grades 2-6

2013-14

How often did you eat breakfast last week?



	Number	Percent
I did not eat breakfast in the last week	8	2.7 %
Some Days	35	11.7 %
Most Days	43	14.4 %
Every Day	213	71.2 %
Total Valid Number (excludes no response)	299	
Mean	3.54	

* Data not presented when fewer than 16 students are represented.

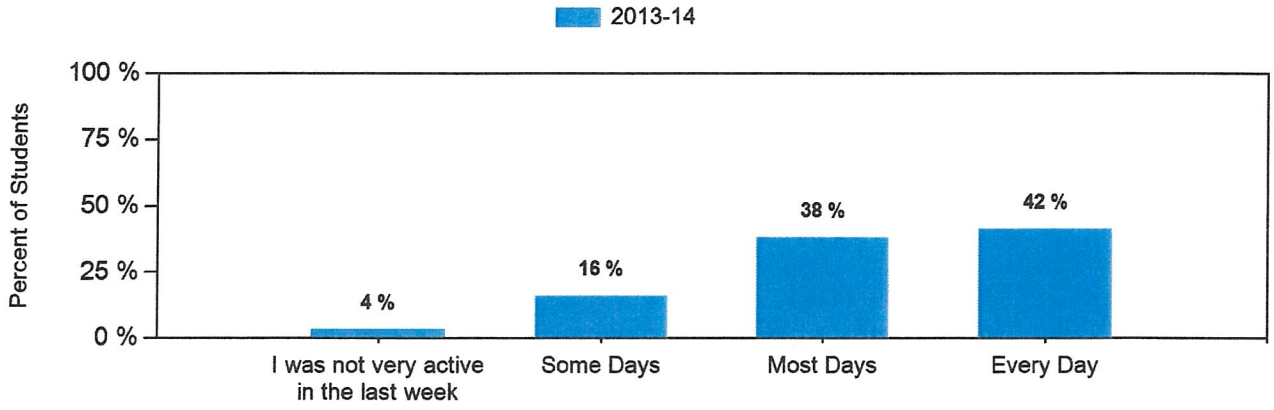
Health Survey

Lincoln Academy

Make Your Voice Heard Grades 2-6

2013-14

How often were you very active (playing hard, running, dancing, jumping, throwing, doing sports) last week?



	Number	Percent
I was not very active in the last week	11	3.7 %
Some Days	49	16.3 %
Most Days	115	38.3 %
Every Day	125	41.7 %
Total Valid Number (excludes no response)	300	
Mean	3.18	

* Data not presented when fewer than 16 students are represented.

MYVH Trend Analysis

Lincoln Academy Middle School

Make Your Voice Heard Survey Grades 7-8

2012-13 & 2013-14

	2012-13			2013-14			
Relationships	**School**	**Area**	**District**	**School**	**Area**	**District**	
Staff-Student Relationships	*	*	3.19	3.24	3.30	3.23	↑
School Connection	*	*	2.94	2.92	3.04	2.94	↑
Family Support for Learning	*	*	3.32	3.34	3.39	3.35	↑
Climate							
Perceptions of Discipline Practices	*	*	3.01	3.01	3.18	3.09	↑
Perceptions of Safety	*	*	3.39	3.46	3.53	3.44	↑
Future Aspirations	*	*	3.63	3.66	3.73	3.69	↑
Rigor/Relevance							
Academic Challenge	*	*	2.76	2.97	2.99	2.94	↑
Teacher Feedback	*	*	3.03	3.07	3.13	3.08	↑
Attendance and Engagement	*	*	3.22	3.23	3.30	3.23	↑

* Data not presented when fewer than 16 students are represented.

NOTES:
Arrows in this report represent a change. The change may or may not represent a statistical or meaningful difference in the data.

10/7/2014 10:35 AM

Jeffco Assessment

Lincoln Academy

Make Your Voice Heard Grades 7-8 Student Survey (2013-14)

	Mean
Relationships	**3.16**
Staff-Student Relationships	**3.24**
1. Staff members at this school care about students.	3.27
2. I am respected by most staff members.	3.08
3. I have a favorite teacher at this school.	3.43
4. There is at least one adult at school that I can go to when I need help with school work.	3.42
5. When a student has a personal problem, someone at school is there to help.	3.10
6. I respect most of the staff at this school.	3.20
School Connection	**2.92**
43. Students at this school respect what I have to say.	2.53
44. I feel like I have a choice about what happens to me at school.	2.79
45. I have some friends that I feel close to at school.	3.48
46. I feel like I belong when I am at school.	2.92
47. I generally feel happy when I am at school.	2.81
48. I often attend school activities or events.	2.58
49. Students of different racial and ethnic backgrounds get along at this school.	3.25
Family Support for Learning	**3.34**
50. My parents/guardians support me with my homework.	3.31
51. My parents/guardians expect me to do well in school.	3.72
52. My parents/guardians ask me about what I am learning at school.	3.15
53. My parents/guardians want me to keep trying when things are tough at school.	3.56
54. My parents/guardians and I talk about good things that I have done in school.	3.18
55. My parents/guardians and I talk about problems I have in school.	3.06
56. I have a place at home to do my homework.	3.41
Climate	**3.37**
Perceptions of Discipline Practices	**3.01**
22. At school, there are clear rules for acceptable behavior.	3.25
23. Students generally behave themselves while at school.	2.53
24. The discipline practices at school are fair.	2.67
25. I follow the rules at school.	3.34
26. I would inform an adult at my school about bullies and students who threaten others.	3.26
Perceptions of Safety	**3.46**
27. I feel protected from harassment at school.	2.91
28. I feel protected from discrimination at school.	3.06

* Data not presented when fewer than 16 students are represented.

** The scale of these items has been reversed; therefore a high mean is desirable. Look at the question breakout for details (i.e. In these cases "Never" is desirable).

29. I feel safe at school.	3.12
30. Staff members do not tolerate students who threaten others at school.	3.14
31. During this school year, how often did you not go to school because you felt you would be unsafe at school or on your way to school? **	3.82
32. During this school year, how often were you bullied or harassed at school or on your way to school? **	3.29
33. During this school year, how often have you been electronically bullied? (including being bullied through email, chat rooms, instant messaging, web sites, or texting). **	3.72
34. During this school year, how often has someone threatened or injured you with a weapon such as a gun, knife or club on school property? **	3.93
35. During this school year, how often has someone stolen or deliberately damaged your property such as your car, clothing or books on school property? **	3.53
36. During this school year, how often were you in a physical fight on school property? **	3.89
Future Aspirations	**3.66**
57. Education is important for achieving my future goals.	3.60
58. I will graduate from high school.	3.74
59. I would like to quit school. **	3.67
Rigor/Relevance	**3.08**
Academic Challenge	**2.97**
7. My teachers ask students difficult questions in class.	2.79
8. My teachers ask questions that help me learn what is being taught.	3.29
9. There are many ways to complete the tasks I am given.	3.11
10. My math work is challenging.	2.91
11. My writing assignments are challenging.	2.82
12. The reading materials in my classes are challenging.	2.53
15. In my classes, teachers ask me to explain my thinking.	3.03
17. My teachers tell us what we are learning.	3.38
18. My teachers tell us why we are learning it.	2.87
Teacher Feedback	**3.07**
13. My teachers know when the class understands, and when we do not.	2.80
14. In my classes, teachers give students time to explain our ideas.	3.02
16. My teacher checks to make sure we understand what he/she is teaching us.	3.00
19. My teachers encourage me to do my best.	3.24
20. The comments that I get on my work help me understand how to improve.	2.80
21. My teachers know a lot about the subject they teach.	3.57
Attendance and Engagement	**3.23**
37. I think it is important to go to school every day.	3.25
38. I skip classes that I don't like. **	3.70
39. I am rarely absent from school unless I am sick.	3.33
40. When I am in class, I just pretend that I am working. **	3.25

* Data not presented when fewer than 16 students are represented.

** The scale of these items has been reversed; therefore a high mean is desirable. Look at the question breakout for details (i.e. In these cases "Never" is desirable).

41. My classes are very interesting.	2.73
42. My school work is meaningful to me.	3.05

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** The scale of these items has been reversed; therefore a high mean is desirable. Look at the question breakout for details (i.e. In these cases "Never" is desirable).

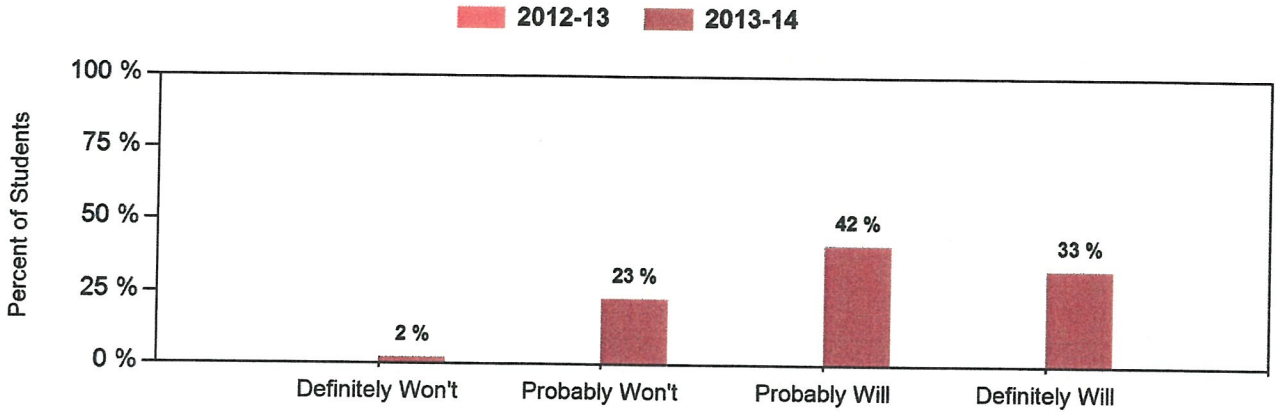
Future Aspirations Trends

Lincoln Academy

Make Your Voice Heard Grades 7-8

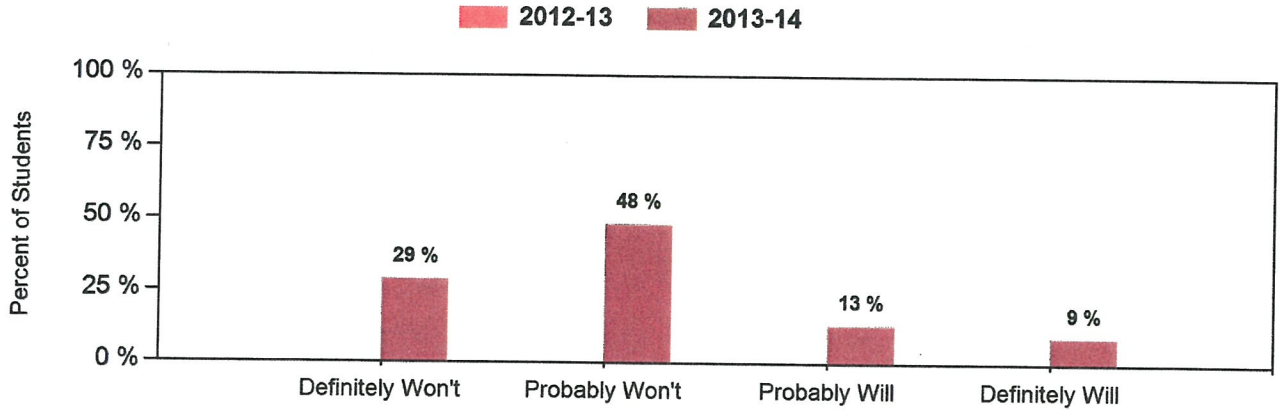
2012-13 & 2013-14

Start working a full time job.



	2012-13		2013-14	
	Number	Percent	Number	Percent
Definitely Won't/Probably Won't	0	*	24	25.0 %
Probably Will/Definitely Will	0	*	72	75.0 %
Total Valid Number (excludes no response)	0		96	

Serve in the military (Army, Navy, Air Force, etc).



	2012-13		2013-14	
	Number	Percent	Number	Percent
Definitely Won't/Probably Won't	0	*	75	77.3 %
Probably Will/Definitely Will	0	*	22	22.7 %
Total Valid Number (excludes no response)	0		97	

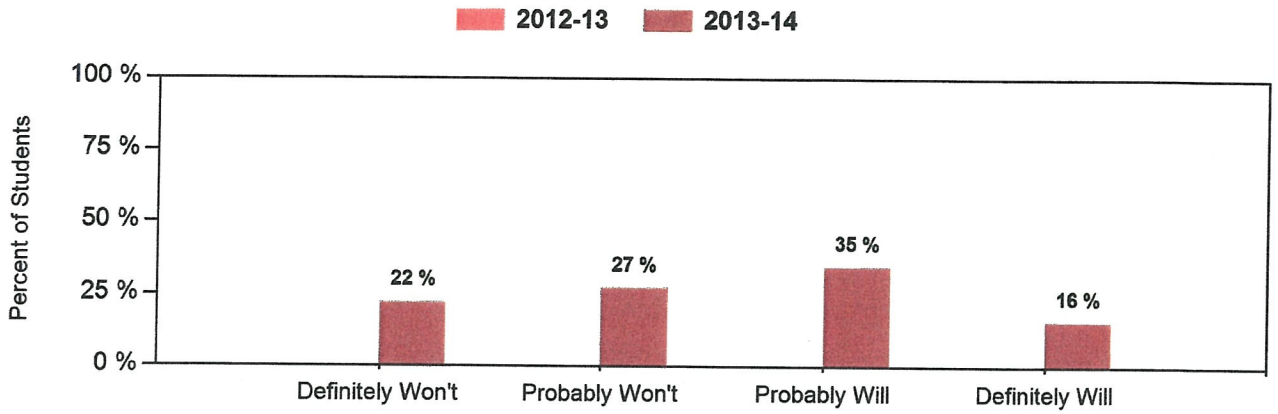
* Data not presented when fewer than 16 students are represented.

Lincoln Academy

Make Your Voice Heard Grades 7-8

2012-13 & 2013-14

Attend a career, technical, or vocational School to prepare for a specific career like welding, cosmetology, or medical imaging, etc.



	2012-13		2013-14	
	Number	Percent	Number	Percent
Definitely Won't/Probably Won't	0	*	47	49.5 %
Probably Will/Definitely Will	0	*	48	50.5 %
Total Valid Number (excludes no response)	0		95	

* Data not presented when fewer than 16 students are represented.

Interest Areas School List

Lincoln Academy

Make Your Voice Heard Grades 7-8

2011-12 & 2013-14

Classes students are interested in taking to help prepare them for their future careers

	2011-12		2013-14		
	Number	Percent	Number	Percent	
College credit classes	*	*	67	69.1 %	
Advanced Placement (AP) classes	*	*	59	60.8 %	
Athletics (football, basketball, volleyball, swimming, snowboarding, etc.)	58	58.6 %	58	59.8 %	↑
Science	57	57.6 %	41	42.3 %	↓
Arts (music, drama, dance, photography, etc.)	50	50.5 %	39	40.2 %	↓
Technology & Computers	61	61.6 %	35	36.1 %	↓
Law & Law Enforcement	37	37.4 %	33	34.0 %	↓
Business (finance, marketing, starting your own business, etc.)	51	51.5 %	32	33.0 %	↓
Engineering	32	32.3 %	32	33.0 %	↑
International Studies / World language / Cultures	39	39.4 %	27	27.8 %	↓
Media & Communications (Radio, television, film, writer, reporter)	36	36.4 %	27	27.8 %	↓
Other, please specify	*	*	24	24.7 %	
Building & Construction	20	20.2 %	22	22.7 %	↑
Mathematics	40	40.4 %	21	21.6 %	↓
Education (teaching)	20	20.2 %	20	20.6 %	↑
Leadership & government (politics, public service,	27	27.3 %	19	19.6 %	↓
Health Care & Nutrition	31	31.3 %	18	18.6 %	↓
Psychology	*	*	16	16.5 %	
Automotive	18	18.2 %	*	*	
Hospitality (hotel, restaurant & culinary)	*	*	*	*	
Veterinary sciences	*	*	*	*	
Agriculture/Horticulture	*	*	*	*	

* Data not presented when fewer than 16 students are represented.

NOTES:
1. Percentages will not add up to 100% because students can select more than 1 response.
2. Arrows in this report represent a change. The change may or may not represent a statistical or meaningful difference in the data.

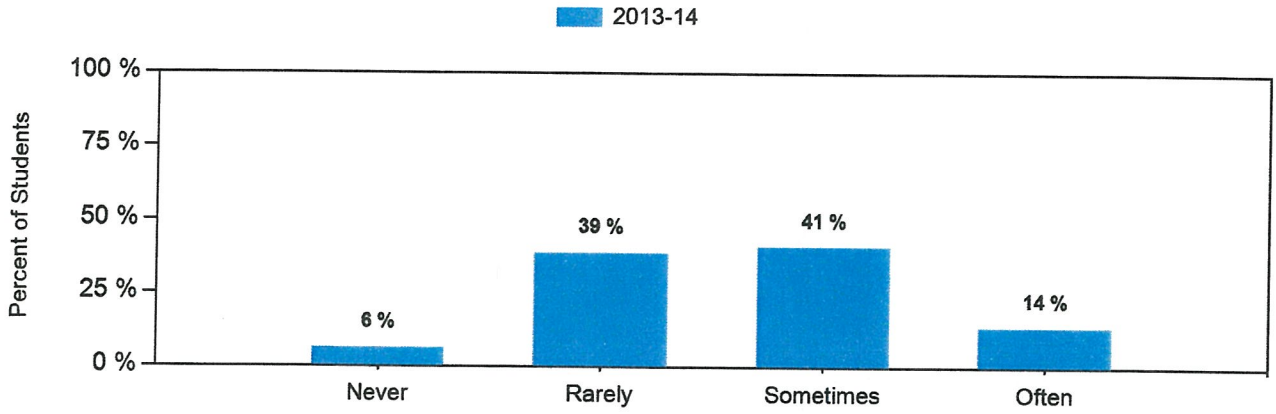
Technology Survey

Lincoln Academy

Make Your Voice Heard Grades 7-8

2013-14

I use technology to communicate with teachers about schoolwork.



	Number	Percent
Never	6	6.3 %
Rarely	37	38.9 %
Sometimes	39	41.1 %
Often	13	13.7 %
Total Valid Number (excludes no response)	95	
Mean	2.62	

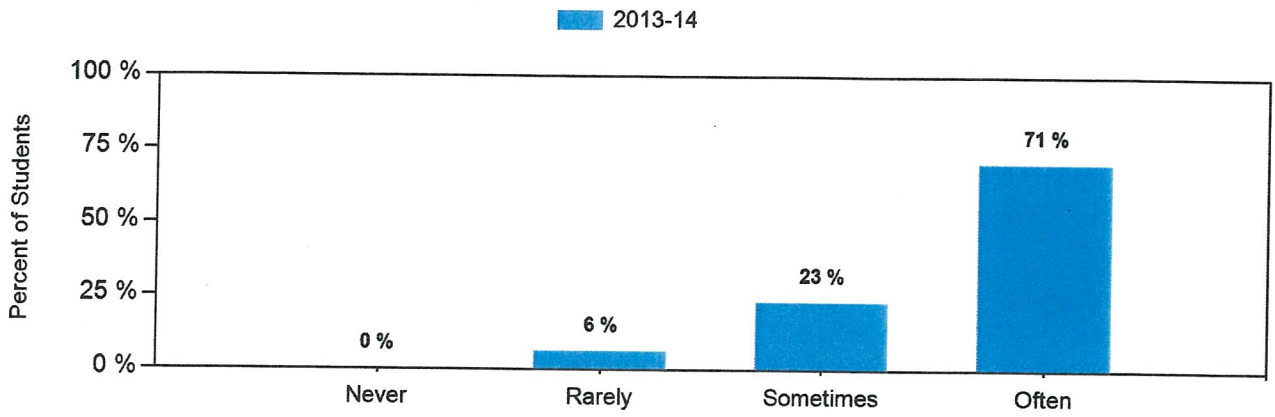
* Data not presented when fewer than 16 students are represented.

Lincoln Academy

Make Your Voice Heard Grades 7-8

2013-14

Teachers at my school use technology to teach and work with students.



	Number	Percent
Never	0	0.0 %
Rarely	6	6.3 %
Sometimes	22	23.2 %
Often	67	70.5 %
Total Valid Number (excludes no response)	95	
Mean	3.64	

* Data not presented when fewer than 16 students are represented.

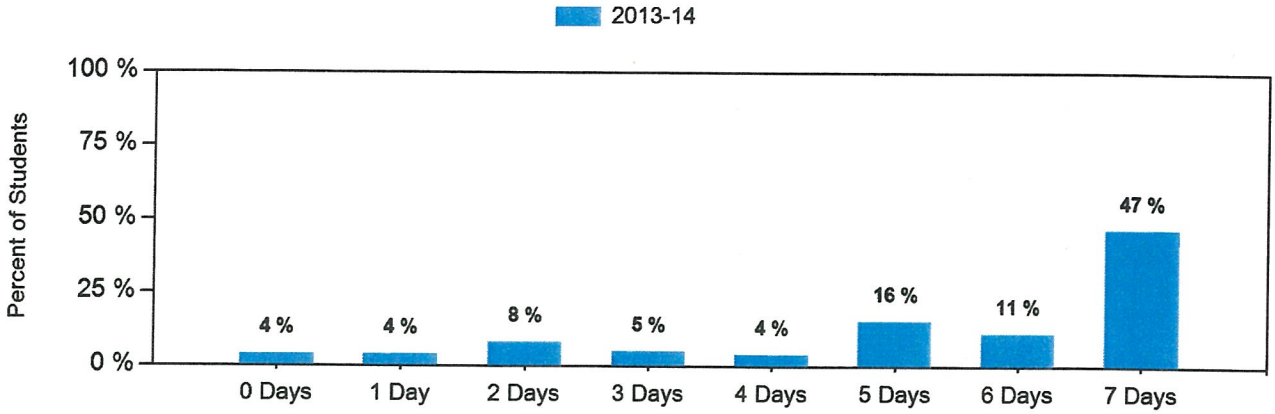
Health Survey

Lincoln Academy

Make Your Voice Heard Grades 7-8

2013-14

During the past 7 days, on how many days did you eat breakfast?



	Number	Percent
0 Days	4	4.2 %
1 Day	4	4.2 %
2 Days	8	8.3 %
3 Days	5	5.2 %
4 Days	4	4.2 %
5 Days	15	15.6 %
6 Days	11	11.5 %
7 Days	45	46.9 %
Total Valid Number (excludes no response)	96	
Mean	5.28	

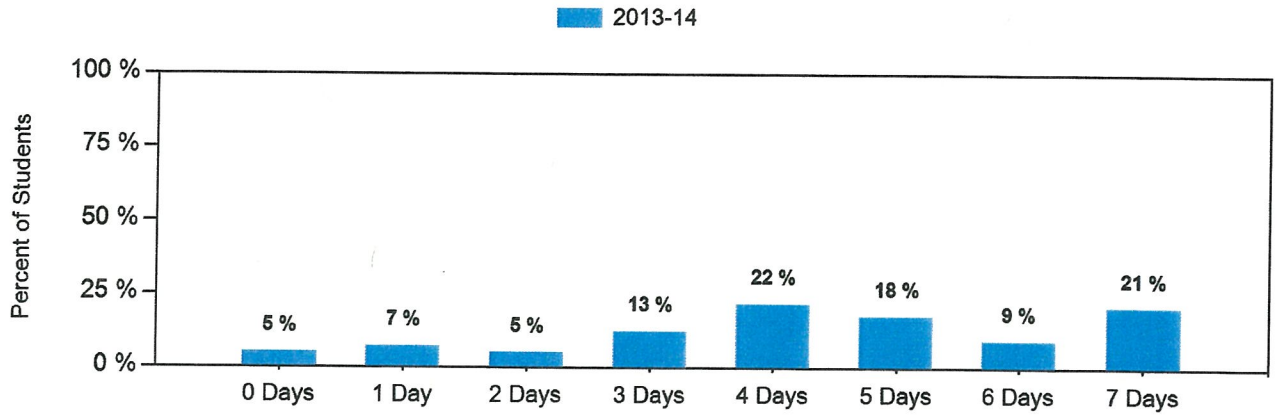
* Data not presented when fewer than 16 students are represented.

Lincoln Academy

Make Your Voice Heard Grades 7-8

2013-14

During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increases your heart rate and makes you breathe hard some of the time).



	Number	Percent
0 Days	5	5.2 %
1 Day	7	7.3 %
2 Days	5	5.2 %
3 Days	12	12.5 %
4 Days	21	21.9 %
5 Days	17	17.7 %
6 Days	9	9.4 %
7 Days	20	20.8 %
Total Valid Number (excludes no response)	96	
Mean	4.33	

* Data not presented when fewer than 16 students are represented.

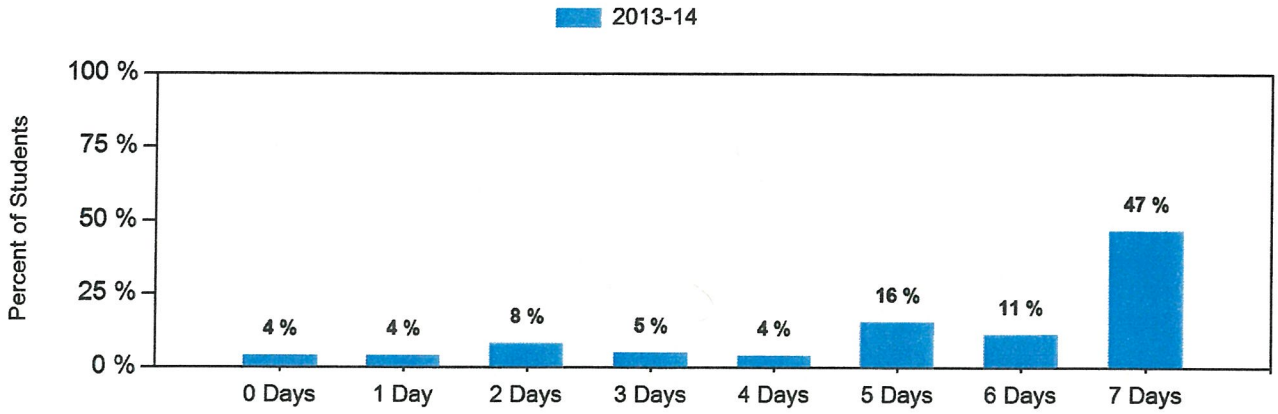
Health Survey

Lincoln Academy

Make Your Voice Heard Grades 7-8

2013-14

During the past 7 days, on how many days did you eat breakfast?



	Number	Percent
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Total Valid Number (excludes no response)	96	
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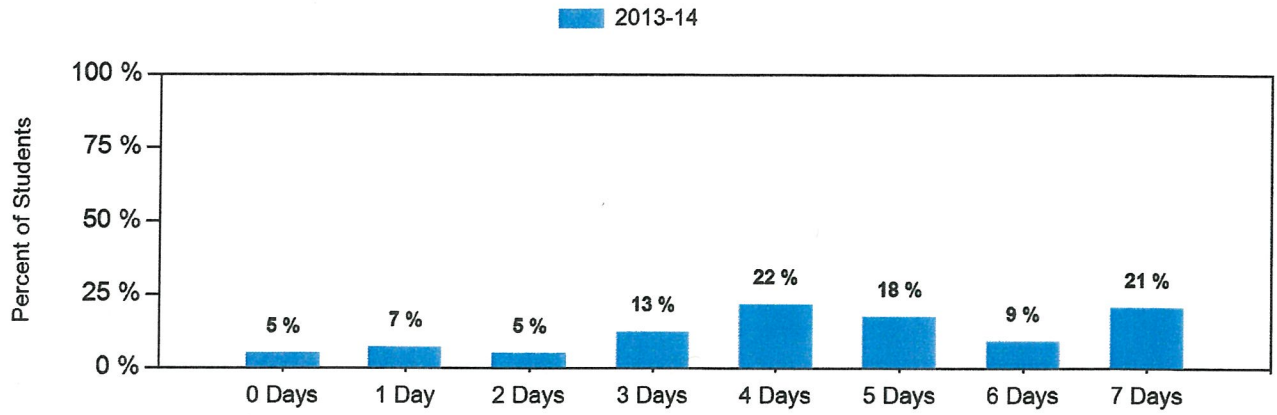
* Data not presented when fewer than 16 students are represented.

Lincoln Academy

Make Your Voice Heard Grades 7-8

2013-14

During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increases your heart rate and makes you breathe hard some of the time).



	Number	Percent
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3 Days	12	12.5 %
4 Days	21	21.9 %
5 Days	17	17.7 %
6 Days	9	9.4 %
7 Days	20	20.8 %
Total Valid Number (excludes no response)	96	
Mean	4.33	

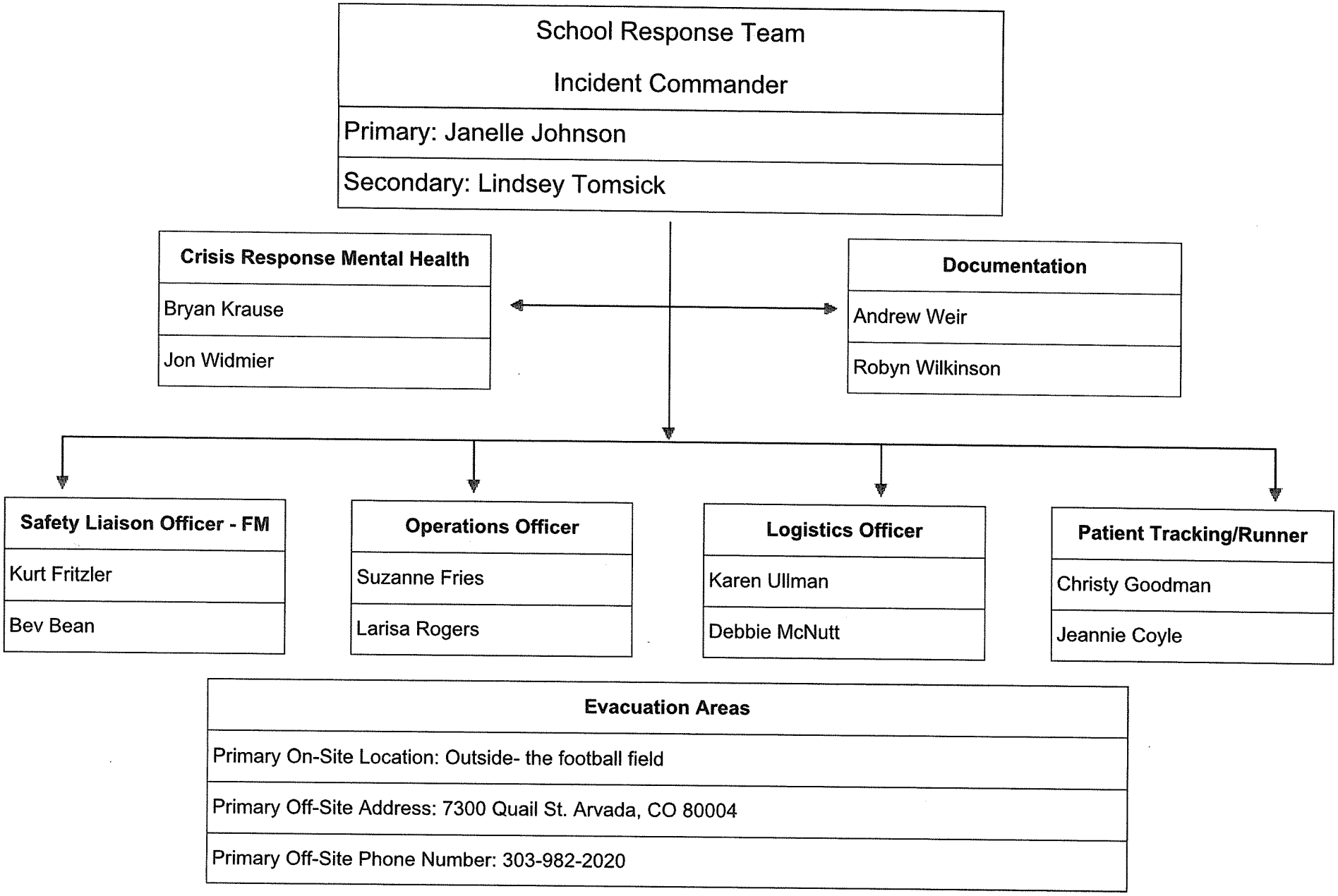
* Data not presented when fewer than 16 students are represented.

APPENDIX W

School Response Team ICS Organization Chart

School Response Team ICS Org Chart

Lincoln Academy Charter School



https://secure1.jeffco.k12.co.us/safety_checklist_form/chart.php?school=55800

Form revised July 2014. School information retrieved 11/20/2014.

APPENDIX X

Board of Director's SWAT Analysis



Lincoln Academy

Strategic Plan 2014-2015

The vision of Lincoln Academy is to prepare all students for their future endeavors by providing a comprehensive Core Knowledge ® education.

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.

Strengths	Weaknesses
Dedicated, excellent and consistent school staff and administration Active and strong PTO Culture of effective fiscal responsibility Facility and land potential; location Improved wait list demand Solid reputation with district, community and other charter schools Rigorous curriculum Strong academic achievement Technology used as an educational tool High attendance rate Positive Behavior Support System	Building constraints Writing curriculum Staff salary levels Broad-based parental involvement After school enrichment programs Middle school retention Elementary to middle school transition Board development and succession planning Lack of understanding for how students succeed in future endeavors Middle school parent communication Long-term planning
Opportunities	**Threats**
New district leadership Branding Grants and fundraising Broader community involvement Making facilities available to the community Determine long-term facility needs and solutions Improved funding (district/state) Enhanced school choice options	Negative sentiments about charter schools expressed in the district Different and additional state testing Common Core Changing accountability measures Funding fluctuations and uncertainties

Long-Term Goal		Short-Term Goals		
1. Ensure stable and very qualified board leadership over time.		A. Revise policies to maximize functionality and understanding. B. Investigate adding broader board member expertise and resources. C. Develop dashboard and institutionalize. D. Consistently utilize the strategic plan. E. Board needs assessment and training		
Strategies		**Person Resp.**	**Date**	**Status**
A1	Assess current policies & create plan	Derek	October	
A2	New policies considered every other month	Derek	November	
A3	Create comprehensive board self-assessment	Doug	December	
B1	Contact potential new board members	Ben	Oct-Jan	
B2	Conduct board interview of candidate(s)	BOD	January	
B3	Encourage board committee involvement	Kristi	Monthly	
C1	Consider first draft of dashboard	Derek	October	
C2	Board data workshop (UIP)	Ben	November	
C3	Update financial dashboard	Jeff	November	
D1	Update BOD calendar	Doug	October	
D2	Ensure strat plan updates	Kristi	Ongoing	
E1	Conduct board training needs assessment	Derek	December	
E2	Develop board training plan	Derek	January	
E3	Schedule board training	Derek	Feb/Oct	

Long-Term Goal		Short-Term Goals		
2. Ensure a strong academic program.		A. Increase knowledge of writing curriculum and needs. B. Improve middle school transition.		
Strategies		**Person Resp.**	**Date**	**Status**
A1	Report from admin on writing curriculum	Janelle	December	
A2	Monitor through Principal's report	Janelle	Monthly	



Lincoln Academy Charter School
Renewal Application

2014-2015

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INTRODUCTION

Lincoln Academy K-8 is proud to present this request for charter renewal for the school years 2014-2015 through 2019-2020 to the Jefferson County R-1 School Board. Lincoln Academy was granted its original charter in 1996 and since opening its doors in 1997 it has been meeting or exceeding the accepted standards for a successful charter school. The first year Lincoln Academy opened its doors, 119 students were enrolled in grades Kindergarten through 5th grade. In 2009 Lincoln Academy has grown to a Kindergarten through 8th grade school with an enrollment of 490 students. Our K-5 program has 17 fully equipped classrooms and a computer lab. Our middle school program, started in 2005, but grew to capacity with the addition of grade 8 in 2006. In 2006, the total middle school enrollment was 122 and currently we educate 155 middle school students. Our middle school now has 8 classrooms including a fully functioning technology lab, auxiliary technology lab, and a science lab. In addition, we have a library, gymnasium, student center (cafeteria), playgrounds, music room, art room, as well as four special education classrooms to serve our K-8 students.

In 2013, we moved our school campus from the 69th and Pierce Street location to the well known Arvada campus on 72nd and Oak Street. This move has enabled our school to grow in enrollment to include an additional class per grade level. Our enrollment increased 14% our first year in our new location. Currently, our enrollment is 621 with K-3 being at full capacity. We will be at full capacity with 3 classes per grade level in the 2019 school year. Not only has this move allowed us to increase the number of students we serve, but our football field, 3 houses and a total of 15 acres will provide us with many opportunities to serve the community, as well as our students.

This document will lay out the components that have made us a successful charter school as well as the unique features that set us apart from other schools. It is with great pride that we present the Jefferson County School Board with this document for charter renewal.

PROGRAMS/PROCEDURES/CURRICULUM

LINCOLN ACADEMY VISION STATEMENT

The vision of Lincoln Academy is to prepare all students for their future endeavors by providing a comprehensive Core Knowledge education.

LINCOLN ACADEMY MISSION STATEMENT

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

The mission will be accomplished through the use of the Core Knowledge Sequence (as researched and developed by Dr. E.D. Hirsch of the University of Virginia and the Core Knowledge Foundation) and a traditional, fundamental, "back-to-basics" approach.

ELEMENTS OF LINCOLN ACADEMY

Lincoln Academy's charter was developed on the foundational idea that children can master learning skills while they are being exposed to meaningful content. For years, educators have identified skills that should be taught at each grade level, but content decisions have often been left to individual classroom teachers. Thus, a vast disparity of topics is taught depending on the personal interests and expertise of a specific teacher. Often, curriculum across schools and even within schools at the same grade level has been quite diverse. The Core Knowledge Sequence, used by Lincoln Academy, was developed to provide students with a rich vocabulary and broad knowledge base on which future instruction can build, broaden, and deepen. The ultimate goal is to insure that all children are given access to the same knowledge base that assures later educational success.

The Core Knowledge Sequence provides a detailed, explicit, and systematic sequence of grade-specific content that can be taught consistently year after year. This core content is organized to spiral through the grade levels, becoming more sophisticated and detailed in each successive grade.

It has been our experience in using this approach that students retain information much longer and develop skills more easily when meaningful content is combined with the teaching of skills.

As an official Core Knowledge school, the Core Knowledge Sequence is intended to make up 90% of the curriculum taught in the school. This still leaves ample opportunity to include additional content as well as skills acquisition.

In addition to the Core Knowledge Sequence, Lincoln Academy emphasizes the teaching of basic skills with a traditional and conventional approach, in a self-contained educational environment. Our academically rigorous program is organized so that the entire class generally works as a single group on grade level material with ability grouping occurring where necessary. Emphasis is placed on the basic foundations necessary for an academically sound education: reading (with emphasis on phonics), mathematics, English, grammar, geography, history, government, penmanship, spelling, fine arts, physical education, science, and technology. Homework is assigned on a regular basis with the goal of strengthening and/or enriching daily work.

Strict discipline and order is maintained. Students are expected to respect authority, accept responsibility, respect the rights of others, take care of their own property and be careful with the property of others. No student is allowed to disrupt the education of other students.

Our learning environment delivers the Core Knowledge curriculum through a rich variety of strategies and experiences. Attention is given to "learning how to learn," which helps develop successful life-long learners. Students, staff and parents work as collaborative partners in creating challenging and successful learning opportunities to ensure that each child achieves his or her highest potential.

SCHOOL INFORMATION & STATISTICS*

	2010-2011	2011-2012	2012-2013	2013-2014
Total # of Students**	514	524	532	603
% of students entering from private schools	2%	1%	1%	2%
% of students entering from home schooling	0%	.6%	.4%	.5%
% of students entering from out of district	2%	.4%	2%	4%
% of Identified Gifted and Talented Students	11%	11%	10%	8%
% of Special Education Students	14%	15%	13%	12%
% of ELL Students	7%	8%	11%	14%
% of Minority Students	31%	30%	30%	31%
Attendance Rate	97%	97%	96%	96%
% of Free and Reduced Students	17%	19%	25%	21%

* Responses greater than 1% are rounded to the nearest whole per cent. Responses less than 1% are rounded to the nearest one-tenth of a per cent.

**Total # of students as of October 1 of that school year.

*** Mobility rate is per cent of previous year's total enrollment who did not return for the indicated school year.

STAFF LIST 2014-2015

Over the past 5 years our staff has increased by 12.5% while our student body population has increased by 17.5%. We have seen the greatest growth in our staff in the following areas: Educational Assistants, Special Educational, and Facilities crew. In the appendices (Appendix A) is a list of our current staff as well as a document that outlines who does what at Lincoln Academy (Appendix B).

SCHOOL CALENDAR

Lincoln Academy generally follows the Jeffco calendar with a few exceptions. Our school calendar is included in the appendices (Appendix C).

SCHOOL HOURS

The class day runs from 8:00 a.m. to 3:05 p.m. in the elementary and from 8:10 a.m. to 3:15 p.m. in the middle school. On half days both the elementary and the middle school are dismissed at 12:00 p.m. There is a 40 minute lunch/recess period for each grade. Elementary (Appendix D) and Middle School (Appendix E) master schedules are included in the appendices

SCHOOL GOVERNANCE

The school is governed by a Board of Directors (Board) elected at the annual meeting of the membership (the parents of the school) for a three-year term. Board members have staggered terms so that every year approximately two Board seats are up for election. Seven parents serve on the Board and the Principal serves as an ex-officio (non-voting) member of the Board.

The Lincoln Academy Board of Directors functions under the Carver Governance Model. The overall tasks of the Board are to make policy decisions that uphold, interpret and clarify the school philosophy and vision, maintain relations and communication with the District, and to take appropriate action to comply with applicable laws or district policies. On behalf of the school, the Board contracts for goods and services, prepares the operating budget, selects, terminates and evaluates the Principal, determines employee compensation, determines the educational program, adopts the school improvement plan (UIP), procures insurance, purchases and leases major equipment and supplies. Implementations of the policies and procedures, as well as daily operations, are the responsibility of school personnel.

The Board meets once per month (the second Monday of the month except in July) to discuss school operations and to hear reports from the Principal, various board members and committee chairpersons. During these meetings, the Board examines operations, establishes new policies, and reviews and changes existing policies as needed. Requests, concerns and informational items are offered from parents and teachers during the public comment portion of the meeting.

Lincoln Academy Board of Director Members 2014-2015:

President	Doug Neely
Vice President	Derek Luyk
Treasurer	Jeff Baucum
Secretary	Kristi Geisz
Member	Carrol Robinson
Member	Ben DeGrow

Member	Phil Courtney
Principal (ex-officio)	Janelle Johnson

In addition to our Board of Directors, Lincoln Academy has a functioning Building Corporation and Lincoln Academy Foundation.

The LA Building Corporation is a non-profit corporation formed in 2001. According to its articles of incorporation: "The Corporation is organized exclusively for the purpose of holding title, as nominee or otherwise, to real and/or personal property for, and to make same available for use by, the Lincoln Academy Charter School…and to otherwise provide facilities, equipment and other physical plant and related support to the Charter school." The Building Corporation legally owns and holds the bond for the current LA facilities and then signs the annual lease with the LA Board of Directors for use of these same LA facilities. The Building Corporation additionally legally owns property adjacent to our current Lincoln Academy facility.

The Lincoln Academy Foundation is a Non-profit 501(c) (3) organization formed in the year 2000. The Foundation was formed for "the improvement of educational opportunities and resources for all children enrolled or participating in educational activities at Lincoln Academy Charter School." The Foundation is able to receive tax-deductible donations and last year raised and donated $32,000 to Lincoln Academy.

Board of Director's By-Laws (Appendix F)
Board of Director's Policies (Appendix G)

PARENTAL INVOLVEMENT

A basic tenet of Lincoln Academy's philosophy is parental involvement in the school. Everyone has something to offer that will benefit their child's education and a school is stronger when everyone contributes. Parent involvement sends a clear message to the children about the importance of their education. Parents are involved at Lincoln Academy in several areas. They are the framework of our Parent Teacher Organization as well as the Board of Directors. Parents volunteer in the school by assisting the teacher in the classroom, serving as a guest speaker for a particular unit, helping with various student organizations, driving to sporting events or classroom fieldtrips, or any number of other projects that directly benefit the school operation. Parent involvement in this manner assists Lincoln Academy in keeping costs under control and fosters a community environment.

Our parents average over 9,000 hours of service, per year over the last four years. However, last year due to our move, we recorded 10,515 hours. Parents log their hours via an online database designed by one of our former students.

LINCOLN ACADEMY PARENT TEACHER ORGANIZATION

The Lincoln Academy Parent Teacher Organization (PTO) serves a critical function and role within the school. The PTO is a parent support organization that has a community building function and a fundraising function. The PTO is similar to a PTA in many ways and is governed according to its own by-laws. Monthly meetings are open to the entire school community and are scheduled for the second Tuesday of each month, when school is in session.

The PTO provides support to enhance student learning experiences; assists with the organization and implementation of school programs, projects, and events; and works in partnership with the school Administrative team and the Board of Directors. The PTO helps keep parents informed of volunteer opportunities through our weekly school newsletter; the Lincoln Loop, as well as the Volunteer Handbook. The PTO also serves as the primary fundraising organization for the school. Our PTO makes a significant financial contribution to our school every year, most recently donating $10,000 to our new playground construction.

ACADEMIC PROGRAM

Lincoln Academy offers a rigorous academic program delivered in a traditional whole group setting. The curriculum is focused on basic academic skills in reading, writing, math, history, science, and literature based on the Core Knowledge Sequence. Lincoln Academy seeks to make all students high achievers in core academic subjects by building on the virtues of traditional American education and by incorporating modern technology, research-based methodologies, as well as the wisdom and experience of teachers and parents.

The core principle at Lincoln Academy is that all students can and will reach their highest academic and social potential. Mastery of subject matter is our overall goal, regardless of the child's background, learning style, or pace. Due to the fact that students learn at different rates and in different ways, teaching strategies are varied according to each student's needs. Students progress through the curriculum as a whole class but are given many opportunities for individual or small group instruction. Students are taught to be responsible for their own learning and individual progress toward mastery and given time to recognize and implement what needs to be improved.

Building upon the solid foundation of the K-5 Core Knowledge Sequence, the Middle School program continues the content-rich, academically aggressive approach to education, with an intention to prepare students for the rigors of high school. Middle School students finish the 6-8th grade Core Knowledge Sequence, while adding a variety of elective classes.

K- 8 CORE KNOWLEDGE CURRICULUM

Lincoln Academy uses the Core Knowledge curriculum as the basis for history and geography (American and world), science, language arts, math, visual arts and music. Core Knowledge is a research-based program that was developed by Dr. E.D. Hirsch, Jr. and is based on a large body of research. Dr. Hirsch has argued that for sake of academic excellence, greater fairness and higher literacy, 'early' (i.e. elementary school) schooling should provide a solid, specific and shared core curriculum in order to help children establish strong foundations of knowledge. The Core Knowledge curriculum is used in hundreds of schools across the country and is founded on the premise that a grade-by-grade core of common learning is necessary to ensure a sound and fair elementary education.

The Core Knowledge curriculum comprises anywhere from 90-100% of the curriculum in the areas of language arts, history and geography (American and world), visual arts, music, mathematics and science. Core Knowledge accounts for about 90% of the complete curriculum at Lincoln Academy. The specific content is laid out by grade level in the Core Knowledge Sequence, making it easy for staff and parents to see what and where certain content is taught. Lincoln Academy teachers also map out a yearly plan for when the content is taught, which also enables cross-curriculum connections to be made as well as ensures all content is being taught throughout the year.

Elementary year long plans (Appendix H)
Middle school year long plans (Appendix I)
Specials year long plans (Appendix J)

Core Knowledge lays out a complete program that provides students with a broad-based education, free of significant gaps. It clearly defines the content knowledge and skills that each student must be taught at each grade level and creates high levels of academic expectations. Students progress as they build on knowledge from year to year. In addition, Core Knowledge not only eliminates some of the gaps and repetition characterized in some standard curriculums, but it also aids in delivering cultural literacy in a systematic manner while leaving room for creativity.

The Core Knowledge curriculum prepares students for a lifetime of learning in a manner that can be described as solid, sequenced, specific and shared:

Solid - Core Knowledge represents a body of knowledge, ideas, and principles essential for building a strong educational foundation. The Core Knowledge curriculum utilizes a sequence of information teachers use to educate students. From Kindergarten through Eighth Grade, subjects that are covered include History, Geography, Science, Literature, Poetry, common Sayings and Phrases, and a variety of other rich topics.

Sequenced - For children to progress in their education they must first have a strong foundation. As they move from grade to grade through the Core Knowledge Sequence, their knowledge builds on previous instruction. The foundations for the subjects mentioned above are built in the early grades, with basic vocabulary and concepts. In the upper elementary grades, the topics are re-visited with more in-depth information and ideas. In middle school, students visit topics at a very high cognitive level. This method eliminates unnecessary repetition and prevents gaps in learning.

Specific - How does Core Knowledge answer the question, "What do our children need to know?" Rather than with general, vague statements, the Core Knowledge Sequence identifies specific, important knowledge. It outlines exactly what and when children are taught in a way that helps students to understand the material and make connections with previous knowledge.

Shared - In order for children to develop true literacy and understanding, they must share a broad range of knowledge. Core Knowledge gives children this knowledge in a solid, sequenced and specific way. Core Knowledge helps to provide all children, regardless of background, with the shared knowledge they need to be culturally literate.

IMPORTANT ASPECTS OF THE CORE KNOWLEDGE CURRICULUM:

Comprehensive – Core Knowledge thoroughly covers our common body of knowledge in a very specific and sequenced way. The lessons build on one another, grade by grade, allowing for broad and deep knowledge.

Integrated – Core Knowledge is structured such that lessons in core subject areas being taught concurrently are related, whenever possible. For example, when the Renaissance period is being studied in history students are reading related books in language arts and studying the paintings and music from the period as well.

Eliminates repetition – Repetitions in curriculum can cause boredom in children and that boredom can turn off learning. Due to the fact that Core Knowledge is specific and comprehensive, repetitions are eliminated.

Eliminates gaps – Without a highly specific curriculum, gaps in learning often happen. For example, students may learn about rainforests three times and never be exposed to the Native Americans or the War of 1812. By having a grade by grade, specific curriculum, Core Knowledge ensures that every topic is covered.

Research-Based – The Core Knowledge curriculum is research-based with proven results. For a more detailed look at the research and results, the Overview of Research on Core Knowledge, including data from Colorado, compiled in January of 2004, is on the Core Knowledge website. The Core Knowledge curriculum has been in existence for over 19 years and has been used in hundreds of schools across the country, including many schools in the state of Colorado.

K-8 MATH PROGRAM

Saxon Math

Lincoln Academy uses Saxon math as its primary K-8 math program. The Saxon math program is based on introducing a topic to a student and then allowing the student to build upon that concept as they continue to learn new ones. This creates a learning curve that provides the time most students need to master each part of every standard. With this approach, no skills or concepts get dropped and students retain what they have learned well beyond the test. The Saxon math curriculum reaches mastery of math skills through the development of concepts that use hands-on activities and rich mathematical conversations which actively engage students in the learning process. Concepts are developed, reviewed, and practiced over time. Students move from the concrete to the pictorial to the abstract. A variety of assessments, both oral and written, are integrated to evaluate student achievement.

Daily in grades K-3, students participate in a beginning-of-the day math activity called The Meeting. During The Meeting they practice skills related to the calendar, counting, patterning, number recognition, time, money, problem-solving strategies, and estimation. During the year, The Meeting changes slightly as the children acquire additional knowledge and skills.

In grades 3-5, students are placed in one of three leveled classes for math instruction. Each level is tailored to the needs of the students. Grade level math offers a standard curriculum using the Saxon lesson as written. Accelerated math covers the same concepts, but may delve further into the reasoning and applications of these concepts. The pace may move more quickly than in the grade level class. The small group offers students who are below grade level the opportunity to work in a setting with fewer students, and concentrate on solidifying a concept before moving on to the next lesson. Beginning in fourth grade, students transition from using worksheets to using a text book. The lesson content is similar, but students are able to become more independent and prepared for middle school by writing answers to the homework questions on a separate sheet. Middle school continues to use the Saxon textbooks along with the computer program called Think Through Math.

K-5 ELEMENTARY READING PROGRAM

***Imagine It!* (Grades K-4)**

An effective language arts program is the cornerstone of every student's education. Without the basic skills of reading, writing, and communicating, students cannot fully participate in the educational process. Lincoln Academy utilizes the *Imagine It!* reading program in grades K-4. This program is a comprehensive reading, writing and learning program that:

- Develops confident and fluent readers through print and phonemic awareness activities and explicit, systematic phonics instruction.

- Engages students in constructing meaning through the teaching and application of comprehension skills, strategies and discussions.
- Incorporates writing and language arts skills, including spelling, and vocabulary, through explicit instruction and meaningful practice.
- Includes excellent, thought-provoking literature to create a classroom environment in which students explore, discuss and research ideas.
- Develops research and study skills that give students the tools to become independent, self-directed learners.

***Daybook* (Grade 5)**

Daybook is a journal-like book that promotes daily reading and writing experiences. The integrated, interactive pages provide students with multiple opportunities to read a variety of literature and other texts, and to respond to what they read. It honors the relationship between the reader and the text, and conveys the message that good readers take risks, relate to their reading, and take ownership of the learning process.

Each *Daybook* lesson focuses on a specific strategy, and provides students with the tools they need to become proficient, confident readers. The framework is structured around six essential strategies of critical reading and writing:

- Making Connections, Asking Questions, Determining Importance, Visualizing, Making Inferences, Synthesizing

K-5 ELEMENTARY WRITING PROGRAM

Lincoln Academy uses a combination of proven and rigorous writing programs which are integrated into the curriculum: Writer's Workshop, *6 + 1 Trait Writing, Step Up to Writing* and *Write Tools.* Our school uses these programs to combine the writing process and content for a balanced approach to writing instruction. Our writing instruction has been the focus of our UIP for the last two years.

MIDDLE SCHOOL READING AND WRITING PROGRAM

The Middle School Language Arts program continues on the strong, fundamental foundation built in the elementary school. Improving and fostering students' skills in reading, writing, speaking and listening is emphasized. In-class writing, vocabulary, spelling, journal writing, grammar, poetry, speech and short stories are emphasized throughout the Language Arts curriculum. The Core Knowledge Language Arts curriculum is expanded upon in the middle school grades.

The middle school literature has been organized from a thematic perspective. This means that instead of the more traditional way of grouping literary pieces by their genres – for example, by having a "short story unit" followed by a "poetry unit" – a variety of different works and types of works are interspersed into each themed unit. The literature themes are meant to help students better grasp the complexities of the Core Knowledge literary pieces by recognizing and grouping recurring themes,

characters, and literary elements. By recognizing that certain techniques in Western literature arise again and again, students will be better able to both understand and appreciate the works.

MIDDLE SCHOOL HISTORY AND GEOGRAPHY

History and Geography are taught concurrently in Lincoln Academy's Middle School program. Students continue to study the Core Knowledge history and geography topics that are outlined in the scope and sequence. Students also participate in International Towne and have the opportunity to take a trip to Washington, D.C.

MIDDLE SCHOOL SCIENCE

The Lincoln Academy Middle School Science program continues to build on the content and skills developed in the elementary Core Knowledge program while fully preparing students for Science studies at the high school level and meeting state standards. To compliment the Core Knowledge program, students use several volumes of the Prentice Hall Science Explorer textbook both in hard cover and online to guide them through the many hands-on lab experiments and activities. Students also have the opportunity to enhance their science knowledge and skills by taking a Science Elective class such as Mechanical Challenges, Florida Ecosystems, or Comparative Anatomy. In addition, students may choose to travel to Florida to study firsthand the everglades and coral reefs. Students also have the opportunity to participate in field trips or programs such as the CU Science Discovery Seminars or the NREL Solar and Hydrogen Car Challenge.

MIDDLE SCHOOL TECHNOLOGY PROGRAM

At Lincoln Academy, the technology program is a core class as we believe that students need the fundamentals to succeed, but also will need to know how to use technology to enhance and expand their learning experience. Students begin with the basics of Microsoft in 6th grade and move on to topics as web design in 8th grade. The technology program also enhances other core subjects within the middle school program.

K-5 ELEMENTARY SPECIALS

Art, Music, Physical Education, Technology, and Library are offered to all kindergarten through fifth grade students throughout the year. Students attend a rotation of one or two specials each day. Over the week students attend art, music and PE twice and computers and library once.

MIDDLE SCHOOL ELECTIVES

Students have a variety of elective classes to choose from to explore a wide range of topics. Everything from Art, Music and Physical Education to Yearbook and Teacher assistant are offered.

BLOCK SCHEDULING IN THE MIDDLE SCHOOL

Lincoln Academy middle school operates with the alternating or A/B block schedule. Students take six 90-minute core classes that meet every other day. Students also alternate their elective courses, but these classes are only 65 minutes in length. We believe that the block schedule provides the needed time for teachers to develop lessons and use teaching practices that provide the academic rigor as outlined in the school's mission and vision statements. The block schedule also provides time for teachers to teach and when needed differentiate the depth required by an academically rigorous, content-rich curriculum. We believe in the block schedule that classrooms become more student-centered and involved and students are no longer just sitting and listening to a lecture, but are active participants in more complex academic tasks.

DEPARTMENT OF STUDENT SUCCESS

Lincoln Academy's Department Of Student Success serves students with Individual Educational Plans (IEPs), READ Plans, Individual Literacy Plans (ILPs), and English as a Second Language (ESL) plans. Our DSS department is comprised of a Special Education Coordinator, School Social Worker, School Psychologist, Speech Therapist, Occupational Therapist, School Nurse and four Literacy paraprofessionals. In addition, we have an Advanced Learning Plan (ALP) Coordinator, a 504 Coordinator, and a district ESL tutor. This team of intervention employees works with students on a daily basis to support and serve the needs of students within our school. The team consults with teachers, parents, and students to ensure that the needs of students are met and that specialized educational plans are implemented within the general educational curriculum.

In accordance with Colorado Law, Lincoln Academy follows each student's IEP and works with the individual student's goals to ensure that each student receives a well balanced education.

ADVANCED LEARNING PLAN GROUPS

Students who are identified as having an ALP or who might be showing advancement in certain areas, but are not identified meet in a small group twice a week. Our ALP teacher focuses on one ALP goal a month in groups.

In order to reach as many students as possible through ALP enrichment, the non-identified students in ALP groups are fluid. This means that as the goals change by the month classroom teachers have the ability to change the students who are sent to ALP groups. This allows the students to get enrichment in areas of advancement and gives more students the opportunity to receive enrichment.

ASSESSMENT

At Lincoln Academy, assessments are curriculum-based measurements and are continual and meaningful. Assessment is the cornerstone to good instruction. Lincoln Academy participates in all state-mandated testing as well as the Jefferson County School District's assessments that are relevant to the educational practices of Lincoln Academy. Currently, Lincoln Academy uses the following assessment tools: DRA2, DIBELS Next, DIBELS Deep and Reading 3D. These assessments, as well as classroom summative and formative assessments allow teachers to direct the instruction and monitor student learning and progress. Lincoln Academy also may use formal and informal assessments in all other subject areas. Some examples of these assessments include: self-evaluations, speeches, presentations, projects, and written tests.

Pre-testing is also used to assess and allow teachers to differentiate instruction. Focusing on students' prior knowledge and re-teaching content only when students have not reached competency allows teachers to focus on growth and develop interests beyond the basic grade level expectations.

GRADING SCALE

The grading scale for **kindergarten** and 1st Grade are as follows:

E	Exceeds Expectations
M	Meets Expectations
P	Progressing towards Expectations/Additional Support Needed
I	Below Expectations/Intensive Support Needed

Report cards are given out 2 times a year for kindergarten and at the end of each trimester for the remaining grades.

The grading scale for **2nd through 8th** grade is as follows:

A (100-92)	Exceptional Achievement
B (82-91)	Above Average Achievement
C (72-81)	Average Achievement
D (60-71)	Below Average Achievement
F (Below 60)	Unsatisfactory Achievement

HOMEWORK

Homework is a part of the Lincoln Academy program. Homework assignments constitute part of a student's grade. On average students should expect 20 to 60 minutes of homework per night in the elementary school. In the middle school, students may have up to 30 minutes per core subject area each night. Homework is assigned for the following reasons:

- To reinforce concepts and skills that have been presented in class
- To foster creativity and discipline through enrichment projects and research
- To train students to work independently and accept responsibility for completing a task

HONOR ROLL

At the end of each trimester period, Lincoln Academy recognizes and congratulates the students whose grades have reached Honor Roll status. Grade point averages are calculated for students who are at or above grade level in grades three through eight.

- Platinum Honor Roll for receiving a trimester GPA of 4.0
- Gold Honor Roll for receiving a trimester GPA of 3.75-3.99
- Silver Honor Roll for receiving a trimester GPA of 3.5-3.74
- Bronze Honor Roll for receiving a trimester GPA of 3.0-3.49

GOALS OF LINCOLN ACADEMY

Academic~ Each student will:

- Develop communication skills in the areas of listening, speaking, reading and writing.
- Develop a grade appropriate level of knowledge of mathematics and the sciences.
- Develop an appreciation and knowledge of world and American history and our country's heritage.
- Develop an appreciation of his/her physical environment.
- Develop good study habits.
- Achieve his/her full learning potential.
- Hold high expectations for the quality of their own work.
- Attend school regularly and arrive on time.

Physical~ Each student will:

- Develop coordination skills.
- Develop an appreciation of sports through observation and participation.
- Develop safety awareness.

Artistic~ Each student will:

- Develop an awareness of and appreciation for nature.
- Develop an understanding and enjoyment of art and its materials.
- Develop a knowledge and enjoyment of a variety of musical expressions.
- Enjoy creative expression through drama, musicals, and other art forms.
- Enjoy and participate in artistic experiences in the community.

Character~ Each student will:

- Be assisted in developing a positive self-image.
- Develop appreciation, compassion, and respect for others.
- Experience success in group participation as a leader and follower.
- Develop self-control and responsibility as a way of life.
- Develop the ability to meet change, uncertainty, and complexity with confidence.
- Prepare for intelligent, responsible citizenship.

GENERAL GUIDELINES FOR THE OPERATION OF THE LINCOLN ACADEMY PROGRAM

1. Most elementary classes are organized on a self-contained basis. However, each day for 30 minutes students will be grouped based on individual needs in literacy and given this time for small group instruction, called Flooding. Occasionally, students may be pulled from class for additional instruction and improvement of specific academic skills at the discretion of the classroom teachers and the Department of Student Success Team (DSS).
2. Strong classroom discipline supported by the administration will be maintained to provide an atmosphere necessary for effective teaching and learning.
3. Citizenship, patriotism, and respect for high moral standards are emphasized at all grade levels.
4. Homework is a critical part of the program. Homework fosters good study habits and is vital for optimum development.
5. The use of proper spelling, grammar, penmanship, and general format is expected in most written assignments.
6. Regular communication is critical in the education process. Frequent phone, written, and email communications will take place to keep families well informed. This includes grade level websites, a weekly school-wide informational memo, and other school communication.

ENRICHMENT/ EXTRACURRICULAR ACTIVITIES

MINDS AT WORK/CREATIVE MINDS

For the past several years, we have conducted an annual "Minds at Work Exhibition" for grades 3-5. It is optional but encouraged for kindergarten through second grade. "Creative Minds" is required for grades 6-8. This is a great alternative to Science Fair that allows students to display their knowledge in a variety of areas. Students complete a project (research, creative, etc…) at home and place their information on a display board. Then, for one day in the fall for middle school and the spring for elementary, students bring their projects to school to display in the gym. Parents, teachers, and students are all invited to view the projects throughout the day. Each student receives comments from at least one teacher (typically not their own) about their project.

In the past several years we have seen projects such as games students have created, research topics about nature and science, books students have written, songs that students have created and recorded, and biographical research projects about students' heroes. The list of creativity and ideas is endless.

ATHLETICS

In 2009, our students in 6th, 7th, and 8th were given the opportunity to participate in middle school sports. Sports that are offered for boys and girls are basketball, volleyball, cross country and soccer. Students compete with other middle schools and private schools in a league with new schools being added each year: Woodrow Wilson Academy, Excel Academy, Jefferson Academy, Faith Christian Academy, Country Day School, Prospect Ridge, Two Roads, and Stargate Academy.

Students compete in regular games and in championship competitions at the end of each session. Our girls' basketball team has won the league championship in 2010, 2011, 2012. Our boys' volleyball team won the championship in 2010, 2011, 2013. Girls' soccer won the championship in 2012 and boys' soccer won the championship in 2012 and 2014.

Good sportsmanship is expected of students who participate as athletes and spectators in all school-related activities. We are proud to say that our girls' volleyball team won the league sportsmanship award in 2009 and 2011. Additionally our boys' basketball team won the league sportsmanship award in 2009 and 2012. This award is voted on by all league coaches and given to the school that best exemplifies good sportsmanship. We are proud of our students' athletic achievements in addition to their academic endeavors.

NEHS/NJHS

Lincoln Academy has a chapter of the National Elementary Honor Society and an active chapter of National Junior Honor Society.

FIELD TRIPS AND ASSEMBLIES

Each year, students have multiple opportunities to be exposed to learning outside the classroom walls through curriculum related field trips and assemblies. Such experiences include visiting the Denver Zoo or the Natural Museum of Science and participating in their student programs, exploring geology at the Colorado School of Mines museum, visiting the Colorado Symphony, attending various performances at the Arvada Center or the Denver Center for the Performing Arts, or taking a walking tour of downtown Denver. Lincoln Academy fifth graders also participate in Young Ameritowne and our sixth graders participate in a four-day Outdoor Education Program facilitated by Camp IDRAHAJE. Seventh and eighth grade students attend International Town every other year. In addition, seventh and eighth grade students may choose to go to Florida on a Science trip and/or to Washington D.C. on a history expedition. Both of these programs are facilitated through World Strides.

Authors, cultural musical groups and dance troops, meteorologists, storytellers, Chinese acrobats and veterinarians that bring exotic animals have visited our school to enhance and enrich student learning as well.

UNIFED IMPROVEMENT (ACCOUNTABILITY) PLAN

Lincoln Academy uses the School Performance Framework (SPF) compiled by CDE, to determine the areas of focus on our Unified Improvement Plan (UIP).

For the last 5 years, Lincoln Academy has achieved Performance Plan status for our elementary and our middle school.

School Performance Framework from 2010-Present (Appendix K)

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 improvement in structure through our curriculum maps, instruction, and pedagogy to improve scores and growth for students. Lincoln Academy teachers do not teach to the test. The Core Knowledge Foundation states that stopping content instruction to prepare students for standardized tests is poor practice; teaching the Core Knowledge curriculum with fidelity increases student knowledge. This in turn makes students more able to improve their performance on these tests. We do, however, expose students to vocabulary and test taking strategies throughout the year. This helps them to be better prepared for all assessments.

Upon receiving the annual standardized testing data and the SPF, a team of administration and teachers reviews the data for strengths and growth areas. Additionally we review three years of CSAP/TCAP (and eventually CMAS) achievement and growth data to identify trends and areas of growth. Lincoln Academy consistently outperforms the state, district, and other area charter schools in most areas.

Our priority performance goal for this last year was student growth scores in the area of writing. In the preceding years we made math our focus. While each of these areas has scored well in academic achievement, our team has concluded that both math and writing will be priorities for the current year.

As a school, writing can be an area of focus for us partly because it shows a minor relative weakness as compared to other areas, but also has the most room for growth systemically, since we do not have a complete, closely aligned curriculum Kindergarten through eighth grade. As for math, we see a need for change in student growth scores in middle school math, and a positive change for students typically underserved by schools (growth gaps).

Our process for identifying these goals was first to collect a team of teachers to pour over the data and suggest some trends that we saw in the broad general data, trends in student cohorts, and data broken out by subcategories. Part of this team was trained by

the Colorado League of Charter Schools to compose the UIP drafts. While drafts were in process, discussion of goals with our charter board took place, followed by a meeting with our SAC committee where community input was sought on writing goals specifically, but also math growth and gaps. We finally approved the UIP with our charter board after a formal review.

Our plan to improve, then, is essentially to analyze our current needs in writing and create writing curriculum specific to Lincoln Academy. We have previously done some work on scope and sequence, who teaches what writing content when, through our vertical teams. What we must focus on now is our methods—*how* do we teach writing at Lincoln? What is the "Lincoln Way" in the area of writing? Our goals direct us to answer these questions this year and begin to build a system to generate stronger writers.

In math, we are going to focus on differentiation. Since our general growth and growth gaps are a focus, it makes sense to try to make instruction specific to a student's needs. Intuitively, our math department anticipated our goals and has already begun to use an individualized math program called Think Through Math across a couple of blocks of the day. This program quizzes and offers instruction to students on an individualized basis. This will offer our highest achievers a chance to go a bit higher than before, as well as give our students who struggle more opportunity to address their specific content needs. Our hope is that this will impact both growth in general and our students who often experience growth gaps.

The reader will also find two goals related to the READ Act, addressing increasing the number of students at grade level in reading and reducing the number of students who have Significant Reading Deficiencies (SRD). This goal is recommended to all schools by the state this year, but does not fall within our primary area of concern. This goal is arduously pursued on a continual basis through collaboration between our Department of Student Services and general classroom teachers. Our "flooding" program is designed to offer differentiated reading time in elementary and special coursework in middle school.

Unified Improvement Plan (Appendix L)

TCAP/CMAS STATISTICS & TRENDS

The teaching staff has continued to plan for increasing student achievement by implementing researched based strategies across the curriculum. We also continue to evaluate what changes we can make in our program without compromising our original charter concept and the Core Knowledge curriculum. The following list outlines the strategies that are in place to increase our standardized test scores:

- TCAP trends for each individual student have been studied and teachers were able to develop strategies for addressing areas of weakness for individuals as well as groups of students. Teachers are using these reports to provide differentiation for students.
- Using interventions and accommodations for students has been our model to increase student achievement for over 10 years. Through the use of classroom teacher observations and data analysis small groups of students are formed with similar deficiencies or academic needs.
- The administration works with teachers to determine the best outside training or workshops for teachers to attend to meet specific classroom needs. Specifically, student engagement has been an emphasis this year as well as differentiation.
- Teachers set professional development goals each year to connect with their own professional growth as well as focusing on a student academic growth.
- Lincoln Academy teaches general test taking strategies, and familiarizes students with the format of standardized tests.
- Lincoln Academy feels that while TCAP/CMAS is one indicator there are other valuable tools that help establish student benchmarks. Our staff uses CogAT scores, DIBELS, DRA2, DIBELS Deep, and DIBELS 3D, as well as other formative and summative assessments.

2014 TCAP Achievement Comparison (Appendix M)

TCAP Percentage of Student Proficient or Advanced by Cohort (Appendix N)

CMAS Reports 2013-2014 (Appendix O)

BUDGETING & FINANCES

Lincoln Academy has a strong budget and has continued to operate with a very healthy carry forward balance. The majority of our budget (65%) is allocated to personnel (salaries and benefits).

A few years ago, our school made it a priority to create a salary schedule for licensed teaching staff that was more closely aligned with the district. We believe this was an important decision in order to attract and retain a qualified and high quality staff. During the years of recession our salary gap between our compensation levels and the district's grew. However, with the recent increase of Mil Levy funds, we once again were able to bring our licensed employees to within 90% of the district compensation.

A committee of the Board of Directors is the Finance Council. This committee is comprised of the Board Treasurer, the school finance manager, the principal, and two parents. This committee meets monthly to review the budget and spending trends and makes any budgetary recommendations to the Board of Directors.

The Board of Directors through the financial council has created a budget priority list. This list is divided into three categories: safety, capital, and operational. As we moved into our new location, our spending needs increased significantly and as a school we want to make sure we continue to spend wisely

Finances and adherence to a sound budget continue to be a high priority. With a solid carry forward and strong and consistent enrollment, we feel that our finances are quite stable.

LA Financials 2011-2014 (Appendix P)

2014-2015 Current Year Budget (Appendix Q)

LA Projected 5-year Budget (Appendix R)

PARENT & STUDENT SURVEYS

Lincoln Academy has surveyed parents to address areas of strength and concern since the school was founded. The survey has changed over time, but continues to drive some of the goals of the Board and the staff at Lincoln Academy.

We believe there are many areas of strength as reported in last year's Parent Survey.

Elementary Parent Satisfaction Survey Results (Appendix S)
Middle School Parent Satisfaction Survey Results (Appendix T)
General Parent Satisfaction Survey Results (Appendix U)

Lincoln Academy also participates in the district Make Your Voice Heard Survey. The results of the 2013-2014 survey are also included in the appendices (Appendix V).

SAFETY & EMERGENCY PLANS/DISCIPLINE

Lincoln Academy takes the safety and security of its students, community, and facilities very seriously. To that end, there have been facility upgrades, procedural improvements, and training to ensure that we are providing a safe atmosphere for students and faculty.

We work closely with the Jeffco Safety and Security Team to ensure that we are up to date on our safety procedures and plans. In addition, district mandates have sharpened the school's planning and response to various dangers. A careful and documented visitor policy and school-wide training has given us a much higher awareness of potential threats. In the 2013-2014 school year we made significant improvements to our school communication and safety systems.

- Installed over 30 security cameras around the property to monitor activity.
- Installed a secured front entry system that includes a doorbell with a remote buzzer to control who enters the building.
- Installed key pads and/or keyless entry on 13 doors to allow easy, but limited, access to our building.
- Purchased 30 high-quality 2-way radios to improve communication throughout the building
- Updated and installed a new telephone system with state of the art telephones in every classroom and office

Scenario-driven emergency drills, secure building procedures, and staff training in effective and rapid response have increased vigilance and awareness. Each year we train our entire staff using the Standard Response Protocol. Every classroom and office has the SRP commands and processes posted to assist people during an emergency. Comprehensive Safety and Emergency Plans, teacher and student preparation, SERT (School Emergency Response Team), effective communications, and Incident Command are among the systems in place to insure that Lincoln Academy is as prepared as possible for any incident. Each year we review and update our Safety and Emergency Plan, and integrate any changes initiated by the district.

Students at Lincoln Academy have a right to learn in a safe environment free from threats, intimidation, and bullying. LA Staff members are trained and have interventions available to protect students. Conflict Mediation/Resolution, bullying prevention trainings, character education, Threat Assessment Teams, and Problem Solving Team are resources available to work with situations that merit intervention. Close interaction among DSS, teachers, and administration provide effective support to students, families, and staff.

Through all of the above means, Lincoln Academy strives to have the safest and most secure school for students to attend.

Our School Response Team Incident Command organization chart (Appendix W).

DISCIPLINE PHILOSOPHY & PROCEDURES

Some of the most important lessons for any student to learn are how to respect authority, respect the rights of others, and take care of his/her own and others' property. The purpose of "discipline" is inherent in the term itself. The term "discipline" derives from a word indicating a "learner" or "student" (disciple). It is not the intention of the school discipline policy to simply punish a student for wrong doing, but to instruct, train, and educate that student so that he or she will make a better choice at the next opportunity. Additionally, no student will be allowed to disrupt the education of other students. Although it is necessary to have school and classroom rules, our emphasis has not been on do's and don'ts, but guiding the student to a proper response to any given situation. In order to accomplish this, we have set discipline standards that are enforced fairly and consistently. We also adhere to the *Jefferson County Public Schools Conduct Code and Related Policies.*

Since the classroom teacher is the primary one who works directly with the children, he or she carries the bulk of the discipline responsibility. It is important that the teacher works closely with the parents in these matters and communications are open and honest. It is of utmost importance that the teacher and parents work together as a team in discipline matters.

Lincoln Academy uses the foundation of *Love & Logic* for its discipline structure. We encourage teachers to set limits, build positive and healthy relationships, bully proof their classrooms, and allow students to own and process their behaviors. If a student's behavior is distracting or disrupting the learning environment, the following steps will occur: their teacher will re-direct them three times at most, and if this does not suffice, the teacher will send them to the hallway (another classroom for elementary), to refocus and discuss whether or not they can maintain in the classroom. If the student cannot maintain, they will be sent to administration and they will determine the outcome/consequence of the student's behavior.

Lincoln Academy has four non-negotiable behaviors that will not be tolerated and will result in an automatic 'go home for the day(s)' and must return with a parent to discuss the incident and problem solve the next steps. The four behaviors are as follows:

1. Cursing at any staff member
2. Direct defiance of any nature
3. Harmful physical contact (more than jostling)
4. Grossly inappropriate behavior

ENVIRONMENT

It is the policy of Lincoln Academy to maintain an environment for its students which is free from alcohol, drugs, and any form of harassment. Any student caught partaking in these activities will face administrative action, and perhaps district or legal involvement,

ranging from suspension or expulsion to legal/criminal charges against the student. In these cases, the school resource officer or other officers of the jurisdiction may question students. Parental notification will take place consistent with the Jefferson County School District guidelines. Students and parents are encouraged to carefully read the *Jefferson County Public Schools Student Conduct Code* distributed by the Jefferson County School District. The administration of Lincoln Academy enforces these procedures and directives.

Complaints of any kind of harassment will be handled without delay in a manner that considers the interests of both the complainant and respondent.

Any student witnessing or suffering harassment shall report the matter to a trusted adult in the school (teacher, educational assistant, or administrator). The employee receiving the complaint will initiate the investigation process. Retaliation is prohibited for reports of harassment made in good faith.

DISCIPLINARY RECORDS

The following table compares student office referrals for suspension or expulsion for the three previous school years.

Student Referrals for Suspension/Expulsion			
	# of suspensions	# of expulsions	Student Incident Rate
2010-2011	14	0	2.9%
2011-2012	16	0	3.2%
2012-2013	14	0	2.8%
2013-2014	34	0	6.0%

LOVE & LOGIC

At Lincoln Academy we use the Love and Logic philosophy as a part of our classroom behavior program. Love and Logic provides practical tools and techniques that help adults achieve respectful, healthy relationship with children. It also helps children learn the best lessons when they are given a task and allowed to make their own choices (and fail) when the cost of failure is still small. Children's failures are coupled with love and empathy from their teachers. Love and Logic does the following:

- Uses humor, hope, and empathy to build up the adult/child relationship
- Emphasizes respect and dignity for both children and adults
- Provides real limits in a loving way
- Teaches consequences and healthy decision-making

S.W.O.T

AREAS OF STRENGTH

K-8 Core Knowledge Curriculum—Core Knowledge is an idea that for the sake of academic excellence, greater fairness, and higher literacy, Lincoln Academy can provide a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade.

Strong Literacy and Math Programs—Beginning in Kindergarten and through grade 4, Lincoln Academy uses the *Imagine It* literacy curriculum, which builds student skills within each year, and through the early elementary years. Our upper elementary faculty teaches literacy with Daybook, which offers more open ended and higher level learning opportunities through comprehension, analysis, and synthesis. Our Middle School literacy program is enriched by the use of Core Knowledge literature.

In Math, our school uses the *Saxon* math curriculum, which repeats concepts over several lessons to solidify learning and provide a strong base of mathematics.

Back to Basics Instructional Philosophy—Back to basics is not about "getting back", but in moving ahead with education in a way that benefits students. Lincoln Academy focuses on whole group instruction that stimulates learning through reading, writing, phonics, literature, mathematics, technology, and more. We understand that our world is always changing, but students will always have the need for strong literacy skills, and knowledge about our world and our place in it. Lincoln Academy not only teaches academics, but we prepare students for a successful future out of the classroom by focusing on social skills, higher thinking skills and effective communication.

Department of Student Success

Lincoln Academy's Department of Student Success began to build an intensive early screening and intervention procedure in 2002, before the advent of the Response to Intervention model for special education. When the RtI process was unveiled to the special education professionals in the state our special education team realized that this is the method we had developed and had been using for several years. Our special education professionals regularly screen children for difficulties, based upon teacher or parent referral, and offer parents and faculty ideas for things to do at home or in the classroom, decide if more intensive intervention is needed, and follow-up to monitor progress. Over the years, we have continued to improve our methods with the addition of daily 30-minute "flooding periods" for grades K – 5 so small group interventions do not disrupt instruction time. Lincoln has added a mini-computer lab and researched-based computer programs as well as the addition of iPads. Our staff attends conferences

to find research-based teaching methods and remain current with what is considered best practice. We regularly bring back the information and methods we learn and apply these to our interventions. The DSS team meets weekly to ensure communication and students' needs are being meet.

Qualified, Stable and Compassionate Faculty and Staff—All of our staff is licensed and/or highly qualified in their areas. All teachers that are not licensed (4) are currently in an alternative licensure program and will be licensed by May 2015. They currently all have their alternative license from CDE. Currently 63% of our teachers have a Master's Degree or higher. In addition, the turnover rate of teachers is incredibly low. Our dedicated, excellent, and consistent school staff and administration understands our mission is to educate students and prepare them for a successful future. This also includes addressing discipline and emotional needs, for which we generally use the Love and Logic philosophy of students being accountable for choices they make.

New Location-With our recent move to the corner of 72nd and Oak, we are more visible to the community. This new visibility has increased the numbers on our wait list. In addition to the visibility our new location provides new facility and land potential.

Community and Family Oriented Culture—Lincoln Academy fosters a community atmosphere, which strongly involves families in our school. As a charter, we operate under a parent governed Board and have an active and effective PTO (Parent Teacher Organization.) We encourage our families to play a part in the success of our school. Lincoln Academy annually logs over 9,000 parent volunteer hours—some in the classroom and some helping with fundraising or other activities. Our PTO schedules community events such as movie nights, carnivals, and sock hops, which are well attended by our families, and we enjoy years of parental involvement as siblings move through our grades. The PTO also has a benevolence fund in which twice a year they give Lincoln families in need gift cards to Kings or Wal-Mart.

Fully Functioning Kitchen-After completing major renovations to the current kitchen that was designed to be a short-order kitchen, we now have an operational school cafeteria kitchen. For the first time in the history of Lincoln, we are able to make food on site!

Financially Strong Organization—Over the years, Lincoln Academy has built a large reserve, which helped us in getting strong financing to make the move to our new location. In spite of this expenditure, and the budget cuts from the state, we remain financially strong and confident of our fiscal future.

Strong District Support—Lincoln Academy is proud to be a part of the Jefferson County School system. As a charter, we have received extensive support from the district in all areas. The district team is always available to answer questions and provides training

opportunities to our staff and administration. Our Achievement Director works closely with us to insure effective communication between Lincoln Academy and our colleagues at Jeffco.

Opportunities for Professional Staff Development—Every year our staff is able to take advantage of several professional development opportunities, including Love and Logic training, Core Knowledge seminars, Literacy workshops and conferences, Kagan, and more. These opportunities help our staff to stay current on new ideas and developments in education, and help us more effectively educate our students.

Low Mobility Rates & High Attendance Rates—Lincoln Academy enjoys a mobility rate of less than 10%. This allows our students to benefit from continued education throughout the grade levels, and keeps our parent community stable and involved. In addition, our families understand the importance of regular attendance; therefore, they make school a priority for their children. This is seen through our attendance rate of 96% or higher.

Consistent Academic Success—Lincoln Academy has been accredited every year. We have been rated "Performance" by the CDE in both our elementary and middle school programs every year since the new rating system was put into place.

AREAS OF WEAKNESSES

Existing Building Constraints—Lincoln Academy purchased a previously existing property that was allocated to be a school, but our needs and the blueprints of the building do not match. This current building has been added on to several times, sometimes making the flow of getting students to different areas of the building difficult. Additionally, the care and maintenance of the property was not up to date. Therefore, a large portion of our finances has to be allocated to the building and ground needs.

Older Buildings—Although parts of our building are less than 2 years old, we do have several parts of our building that are 40 years old or more. In addition, the house that sits on the center of our property was built in 1910. The older buildings require ongoing maintenance. For example we discovered that 2 classrooms had no cooling system, therefore; requiring us to do some HVAC work. The maintenance needs have to come out of our budget or our reserve.

Larger Class Size—Because of previous financial constraints and facility needs, we have larger class sizes than we would prefer. Some classes are at 30 students in the older grade levels. We would prefer not to go over 26. However, teachers have the support of an education assistant a minimum of five hours per day.

Writing Curriculum-Our standardized scores continue to be lower in writing than we would desire. Without a coherent curriculum being used across the grade levels, the writing instruction can differ significantly from grade to grade. However, we are currently working as a school to identify and unify our writing instruction across the grade levels.

Staff Compensation-Our staff is compensation 10% lower than the district level.

Middle School Retention- We historically have a smaller graduating 8th grade class than our entering 6th grade class. On average over the last five years, 8.5 students have not continued with us from 6th grade on to 8th grade.

Elementary to Middle School Transition-Our 6th graders are part of the middle school program and when they switch from 5th grade and 1 teacher, to 6th grade and 7 teachers there are several issues with the transition including organization, time management, communication, and new expectations to name a few.

Board Development and Succession Planning-Currently our Board of Directors is a strong, diverse group of individuals. However, several of them have served on the board for many years and are not going to run again for office. We have a profound need for recruitment of highly competent and willing individuals to serve.

Lack of Tracking Lincoln Alumni-We would like to have a system to track the successes and future of endeavors of Lincoln graduates. We know that several have gone on to Colorado School of Mines, one currently is the Student Body President at Ralston Valley, several have achieved 4.0 or higher GPAs at High School graduation, but what else are our students doing?

AREAS FOR OPPORTUNITY

Grant Writing Team—A strategy to increase independent funding is to form a grant writing team to generate revenue for Lincoln Academy. While our school has obtained several grants over the last five years, there is still so much more financial potential to be tapped into through grants.

Marketing—Lincoln Academy is a school of choice, and as such, cannot rely on automatic enrollment. In the ever-increasing competition for quality students, we can step up our efforts to market LA as the premier Core Knowledge school in the area.

New District Charter Liaison- With the new full time position of the Achievement director for the charter schools, we have more opportunities to work with the district to be a successful charter school within the district.

Community Involvement- Lincoln Academy is always looking for broader community involvement that could enhance our school.

Facility Use for the Community-With our current Bond regulations, we are limited in the ways we can allow the community to use our facility, but we should provide those opportunities as much as we can.

AREAS OF THREATS

Negative Sentiments-With the recent political climate and negative sentiments about charter schools expressed in the district, we would like to be on the forefront of educating the public about how charter schools do operate. In addition, we have had an amiable relationship with the district and would like to strengthen those ties.

Different and Additional State Testing—Lincoln Academy joins several other schools in the state in our concern for the state standardized testing schedule. While this spring will be the true test of how much time, man power, and technology are needed, we have concerns about if this is the best for students.

Common Core – With the new standards being implemented and our foundation being rooted in Core Knowledge, as a school we will have to ensure the ways in which we are meeting the standards without compromising our foundation.

Funding-With the uncertainty of state allocation for K-12 education, we have concern about its continued effect on our school funding.

Additional School Choice—Over the past several years, students and families have more options for school choice than ever before. In addition to local neighborhood schools, more charter schools have formed. Also, many parents are choosing to home school their students or have them participate in on-line learning opportunities.
Board of Directors SWOT Analysis (Appendix X)

ACHIEVEMENTS

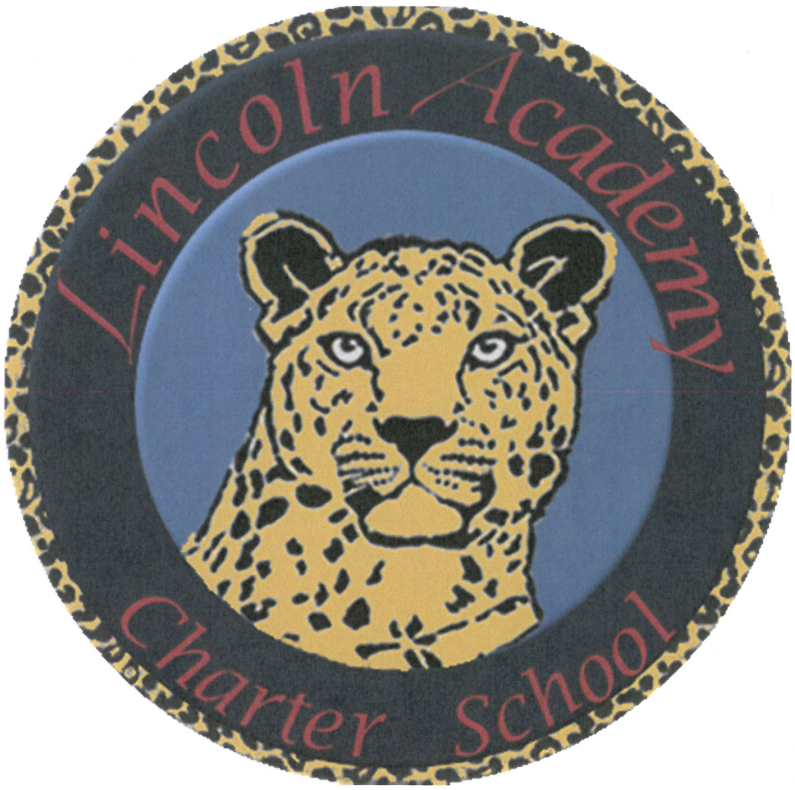
- Lincoln Academy was named an official Core Knowledge school in 2004 and has held that designation every year since then. To become an Official Core Knowledge School, we made a commitment to implement at least 95% or more of the *Core Knowledge Sequence*.
- In 2011, Lincoln Academy was awarded the Colorado Governor's Distinguished Improvement Award.
- Two of our teachers have been recognized by outside organizations for their excellence in teaching. In 2012, our Middle School Science Teacher, Larry Niemiec was honored with the My Teacher, My Hero award. Our music teacher, Karen Ullman, was also recognized with the 2012-2013 Outstanding Colorado Teacher Award by the Central City Opera.
- Parents are very satisfied and give thousands of hours to the school each year. They also raise substantial amounts of money for the school.
- Lincoln Academy has garnered almost $30,000 of grant support in the last five years. These monies have been used in our music program, to purchase iPads for use in our financial literacy class, and iPads for our DSS department to use with students.
- Our Board developed a pay scale for the teaching staff that is 90% of the district's 2013-2014 pay scale. It is competitive in relation to other charter schools and the district.
- State of the art technology is used to expand upon instructional strategies at all levels.
- Classrooms are equipped with LCD projectors, computers, and interactive boards.
- Our newly renovated Middle School building is equipped with a state of the art science lab and computer lab.
- Lincoln Academy has a strong waitlist in all grades. Not including Kindergarten, after taking in 71 new to Lincoln students, we still have 240 on our waitlist.
- Our annual Grandparents' Day draws more than 500 grandparents and special friends every year.
- Our annual Veterans Day Celebration draws over 100 veterans and family members each year and is a well-loved assembly for students, staff, and community members.
- We have established a scholarship named for our founding principal, Dr. Carlton, for graduating seniors who attended Lincoln Academy.
- We offer a before and after school program for our students through Champions Before and After School Care.
- During the 2013-2014 school year, our PTO donated $10,000 and our parents raised $32,000 through a fundraiser called Laps for Education in order to

relocate and update our playground to a safer and more convenient location on our property.

- In part, through the increase of Mil Levy additional funds, Lincoln Academy continues to make building and landscape improvements to enhance the school's appeal, educational environment, and environmental impact (going green). We have used 1/3 of the monies for this purpose.
- In addition, Lincoln Academy used 1/3 of the Mil Levy additional funds, to increase staff salaries through a one-time bonus or salary increase.
- The remaining 1/3 of Mil Levy additional funds will be used for future building expansion.
- Students in 6th grade attend Outdoor Lab School at ID-RA-HA-JE in Bailey, Colorado, each year in October.
- Lincoln Academy offers 7th and 8th grade students the opportunity to travel to Florida for science studies and Washington D.C. for history learning experiences.
- The Lincoln Academy Middle School is involved in a sports league with surrounding Middle Schools. Both boys and girls compete in soccer, volleyball, cross-country, and basketball. We have won a variety of championships and sportsmanship awards in the league, with our most recent championship in boys' soccer in the spring of 2014.
- We offer students the opportunity to participate in the Spelling Bee, Geography Bee, NEHS, and NJHS.
- We also participate in Bandimere's Race to Read program with all of our PreK-8 students participating.
- Students regularly compete in district Art Shows.
- Lincoln Academy also has an annual Art Show in which students art work K-8 is displayed and parents are invited for an Open House to view the art work.
- Our staff has aligned the Core Knowledge curriculum with State Standards.
- Twenty-seven of our forty-three (63%) teachers, special education professionals, and our administration have earned their Master's degree.
- 100% of classroom teachers are "Highly Qualified" as defined by No Child Left Behind.
- We have a dedicated group of teachers, staff, and faculty with a very little turn-over rate. Our teachers, on average, have been at Lincoln Academy for 7 years. Currently we have 16 out of 84 staff members who have been here 10 or more years.
- When offered and applicable, our staff is encouraged to attend district training.
- Lincoln Academy is participating in the Phase I implementation of the new district Dashboard.

SUMMARY

We are very proud of the educational environment that we have established at Lincoln Academy. We are an effective program and a high achieving school that has a stable financial history. We certainly hope we have made the Jeffco School Board proud by accomplishing what we have intended to do for over seventeen years. Thank you for continuing to offer families a choice in their child's schooling and thank you for giving us the opportunity to be a choice in the district.



Lincoln Academy Charter School
Renewal Application
Waivers
2014-2015

LINCOLN ACADEMY
REQUEST FOR WAIVER FROM DISTRICT POLICY

Lincoln Academy is requesting the following waiver from district policy as outlined below. The charter school operates with its own governing board, its own employees (serving on an at-will basis) and oversees its own educational program and curriculum.

All waivers are being requested for the term of the charter contract, or through June 30, 2020.

- **Section A: Foundations and Basic Commitments.** These do not apply to a charter school.
- **Section B: School Board Governance and Operations**. These do not apply to a charter school.
- **Section C: General School Administration**. Most of these do not apply to a charter school. Lincoln Academy specifically requests waiver from CCC: Staffing Formulas since it employs its own personnel.
- **Section D: Fiscal Management**. These policies pertain to school district fiscal management and not that of an individual charter school. Lincoln Academy has its own business office and utilizes financial policies and procedures according to generally accepted accounting standards.
- **Section E: Support Services**.

EC/EC-R	Building Grounds	As a charter school, Lincoln Academy, owns and manages its own property and facilities.
EI	Insurance & Risk Management	Through the financing arrangements and covenants of its facilities, Lincoln Academy provides insurance and risk management.
EDB	Control of Materials & Equipment	The charter schools maintains its own inventories.
EF	Food Services	Lincoln Academy reserves the right to use its own food services, if desired.
EHAA, EHBB	Computer Security & Technology Acquisition	Lincoln Academy maintains its own computer security and the board has its own board policies. All computer records, equipment, software, and hardware belong to LA.

- **Section F: Facilities Planning and Development**. None of these policies pertain to a charter school that owns its own facilities.

- **Section G: Personnel**. The charter school is responsible for its own employees and employs personnel at-will making these policies irrelevant.
- **Section H: Negotiations**. As a charter school, with its own at-will employees, these policies do not pertain to a charter school.
- **Section I: Instruction**. The charter school is approved in its charter contract to provide the educational program described in its initial charter school application and/or renewal application. Therefore, the following policies either do not pertain to Lincoln Academy or should be considered delegated to the charter school.

IA, IC/ICA, IGA, IGB	Instruction	These policies refer to the district and not an individual charter school. Therefore, they do not apply.
IHAM, IHAMA, IHBA, IHBB, IHBJ, IHCA, IHCAA, IJ, IJK, IJL, IJM, IKE, IL, IMB, IMBB, IMD, IMDA, & IMDCA	Instruction	As a charter school, given authority over the educational program at Lincoln Academy, these policies should be considered delegated to the charter school.

- **Section J: Students.**

JICA, JICEA, & JICEC	Student Dress Code, School Related Publications, & Noncurricular Materials Distribution	Lincoln Academy abides by all district policies relating to student discipline. However, these three policies should be considered as delegated to the charter school. The other policies in this section LA will adhere to in partnership with the District.

- **Section K: School-Community-Home Relations**.

KB, KD, KE, KEC, KF, and KI	Parent/Family Involvement, Public Engagement & Communication, Public/Parent Concerns, Concerns/Complaints about Instructional Resources, Community Use of School Facilities, and Visitors to Schools	As a charter school, these policies should be considered as delegated to LA.

Lincoln Academy Charter School
Rationale and Replacement Plan

22-9-106, C.R.S. Performance evaluations for licensed personnel

Rationale: The Lincoln Academy Charter School governing board conducts teacher evaluation methods in compliance with the charter school contract. This evaluation plan evaluates performance areas: professional preparation and growth, human relations, professional techniques and professional conduct. In addition to this system of evaluation, teachers are rewarded for overall student academic achievement.

Replacement Plan: The governing board employs its own personnel, which includes evaluating their performance. Teachers will be held accountable to the Principal of Lincoln Academy Charter School and the board of Lincoln Academy Charter School. At a minimum, the evaluation system will consist of the procedures adopted by the Principal and adopted as policy by the Board of Directors.

Financial Impact: Lincoln Academy Charter School anticipates that the requested waivers will have no financial impact upon the school or the District.

Duration of the Waivers: This waiver should be in effect for the term of the charter contract with the District, or through June 30, 2020.

How the Impact of the Waivers Will be Evaluated: The District will monitor this through annual Accreditation.

Expected Outcome: Lincoln Academy Charter School will be able to hire, evaluate and retain higher quality personnel due to their authority to hire their own personnel according to charter contract.

22-32-109(1)(b), C.R.S. Competitive Bidding

Rationale: The Lincoln Academy Charter School governing board is responsible for its own financial operations, which includes the requirement to comply with competitive bidding laws. The board has established policies for its business office to handle this obligation.

Replacement Plan: The governing board maintains a business office that complies with federal and state financial laws as evidenced through policy adopted by the Board of Directors.

Financial Impact: Lincoln Academy Charter School anticipates that the requested waivers will have no financial impact upon the School or the District.

Duration of the Waivers: This waiver should be in effect for the term of the charter contract with the District, or through June 30, 2020.

How the Impact of the Waivers Will be Evaluated: The District will monitor this through annual Accreditation.

Expected Outcome: Lincoln Academy Charter School will be able to conduct its own competitive bidding process, ensuring the highest quality and best priced options for the charter school.

22-32-109(1)(n)(I), (n)(II)(A), (n) (II)(B), (t), C.R.S. School calendar; contact hours; district calendar; textbook and curriculum

Rationale: The Lincoln Academy Charter School governing board is responsible for its own operations, which includes the school calendar, ensuring the minimum number of teacher-pupil contact hours, and textbook and curriculum selection. Responsibility for compliance with these laws rests with the Principal and supported by the governing board.

Replacement Plan: The governing board has board policy to ensure compliance with these state laws.
Financial Impact: Lincoln Academy Charter School anticipates that the requested waivers will have no financial impact upon the charter school or the District.
Duration of the Waivers: This waiver should be in effect for the term of the charter contract with the District, or through June 30, 2020.
How the Impact of the Waivers Will be Evaluated: The District will monitor this through annual Accreditation and the Automated Data Exchange.
Expected Outcome: Lincoln Academy Charter School will be able to operate with its own calendar in alignment with its approved educational program.

22-32-109(1)(f), C.R.S. Selection of pay and personnel

22-32-110(1)(h),(i), (j),(k),(ee), C.R.S. Employment and termination of personnel; reimburse employees for expenses; procure insurance; policies relating to in-service training and official conduct; and employ teachers' aides and other non-certificated personnel

Rationale: The Lincoln Academy Charter School governing board, via the charter contract, has been granted the authority to hire and evaluate personnel.
Replacement Plan: The governing board will select, train and manage its own personnel. The governing board executes written agreements with teaching staff. The Principal and teachers have flexibility in structuring professional development and school policies to meet their needs as stipulated in the charter school application and overseen by the governing board.
Financial Impact: Lincoln Academy Charter School anticipates that the requested waivers will have no financial impact upon the charter school or the District.
Duration of the Waivers: This waiver should be in effect for the term of the charter contract with the District, or through June 30, 2020.
How the Impact of the Waivers Will be Evaluated: The District will monitor this through annual Accreditation.
Expected Outcome: Lincoln Academy Charter School will be able to hire, evaluate and retain higher quality personnel due to their authority to hire their own personnel according to the charter contract.

22-32-126, C.R.S. Employment and authority of principals

Rationale: The Lincoln Academy Charter School governing board, via the charter contract, has been granted the authority to hire and evaluate the school Principal.
Replacement Plan: The governing board employs its own Principal, which includes evaluating his/her performance.
Financial Impact: Lincoln Academy Charter School anticipates that the requested waivers will have no financial impact upon the charter school or the District.
Duration of the Waivers: This waiver should be in effect for the term of the charter contract with the District, or through June 30, 2020.
How the Impact of the Waivers Will be Evaluated: The District will monitor this through annual Accreditation.
Expected Outcome: Lincoln Academy Charter School will be able to hire, evaluate and retain a Principal pursuant to authority delegated in the charter contract.

C.R.S. § 22-33-104(4) Compulsory school attendance – Attendance policies and excused

absences

Rationale: The District has granted to the Board of Directors of Lincoln Academy the authority to determine the educational program and to adopt a school calendar. The District R-1 Board retains the right of final approval of the educational program and requires the formal submittal of the school calendar as per the charter school agreement.
Replacement Plan: The Lincoln Academy educational program and curriculum were approved in the charter school application and the school calendar is adopted and presented to the District annually.
Duration of the Waiver: This waiver should be in effective for the term of the charter contract with the District, or through June 30, 2020.
Financial Impact: Lincoln Academy anticipates that the requested waivers will have no financial impact upon the District or the school.
How the Impact of the Waiver will be Evaluated: The District will monitor this through its annual Accreditation process.
Expected Outcome: Lincoln Academy expects that as a result of this waiver it will be able to implement its curriculum and ensure that students meet the educational standards of the school as well as meet or exceed required student contact hours.

22-63-201 - 203, 206, 301, 302, 401-403, C.R.S. Teacher employment, compensation and dismissal act

Rationale: The Lincoln Academy Charter School governing board, via the charter contract, has been granted the authority to hire and evaluate personnel. Its status as a charter school makes these teacher employment, compensation and dismissal act provisions irrelevant.
Replacement Plan: The governing board will employ its own personnel, which includes evaluating their performance.
Financial Impact: Lincoln Academy Charter School anticipates that the requested waivers will have no financial impact upon the charter school or the District.
Duration of the Waivers: This waiver should be in effect for the term of the charter contract with the District, or through June 30, 2020.
How the Impact of the Waivers Will be Evaluated: The District will monitor this through annual Accreditation.
Expected Outcome: Lincoln Academy Charter School will be able to hire, evaluate and retain higher quality personnel due to their authority to hire their own personnel according to charter contract.

22-63-204 and 205, C.R.S. Teacher employment, compensation and dismissal act

Rationale: Because Lincoln Academy Charter School employs its own at-will staff, these statutes are irrelevant.
Replacement Plan: The Lincoln Academy Charter School governing board is solely responsible for determining staff selection, assignment and compensation.
Financial Impact: Lincoln Academy Charter School anticipates that the requested waivers will have no financial impact upon the charter school or the District.
Duration of the Waivers: This waiver should be in effect for the term of the charter contract with the District, or through June 30, 2020.
How the Impact of the Waivers Will be Evaluated: The District will monitor this through annual Accreditation.

Expected Outcome: The Lincoln Academy Charter School governing board will be responsible for implementing the educational program design as detailed in the charter school application. This includes all staff matters.

cde Improving Academic Achievement

Charter School Waiver Request Form

A charter school may operate free from specified state rules and statutes as provided in §22-30.5-104(6)(b), C.R.S.

For your waiver request to be reviewed, please provide:

- An electronic, signed copy of the charter contract between the charter school and its authorizer, which would include a complete request of waivers as an appendix.
- Waiver Request Form-complete, typed and signed
- A Rationale and Replacement Plan (RRP) for each waiver requested from state statute. This is a requirement for automatic and non-automatic waivers. A sample RRP can be found here.
- An electronic copy of the charter application or renewal application.

This waiver request may be submitted electronically to: schoolsofchoice@cde.state.co.us

General Information

Charter school name: Lincoln Academy Charter School

Charter school mailing address:
Street: 7180 Oak Street
City: Arvada Zip Code: 80005

Charter school contact name: Janelle Johnson
Title: Principal
Phone number: 303.467.5363
Email address: jaljohns@jeffco.k12.co.us

Charter school projected enrollment or current enrollment: 621

Grades served by charter school:
K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☑ 7 ☑ 8 ☑ 9 ☐ 10 ☐ 11 ☐ 12 ☐

Term of the charter contract: 06/01/2020 (MM/DD/YY) through June 30, 2020 (YYYY)

Enter the year the charter school originally opened: 1997 (YYYY)

Waiver request prepared for the charter school by: Denise Mund
Phone number: 303.808.7720
Email address: dpmund@gmail.com

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Authorizer

☐ Charter School Institute (CSI)
☑ Name of local school district: Jeffco Public Schools

Authorizer's mailing address:
Street: 1829 Denver West Dr. #27
City: Golden Zip Code: 80401

Authorizer contact name: Tim Matlick
Title: Achievement Director Charter Schools
Phone Number: 303.982.6610
Email Address: tmatlick@jeffco.12.co.us

Select the automatic waivers the charter school is applying for:

☑ 22-9-106, C.R.S. Local board duties concerning performance evaluations
☑ 22-32-109(1)(b), C.R.S. Local board duties concerning competitive bidding
☑ 22-32-109(1)(f), C.R.S. Local board duties concerning selection of staff and pay
☑ 22-32-109(1)(n)(I), C.R.S. Local board duties concerning school calendar
☑ 22-32-109(1)(n)(II)(A), C.R.S. Determine teacher-pupil contact hours
☑ 22-32-109(1)(n)(II)(B), C.R.S. Adopt district calendar
☑ 22-32-109(1)(t), C.R.S. Determine educational program and prescribe textbooks
☑ 22-32-110 (1)(h), C.R.S. Local board powers-Terminate employment of personnel
☑ 22-32-110(1)(i), C.R.S. Local board duties-Reimburse employees for expenses
☑ 22-32-110(1)(j), C.R.S. Local board powers-Procure life, health, or accident insurance
☑ 22-32-110(1)(k), C.R.S. Local board powers-Policies relating the in-service training and official conduct
☑ 22-32-110(1)(ee), C.R.S. Local board powers-Employ teachers' aides and other non-certificated personnel
☑ 22-32-126, C.R.S. Employment and authority of principals
☑ 22-33-104(4), C.R.S. Compulsory school attendance-Attendance policies and excused absences
☑ 22-63-201, C.R.S. Teacher Employment Act-Compensation & Dismissal Act-Requirement to hold a certificate
☑ 22-63-202, C.R.S. Teacher Employment Act- Contracts in writing, damage provision
☑ 22-63-203, C.R.S. Teacher Employment Act- Requirements for probationary teacher, renewal & nonrenewal
☑ 22-63-206, C.R.S. Teacher Employment Act-Transfer of teachers
☑ 22-63-301, C.R.S. Teacher Employment Act- Grounds for dismissal
☑ 22-63-302, C.R.S. Teacher Employment Act-Procedures for dismissal of teachers
☑ 22-63-401, C.R.S. Teacher Employment Act-Teachers subject to adopted salary schedule
☑ 22-63-402, C.R.S. Teacher Employment Act-Certificate required to pay teachers
☑ 22-63-403, C.R.S. Teacher Employment Act-Describes payment of salaries

If any other waiver(s) from statute or rule is being requested, please list below.

Required Signatures

_____ _____

Authorizer Contact (Print Name) Signature-Authorizer Contact

_____

Date

_____ _____

Charter School Contact (Print Name) Signature-Charter School Contact

_____

Date