



Lincoln Academy Board of Directors Regular Meeting Minutes

Date: Monday, November 15, 2021 at 6:30 p.m.

Location: Lincoln Academy Charter School, 7180 Oak Street, Arvada, CO

Microsoft Teams Online Meeting Platform

Recording of Teams Meeting (available for 90 days after the meeting).

1. To comply with **current school considerations** the Lincoln Academy Board of Directors and other necessary personnel may attend in person. Everyone in attendance must follow all posted health and safety precautions. Masks must be worn by all persons while in the school. We will continue to offer on-line attendance via "Teams".
2. For **Public Comment**, you must sign up by 6:00 p.m. on the day of the meeting. (Sign up link [was] available [here](#)) Public Comment will be conducted in person. If you would like other considerations, please email Stephanie Trowbridge, President.

Mission & Vision

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

Meeting Minutes

1. Preliminaries

- A. Call to order @ 6:33 p.m.
- B. Roll call
 - a. Present: Stephanie Trowbridge (President), Micah Gilbreath (Vice President), Jeff Baucum (Treasurer), Lacy Cleveland (Secretary), Doug Neely (Governance Committee), Sarah Wasinger (SAC Committee), David Schoenhals (Executive Director)
 - b. Absent: None
 - c. Guest (2 staff in person, 4 online)
- C. Reading of Mission and Vision
- D. Welcome Guest
- E. Public Comment (none)

2. Consent Agenda

- A. Regular Meeting Agenda for November 15, 2021
 - B. Approval of Meeting Minutes from October 18 20, 2021
- ### 3. Update from Students (Kimberly Nyquist)

4. Executive Director Report (David Schoenhals) @ 6:57 p.m.

A. COVID Guidelines Reassessment

Motion 31-11-15: Move to support 2021-2022 UIP as presented by Mr. Schoenhals.

- A. Motion by Stephanie Trowbridge.
- B. Second by Doug Neely.
- C. Vote was passed, 6-0.

6. Committee Reports @ 7:27 p.m.

- A. Executive (Stephanie Trowbridge)
- B. School Accountability (Sarah Wasinger) @ 7:28 p.m.
- C. Facilities (Micah Gilbreath) @ 7:34 p.m.
- D. Finance (Jeff Baucum) @ 7:50 p.m.
- E. Development (none)
- F. Governance (Doug Neely) @ 8:04 p.m.

Motion 32-11-15: Move to update policy 1.1.1. to reflect Colorado State Standards instead of Jefferson County School District Standards, as submitted.

- A. Motion by Doug Neely.
- B. Second by Stephanie Trowbridge.
- C. The motion was tabled.

7. Unfinished Business

8. New Business @ 8:22 p.m.

Motion 33-11-15: Move to go into Executive Session per C.R.S. § 24-6-402(4)(f) for the purpose of the Executive Director checkpoint.

- A. Motion by Doug Neely.
- B. Second by Stephanie Trowbridge
- C. Vote was passed, 6-0
- D. Executive Session called to order at 8:25 pm.
- E. Executive Session adjourned at 9:19 p.m.
- F. Time Exited

9. Board Training (@ 9:22 p.m.)

- A. Sunshine Laws
- B. Productive Board Meetings
- C. Effective Committees

10. Announcements

- A. Upcoming Board Action Items
- B. November 29th, Executive Session @ 6:30 p.m.

11. Adjourn

- A. Meeting adjourned at 9:36 p.m.

Respectfully Submitted by



Lacy M. Cleveland

Secretary

Lincoln Academy Board of Directors

EXECUTIVE DIRECTOR

November 15, 2021

Lincoln Academy October Board Report

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

Executive Director

LINCOLN ACADEMY OCTOBER BOARD REPORT

COVID-19 Update/Outbreak Status

Over the last month, we have seen a significant increase in positive COVID cases among students and staff at Lincoln. The positive cases at Lincoln match the trends seen in Colorado and Jefferson County. According to UCHealth

- Colorado has the fifth-highest 7-day, per-capita coronavirus case count in the United States, and state forecasters say it's going to get worse before it gets better.
- Those who are unvaccinated comprise about 80% of infections.
- About one in 51 people in Colorado being infectious – nearly as high as the infection rate during the pandemic's early, unvaccinated days of 2020.

Five or more cases of COVID-19, of which at least one case has had a positive molecular amplification test **or** antigen test, among students/teachers/staff from separate households with onset within 14 days in a single classroom/activity or other close contact in the school setting (including transportation to- from-school and affiliated events).” **JCPH/CDPHE Outbreak Definition.**

When an outbreak is confirmed that affects multiple classrooms/individuals, JCPH will determine what additional mitigation strategies may be necessary (masking, contact tracing, quarantine of close contacts, weekly testing, and/or distancing). Shifting to remote learning or school closure will be rare and considered in only exceptional circumstances. Currently, JCPH is requiring the following of schools/grade-levels determined to be in outbreak status.

Unvaccinated individuals who were masked at the time of their exposure to either a masked or unmasked individual are required to quarantine if identified as a Close Contact of a COVID-19 case in an outbreak setting. The outbreak status will remain until there have been zero cases reported for 28 straight days.

Lincoln Academy

- There have been 26 positive student and staff cases over the last month as of 11/8.
- As of 10/27, JCPH determined an outbreak in 5th/6th grade.
- As of 11/9, JCPH determined an outbreak on the top floor of building A (7th and 8th grade). An outbreak was not determined for grades 2-4 in building A as there had been no positive cases in three plus weeks.

Presentation of School UIP

Arvada West Visit

At the October Board Meeting, Matt Spahn had mentioned that he and other Lincoln teachers (Peter Chapman and Mallory Kirkland) were planning to meet with Arvada West teachers, coaches, and administrators. The purpose of the meeting was to get feedback around how prepared our students are for high school. Below are some of the areas of high school readiness that were brought up during the discussions from Matt Spahn.

What struggles are you experiencing with former Lincoln students as it relates to metacognition and critical thinking skills?

- In the past, Lincoln students expressed frustration with not understanding the conceptual parts of the content. They felt as though they were taught a procedure without context or reasoning. Essentially, they were told to memorize a process and remember it. The frustration came when they were asked to use the content in a different scenario than they were presented. They did not understand HOW to use the math.

Are Lincoln students starting the school year with a solid understanding of grade level ELA and math concepts?

- I kind of addressed this above, but more specifically, I would say they lacked in understanding the meaning of linear functions. For example, how do the four phases (equation table, graph, situation) relate to each other? How can I use a table to write an equation (or graph or situation)?
- When I solve a system of equations, what does the solution represent? It could be relevant to a real-world situation or the general idea of a solution (not just for a system).
- Most incoming students struggle with explain and justify. They are answer getters. They need to be able to show their math and explain, in words, what their solution means using a definition or context. We want them to have evidence of their understanding, not just answers.
- Most incoming 9th graders are grade grabbers. They seem to think that turning in a practice page will get them a better grade, not actually understanding the math. We grade on proficiency, so getting them to understand that they need to show that they understand the math is a mindset shift for many of them. Allowing retakes (with corrections and evidence of practice) as well as honoring mistakes is a new concept for many of them.

Are Lincoln students prepared for the workload their 9th grade ELA and math classes require? If not, how/where are they struggling?

- I don't have specific information on this as an Algebra 1 teacher, the workload is not big since we investigate and practice in class. I do think they need help on HOW to study. In general, not for a unit test or anything HUGE. They need to have a foundation in time management and going over previous problems to find errors and their own misconceptions.

Staff Professional Development

Professional Development and Learning Walks continue to focus on Active Learning. Professional Development listed below is differentiated (Rituals, Planning) based on teacher needs. Student Intervention Team supports a myriad of academic and behavioral interventions. The team supports the utilization of appropriate interventions and data collection for teachers along with the MTSS and SIT team processes. The Math PD was developed as a result of the determination that active learning and student conceptual development/application are areas of weakness with most Saxon lessons. The PD showed how tweaks to a lesson can be determined and made.

10/12 and 10/19	Student Intervention Team MTSS (Multi-Tiered Systems of Supports) Bank of behavioral and academic interventions Sit Team Process
11/2	Rituals and Routines that promote Active Learning Part 1
11/3	Math PD Grades 5/6 Adjusting a Saxon Lesson to promote conceptual understanding and application
11/9	Planning for Active Engagement Part 1
11/30	Rituals and Routines that promote Active Learning Part 2
12/7	Planning for Active Engagement Part 2

Student Presentation

STEM Class – Will update this information

Colorado's Unified Improvement Plan for Schools

Lincoln Charter Academy UIP 2021-22 | School: Lincoln Charter Academy | District: Jefferson County R-1 | Org ID: 1420 | School ID: 5145 |
Framework: Performance Plan: Meets 95% Participation | Draft UIP

Table of Contents

Last Year UIP: [Lincoln Charter Academy UIP 2020-21](#)

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Executive Summary



Priority Performance Challenges

- *Elementary English Language Arts Growth*

- *Elementary Mathematics Growth*



Root Cause

- Depth of Knowledge
- Differentiation

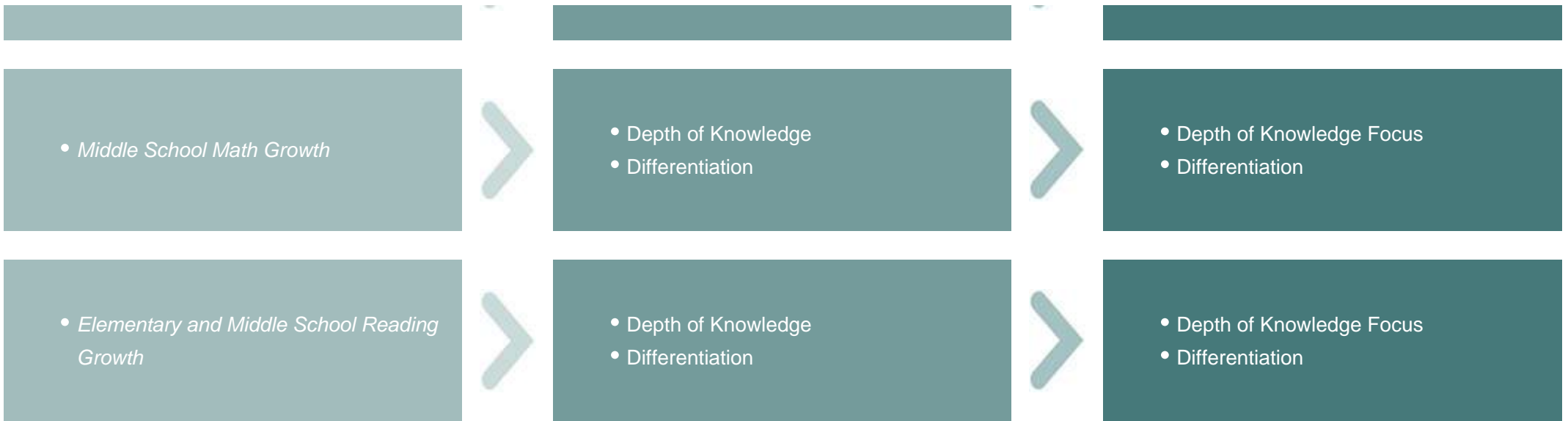
- Depth of Knowledge
- Differentiation



Major Improvement Strategies

- Depth of Knowledge Focus
- Differentiation

- Depth of Knowledge Focus
- Differentiation



Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

Improvement Plan Information

Additional Information about the school

School Contact Information

Name: David Schoenhals

Mailing Street: 7180 Oak St.

Phone:(303) 507-0676

Title: Executive Director

Mailing City / State/ Zip Code: Arvada CO 80004

Email: david.schoenhals@jeffco.k12.co.us

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Lincoln Academy is a Core Knowledge charter school located in Arvada, CO. The school opened in 1997 with an enrollment of 119 students. We have since relocated to a larger facility and have grown to a PreK-8 school that continues to provide excellence in education to almost 800 students. We are a school of choice under Jefferson County Public Schools, therefore, all of our Kindergarten through eighth-grade students must open enroll in order to attend. Last year we had a waitlist of over 700

students. Families generally choose Lincoln Academy because of the focus on the Core Knowledge curriculum and academic rigor. Our free and reduced population was recently reported at 21%. Our non-white students made up 22.5% of our total student count. Additional information highlighting our school and our teacher websites can be found at www.lincolnacademy.net.

The following information is an analysis of the 2021 CMAS results and internal MAP data. Due to the reduction in required State assessments in the spring of 2021, growth data are only available for grades 5 (ELA), 6 (Math), 7 (ELA), and 8 (Math). Therefore, the growth data provides an incomplete picture of student progress and the school does not have a median growth percentile for students with disabilities in elementary from does not meet to approaching in CMAS English Language Arts to report on any changes. Lincoln Academy teachers teach the Core Knowledge curriculum and also address the Common Core State Standards. The Core Knowledge Foundation states that stopping content instruction to prepare students for standardized tests is poor practice. Therefore; teachers teach the Core Knowledge curriculum with fidelity which increases student knowledge. This in turn makes students more able to improve their performance on these tests.

We can, however, look at improvement in structure through our curriculum planning, instruction, and pedagogy to improve scores and growth for students. Upon receiving the annual standardized testing data, a team of administration and teachers from each grade level, special education, and specials reviews the data for strengths and growth areas both academically and socially/emotionally.

In previous years, we have worked on differentiation as well as depth of knowledge. These two areas remain important keystones for us. This year we have focused our depth of knowledge work on more rigorous assessments and backward planning. As for differentiation, we have moved more broadly to improve our MTSS (supports for targeted and intensive needs students) process. We have developed teachers in meeting the needs of students in tier 1, 2, and 3 more systematically. Looking over the current data the UIP team has agreed by consensus that our root cause analysis around depth of knowledge (addressed through planning for rigors) and differentiation (more fully addressed through MTSS) is correct, and that to see further progress we can simply focus carefully on these specific aspects.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

Due to the reduction in required State assessments in the spring of 2021, growth data are only available for grades 5 (ELA), 6 (Math), 7 (ELA), and 8 (Math). Therefore, the growth data provides an incomplete picture of student progress and the school does not have a median growth percentile for students with disabilities in elementary from does not meet to approaching in CMAS English Language Arts to report on any changes.

Our next goal was using mCLASS Acadience reading data formerly known as DIBELS for the 2020-2021 school year, the End of Year student composite scores in grades K-3 meeting at benchmark and above benchmark combined will increase from the BOY to 70 or above. In 2020-2021 the EOY composite scores in Kindergarten were 77%, in 1st grade 71%, 2nd grade 78%, and in 3rd grade 71%.

The prior year's target for metrics in MAP testing was to increase the Student Median Conditional Growth Percentile in Math in grades 3-8 to be 50 or above by the Spring 2021 assessment period on MAP testing. In grades 2, 4, 6, & 7 students exceeded the goal of 50 or above with three grade levels being in the 60th percentile and one grade level being in the 70th percentile.

2nd grade - 65th student median conditional growth percentile

3rd grade - 49th student median conditional growth percentile

4th grade - 70th student median conditional growth percentile

5th grade - 46th student median conditional growth percentile

6th grade - 61st student median conditional growth percentile

7th grade - 66th student median conditional growth percentile

8th grade - 47th student median conditional growth percentile

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

Our elementary instructional coach will work closely with K-4 teachers to ensure teachers are working directly with students on the reading skills that are needed so we can grow our Acadience scores from 70% to 80%.

Our middle school coach will work closely with 5-8 teachers to ensure teachers are working directly with students on the reading skills that are needed so we can grow our median MAP growth to at least the 60th percentile.

Current Performance

- 2019 School Performance Framework

Elementary

Academic Achievement ELA Meets or Exceeds 48.4%

Academic Achievement Math Meets or Exceeds 38.1%

Academic Achievement Science Meets or Exceeds 37.0%

Academic Growth ELA 44th percentile

Academic Growth Math 45th percentile

Middle School

Academic Achievement ELA Meets or Exceeds 55.9%

Academic Achievement Math Meets or Exceeds 34.7%
Academic Achievement Science Meets or Exceeds 47.2%
Academic Growth ELA 61st percentile
Academic Growth Math 57th percentile

Areas of Successes

Elementary

Academic Achievement in CMAS English Language Arts and Math all students
Academic Achievement in CMAS English Language Arts and Math for our minority students
Academic Achievement in CMAS Science for all students and all subgroups of students

Middle School

Academic Achievement and Growth in CMAS English Language Arts and all subgroups of students
Academic Achievement in CMAS Math for all students and our minority students
Academic Growth in CMAS Math for all students and subgroups of students
Academic Achievement in CMAS Science for all students with an exceeds rating

Areas of Opportunity

Elementary

Academic Growth for all students in CMAS English Language Arts and Math

Middle School

Math CMAS Achievement for students that are eligible for free/reduced-price lunch

As our UIP committee looked at the data we noticed that although our elementary students are achieving academically they are not growing in their performance over the year. Additionally, our elementary students that are identified with disabilities are not on track to meet achievement targets.

Fall 2020 Data

Due to the COVID-19 pandemic state and district assessments were not administered in the spring of 2020; therefore; our school also looked at Fall 2020 Acadience Reading data for Kindergarten through third-grade students and Fall 2020 MAP Reading and Math data for students in grades 2-8.

Like many schools, we are facing the challenge of closing the academic gaps that occurred while teaching remotely in the Spring of 2020 and part of the Fall of

2020. These gaps are evident in the data from Acadience and MAP.

Beginning of the Year Acadience Data

2019 Kindergarten Grade Percentage of students scoring at or above benchmark on Acadience = 86%

2020 Kindergarten Grade Percentage of students scoring at or above benchmark on Acadience = 78%

2019 1st Grade Percentage of students scoring at or above benchmark on Acadience = 61%

2020 1st Grade Percentage of students scoring at or above benchmark on Acadience = 46%

2019 2nd Grade Percentage of students scoring at or above benchmark on Acadience = 74%

2020 2nd Grade Percentage of students scoring at or above benchmark on Acadience = 66%

2019 3rd Grade Percentage of students scoring at or above benchmark on Acadience = 88%

2020 3rd Grade Percentage of students scoring at or above benchmark on Acadience = 64%

MAP Reading Growth Summary Report

2019 Student Median Conditional Growth Percentile range 33-61

2020 Student Median Conditional Growth Percentile range 45-65

MAP Math Growth Summary Report

2019 Student Median Conditional Growth Percentile range 47-68

2020 Student Median Conditional Growth Percentile range 27-46

Trend Analysis



Trend Direction: Increasing

Performance Indicator Target: Academic Achievement (Status)

Students with disabilities in elementary have low CMAS English language arts achievement scores (1%, 6%, 9%). These scores have recently increased, but remain low achievement markers for these students. This is also true for students with disabilities in elementary CMAS mathematics achievement (2%, 11%, 6%).



Trend Direction: Increasing then decreasing
Performance Indicator Target: Academic Growth

Academic Growth for ALL students in elementary CMAS Language Arts has not made a steady increase in the median growth percentile rate over the last 3 years. In 2017 we were at the 35th percentile. In 2018 we were at the 47th percentile, and in 2019 we were at the 44th percentile. This is a notable trend as we are increasing that growth, but not continuing that growth.



Trend Direction: Stable
Performance Indicator Target: Academic Growth

Academic Growth for ALL students in elementary CMAS Math has not been increasing over the last 3 years. In 2017 students performed at the 46th median growth percentile. And in 2018 and in 2019 students ranked in the 45th percentile.



Trend Direction: Decreasing then increasing
Performance Indicator Target: Academic Growth

Academic Growth for ALL students in middle school CMAS Language Arts has not made a steady increase in the median growth percentile rate over the last 3 years. In 2017 we were at the 59th percentile. In 2018 we were at the 51st percentile, and in 2019 we were at the 61st percentile.



Trend Direction: Decreasing
Performance Indicator Target: Academic Growth

Academic Growth for ALL students in middle school CMAS math has not made a decrease in the median growth percentile rate over the last 3 years. In 2017 we were at the 69th percentile. In 2018 we were at the 63rd percentile, and in 2019 we were at the 53rd percentile.

Additional Trend Information:

Our minority students increased their percentile rank from 39 to the 65th percentile rank. Our Academic Achievement for ALL students in Science increased from meets to exceeds expectations.

Our academic growth for ALL middle school students remained stable in English Language Arts and Math earning the rating of meets. In English Language Arts, our sub groups of students that are free/reduced-price Lunch eligible and minority students increased their growth from approaching to meets.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: Elementary English Language Arts Growth

Elementary students are not showing adequate growth in ELA as measured by CMAS.



Root Cause: Depth of Knowledge

There has been a focus on the task and not student thinking and problem-solving as it relates to the task.



Root Cause: Differentiation

Staff has planned lessons for content instead of considering the range of understandings and needs of the students in front of them. Lesson planning and the implementation of instruction should always take into account the range of academic and affective needs of their students.



Priority Performance Challenge: Elementary Mathematics Growth

Elementary students are not showing adequate growth in mathematics as measured by CMAS.



Root Cause: Depth of Knowledge

There has been a focus on the task and not student thinking and problem-solving as it relates to the task.



Root Cause: Differentiation

Staff has planned lessons for content instead of considering the range of understandings and needs of the students in front of them. Lesson planning and the implementation of instruction should always take into account the range of academic and affective needs of their students.



Priority Performance Challenge: Middle School Math Growth

Middle School Math Growth is declining as measured by CMAS.



Root Cause: Depth of Knowledge

There has been a focus on the task and not student thinking and problem-solving as it relates to the task.



Root Cause: Differentiation

Staff has planned lessons for content instead of considering the range of understandings and needs of the students in front of them. Lesson planning and the implementation of instruction should always take into account the range of academic and affective needs of their students.



Priority Performance Challenge: Elementary and Middle School Reading Growth

Elementary and Middle School students have not demonstrated adequate growth in reading as measured by MAP.



Root Cause: Depth of Knowledge

There has been a focus on the task and not student thinking and problem-solving as it relates to the task.



Root Cause: Differentiation

Staff has planned lessons for content instead of considering the range of understandings and needs of the students in front of them. Lesson planning and the implementation of instruction should always take into account the range of academic and affective needs of their students.

Magnitude of Performance Challenges and Rationale for Selection:



These areas have been targeted over the last few years as a priority because our mission is for all students to achieve their academic potential and the status of "approaching" in the area of growth does not reflect all of what our students are capable of in the area of growth. MAP, CMAS, and Acadience testing reflect needs in the area of student academic growth.

Additionally, there appears to be a lack of transfer between information and student use of that information on a deeper level to show growth in knowledge. Last year our school implemented a new reading resource, Open Court. With this new curriculum, our teachers are still in a learning phase.

The challenge of academic growth in math is a result of the misalignment of Colorado Common Core Standards standards and rigor with our current Saxon math curriculum.

Magnitude of Root Causes and Rationale for Selection:



As the staff and UIP team reviewed data, we found that when students have been unsuccessful in meeting targets on state assessments this was often associated with a mismatch between classroom expectations and the state standardized tests. This was particularly noticed as it related to problem solving, multi-step problems, constructed and extended response questions. Our internal school data which probes less deeply (questions are largely multiple choice, reading selections are shorter, and limited writing is involved) shows a rosier picture, illuminating the need for continued focus on depth of

knowledge strategies. Differentiation is an ongoing need for our students and many subgroups have seen marked improvement, though less so with students with disabilities. Implementing a systematic school-wide approach to the MTSS process for students will ensure students' academic needs are being met with fidelity.

Action Plans

Planning Form



Depth of Knowledge Focus

What will success look like: Teachers will examine state standards through the lens of our Core Knowledge curriculum and ask students to complete tasks with a greater level of rigor as defined by depth of knowledge. Additionally, we will maintain support for staff on high-quality questioning, discussion, and student feedback. Finally, teachers will utilize research-based best practices such as providing greater cognitive load on students as well as support of student discourse.

Describe the research/evidence base supporting the strategy and why it is a good fit: Depth of knowledge, which originated from Bloom's taxonomy, provides a framework for ensuring that students engage with problems and tasks with a greater amount of rigor.


Associated Root Causes:



Depth of Knowledge:

There has been a focus on the task and not student thinking and problem-solving as it relates to the task.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Unit/Lesson Planning	Staff Professional Learning	08/15/2021 05/18/2022 Monthly	Teachers, Admin, DSS Team	
	Classroom Observations	10/01/2021 05/06/2022	Teachers, Coaches, Admin, Dss Team	

Learning Walks

Monthly

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Differentiation

What will success look like: Using student data, teachers will work collaboratively to adjust instruction based on student needs. Lesson planning and the implementation of instruction will take into account the range of academic and affective needs of their students.



Associated Root Causes:



Differentiation:

Staff has planned lessons for content instead of considering the range of understandings and needs of the students in front of them. Lesson planning and the implementation of instruction should always take into account the range of academic and affective needs of their students.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Instructional Strategies/Planning	Professional Learning/Coaching	08/15/2021 05/18/2022 Monthly	Teachers, Admin, DSS Team	
 Learning Walks	Classroom Observations	10/01/2021 05/06/2022 Monthly	Teachers, Coaches, Admin, DSS Team	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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School Target Setting



Priority Performance Challenge : Elementary English Language Arts Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2021-2022: To increase median growth on Reading as measured by MAP by at least 3 points in all grade-levels. The target will also include having all grade-levels demonstrating median growth of at least the 50th per centile.

2022-2023: To achieve median growth on Reading as measured by MAP to at least the 60th percentile in all grade-levels.

INTERIM MEASURES FOR 2021-2022: We will utilize Winter MAP assessments along with unit tests and Acadience in lower-grade levels to determine sufficient progress.



Priority Performance Challenge : Elementary Mathematics Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2021-2022: To increase median growth on Math as measured by MAP by at least 3 points in all grade-levels. The target will also include having all grade-levels demonstrating median growth of at least the 50th per centile.

2022-2023: To achieve median growth on Reading as measured by MAP to at least the 60th percentile in all grade-levels.

INTERIM MEASURES FOR 2021-2022: We will utilize Winter MAP assessments along with unit tests to determine sufficient progress.



Priority Performance Challenge : Middle School Math Growth



Priority Performance Challenge : Elementary and Middle School Reading Growth

Executive Team Report - November 2021

Stephanie Trowbridge, President

1. Executive Director Check-In

Stephanie and Jeff met with David this past week. We reviewed our agenda for November's meeting, reviewed the UIP and received an overall on how the academics and culture work have been going, more excepted in his report. Stephanie and Micah met once with David for the monthly check-in.

2. Agenda Planning

Stephanie has planned the November meeting to include the Executive Director fall review which will be held during an executive session. We will go back to the second Monday of the month for December-March. We will reassess in February if a date change for the meeting is helpful.

3. Strategic Planning

The first draft has been completed and sent to the staff and committees. David and Stephanie will be at the staff meeting on November 16th to review the accumulated feedback. Lacy has created a feedback form to use for both groups of stakeholders. The board will receive the feedback from the staff meeting in summary as well as from the committees along with any recommended changes. The timeline has been updated.

4. Executive Director Report

David had a great report in October which included a report from Matt Spahn. We look forward to similar reports in the future. This month David is inviting a student to share a project from the Stem class with the Board.

5. District Update

The Jeffco Board of Directors had their elections last week. No other district update at this time.

6. Board Visits

Stephanie and Lacy visited four classrooms during the first Board Visit morning. The second morning of visits was postponed due to CoVid concerns. The second day will be rescheduled and the sign-up updated.

7. Board Blasts

A huge thank you to Jess Alley for including the Board Blast link in the Lincoln Loop when a new blast is posted. This is helping the Board with transparency, and hopefully useful for our community.



SAC Minutes

October 26, 2021, 6:30pm
Lincoln Academy Student Center

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

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

I. Preliminaries

- a. SAC Chair, Sarah Wasinger, called the meeting to order at 6:05 pm.
- b. Attendance: Dawn Bennet (MS Teacher), Karen Dwyer (ALP Coordinator), Kristi Geisz (Community Member), David Schoenhals (LA Executive Director), Sarah Wasinger (Chair, BoD Representative), Gordon Wu (Parent)

II. Family Survey Edits

- a. At start of survey, thank parents for their renewed involvement and remind them to be thoughtful with responses.
- b. We focused on making changes to the General Survey (will go out in January) that align with mission and school ends policy (goals) as the Teacher Surveys will go out later.
- c. The survey needs consistent data from year-to-year to measure progress.
- d. Add a question asking what kind of summer enrichment programs parents would be interested in.
- e. In addition to question about New Family Mentor Program, added question for all parents asking about school partnership.
- f. Made changes to matrices evaluating teachers, specials teachers, MS electives

III. Family Engagement Topics and Schedule

- a. Growing and Changing Preview for Parents (spring)
 - i. This unit will occur for students in May and has a new curriculum.
 - ii. Preview for parents could happen in March – teacher is very willing and flexible
- b. Townhall (Mission, Strategic Plan, testing info, questions invited from parents)
 - i. Becoming difficult to schedule multiple Family Engagement Nights due to busy school schedule - push Town Hall to January, just before survey goes out.
 - ii. Gordon suggested using Microsoft Teams (virtual)
 1. Recruit a moderator
 2. Keep it to 1 hour in length
 3. Could be recorded
 - iii. Include in Town Hall Agenda:
 1. Thank parents for their renewed school involvement and remind them to be thoughtful with responses.
 2. CMAS info and prepare parents for testing, which occurs in spring (March?)
 3. Educate parents on the school's Strategic Plan
 4. Advertise for Open Enrollment (begins December 7, 2021 – ends January 14, 2022)
- c. Screenagers Information: Consult Debbie McNutt or SRO
- d. Summer resource fair

- i. Sarah will make some calls to ask if various groups (summer camps, pediatrician, Jeffco resources) would be interested.
- ii. Discussed timing for this event. Should potentially happen in March. Is it already too late to schedule?

IV. UIP Feedback

- a. Gordon has been gathering additional school data.
- b. UIP and the Strategic Plan should have similar goals to promote cohesion.
- c. Data needs to be consistent to measure progress.
- d. Ideally, SAC should review data and survey results in the spring to develop UIP by September. This might require summer meetings.

V. Homework/Action Items

- a. All members review survey edits when sent
- b. Family Engagement Recommendations
- c. Next Meeting, Nov 30, 6:30pm
- d. Sarah make calls regarding summer resource fair.
- e. Request Ami to make calls regarding technology/ internet safety.
- f. Gordon working on data comparisons

VI. Meeting adjourned at 9:00 pm.

Minutes respectfully submitted,
Kristi Geisz, Community Member

Appreciation to Gordon Wu for note recording

Dear Parents and Guardians,

Each year we request your input to ensure that we are providing the best possible environment and academic experience for each student.

Your responses matter a great deal! The data and comments are looked at carefully by our Administration, our School Accountability Committee, and our Board of Directors. Comments that help us understand your responses are encouraged.

Please note that this survey has been restructured significantly to focus on the school mission and our goals for all students. You will receive a separate opportunity to provide feedback about specific classes and academic opportunities in February.

Thank you for your time and thoughtful feedback!

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.

General Survey

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

1. Overall, I am satisfied with Lincoln Academy.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Comments:

Family Support

2. New LA Families (K-8) - Please rate the New Family Mentor Program for its effectiveness in helping you to acclimate to Lincoln Academy.

- Exceeded my expectations
- Met my expectations
- Did not meet my expectations
- We are a new family, but we were not aware of this program.
- Does not apply; we are not a new family or have only Prek students.

Comments (If you would like to be a New Family Mentor, please contact the front office 303-467-5363 to be added to our volunteer list to welcome new families.)

3. As a family at Lincoln Academy, I understand and value the mission and vision of the school.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

4. I understand that my student's teacher(s) can aid in evaluating any concerns I have about my student's learning or development and can help us access interventions when necessary.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

5. I am aware of Lincoln Academy's Mental Health Team who is available to support the social and emotional needs of students and families. This staff includes our Dean of Students, our Social Workers, and our Counselor.

Please contact our Dean of Students, Mr. Younkerman for additional information or specific questions.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

6. People of diverse cultures, backgrounds and abilities are respected in the Lincoln Academy community.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Comments

7. I know the school's process for resolving complaints or problems.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Comments

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Administration

8. The Executive Director, David Schoenhals, is:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not observed
a clear leader in ensuring quality education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effective in communicating with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
visible around the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
timely in responding to my questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a model of professionalism and the high standards of our LA culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

9. The Middle School Principal (5-8), Lindsey Tomsick, is:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not observed
a clear leader in providing quality education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
visible around the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effective in communicating with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
timely in responding to my questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a model of professionalism and the high standards of our LA culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

10. The Elementary Principal (K-4), Janelle Johnson, is:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not observed
a clear leader in ensuring quality education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effective in communicating with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
visible around the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
timely in responding to my questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a model of professionalism and the high standards of our LA culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

11. The PreK Director, Barbara Robinson, is:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not observed
a clear leader in ensuring quality education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effective in communicating with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
visible to families within the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
modeling professionalism and the high standards of our LA culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
timely in responding to my questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

12. The Lincoln Academy Board of Directors is effective in governing the school.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not observed

Comments:

13. The Lincoln Academy Board of Directors is effective in communicating with the community.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not observed

Comments:

14. Would you be interested in joining any of the following Board Committees? Please check all that apply. (If you provide your contact information in the comments, the appropriate Board member will contact you.)

- Facilities Committee, please contact Micah Gilbreath: micahgilbreath@lincolnacademy.net
- Finance Committee, please contact Jeff Baucum: jeffbaucum@lincolnacademy.net
- School Accountability Committee, please contact Sarah Wasinger: sarahwasinger@lincolnacademy.net
- Governance Committee, please contact Doug Neely: dougneely@lincolnacademy.net

Comments:

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

Communications

15. Lincoln uses a variety of means of communication including the Lincoln Loop, Monday teacher emails, Middle School Snapshot, and social media. Overall, communication from Lincoln:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Keeps me informed about my student's classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tells me how I can support my student's learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes me feel like a partner in my student's education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates health and safety information in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lets me know what activities are happening at the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeps me up to date on academic and social changes at the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers volunteer opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives me information on how I can support the school beyond classroom volunteer roles (fundraising, charter advocacy, committee and Board involvement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps me understand how the school values my student and my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Please rate the overall effectiveness of the following communication methods:

	Exceeds my expectations	Meets my expectations	Sometimes meets my expectations	Rarely meets my expectations	Does not apply	I don't know what this is.
Monday emails/ Teacher websites (K-6 only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle School (5/6) Snapshot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle School (7/8) Snapshot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lincoln Loop (e-newsletter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lincoln Academy website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infinite Campus (grades/report cards for grades 1-8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Messenger (school-wide emails)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook (Lincoln Academy Charter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram @lincolnacademyarvada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Academy (information night at the beginning of the year)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Suggestions on how to improve any of these Communication mediums:

Operations

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

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Comments

18. Lincoln Academy is clean and well-maintained.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Comments:

19. Lincoln Academy makes student safety a priority.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Comments:

20. My student has had a positive experience when needing to use the school clinic.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not observed

Comments:

Grade Level Selection

Students in different grade levels have different academic and social structures. We have divided some questions by Elementary and Middle School. Please follow the prompts to give us your feedback.

If you have students in both PreK-4 AND 5-8, please begin with the Elementary Survey and you will be able to complete the 5-8 portion by following the prompts.

* 21. I have student(s):

- In grades Pre-K through 8 (Click "Next" to begin the Elementary Survey.)
- ONLY in grades 5-8 (Click "Next" to be directed to the 5-8 Surveys.)

Many of the following questions are taken directly from our school mission and school policy. We value your feedback to understand how well we are meeting the needs of students and families.

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

Please answer the following questions with ALL of your PreK-4th grade students in mind .

22. School staff have high expectations for my Elementary student(s).

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Comments (please specify)

23. Thinking about Emotional and Social development, my Elementary Student is:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Observed
Assisted in developing a healthy self-image.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged to develop an appreciation, compassion and respect for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has the opportunity to experience success in group participation as a leader and follower.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisted in developing self-control and responsibility as a way of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the ability to meet change, uncertainty and complexity with confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given the opportunity to be heard and advocate for him/herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving the Social and Emotional support needed to be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positively influenced by the LA PRIDE (Pride Paw) program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Thinking about Academic development, my Elementary Student is:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Observed
Encouraged to use critical thinking about class topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning appropriate study skills and work ethics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately challenged in core subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing high expectations for the quality of his/her own work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being prepared for intelligent, responsible citizenship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving the Academic Support s/he needs to be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning appropriate use of technology as an academic and creative tool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Thinking about Physical and Artistic development, Elementary Specials encourage my student to

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Observed
Develop coordination skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an appreciation of sports through observation and participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop safety awareness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an awareness of and appreciation for nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an understanding and enjoyment of art and its materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a knowledge and enjoyment of a variety of musical expressions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoy creative expression through drama, musicals and visual arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a love and enjoyment of literature by accessing library materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. My Elementary Student is reaching his/her **highest social, emotional, and academic potential** at Lincoln Academy.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Comments (please specify)

5th and 6th Grade (Stepping In) Survey

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

* 27. I have a 5th and/or a 6th grade student(s).

Yes

No (You will skip the 5/6 section.)

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

Many of the following questions are taken directly from our school mission and school policy. We value your feedback to understand how well we are meeting the needs of students and families.

Please answer the following questions with ALL of your 5th/6th grade students in mind .

28. School staff have high expectations for my 5th/6th Grade Student(s).

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Comments (please specify)

29. Thinking about Emotional and Social development, my 5th/6th Grade Student is:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Observed
Assisted in developing a healthy self-image.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged to develop an appreciation, compassion and respect for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has the opportunity to experience success in group participation as a leader and follower.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisted in developing self-control and responsibility as a way of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the ability to meet change, uncertainty and complexity with confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given the opportunity to be heard and advocate for him/herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving the Social and Emotional support needed to be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positively influenced by the LA PRIDE Paw program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Thinking about Academic development, my 5th/6th Grade Student is:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Observed
Encouraged to use critical thinking about class topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning appropriate study skills and work ethics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately challenged in core subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing high expectations for the quality of his/her own work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being prepared for intelligent, responsible citizenship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving the Academic Support s/he needs to be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning appropriate use of technology as an academic and creative tool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Thinking about Physical and Artistic development, 5th/6th grade Electives encourage my student to:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Observed
Develop coordination skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an appreciation of sports through observation and participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop safety awareness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an awareness of and appreciation for nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an understanding and enjoyment of art and its materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a knowledge and enjoyment of a variety of musical expressions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoy creative expression through drama, musicals and/or visual arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a love and enjoyment of literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. I am satisfied with the Electives offered in 5th and 6th grades.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Feedback regarding 5/6 Electives:

33. The STEM program in 5th/6th grades...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Observed
Furthers my student's understanding of the engineering design process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fosters my student's ability to work collaboratively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops critical thinking and problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps my student learn to obtain, evaluate, and communicate information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages initiative and self-direction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes Lincoln Academy a better choice than other schools for my student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments regarding the 5th/6th grade STEM program:

34. My 5th/6th Grade Student is reaching his/her **highest social, emotional, and academic potential** at Lincoln Academy.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Comments (please specify)

7th and 8th Grade "Stepping Up" Survey

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

* 35. I have a 7th and/or 8th grade student(s).

Yes

No (You will be taken to the final questions of the survey.)

7th/8th Grade Survey

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

Many of the following questions are taken directly from our school mission and school policy. We value your feedback to understand how well we are meeting the needs of students and families.

Please answer the following questions with ALL of your 7th/8th grade students in mind .

36. School staff have high expectations for my 7th/8th Grade Student(s).

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Comments (please specify)

37. Thinking about Emotional and Social development, my 7th /8th Grade Student is:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Observed
Assisted in developing a healthy self-image.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged to develop an appreciation, compassion and respect for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has the opportunity to experience success in group participation as a leader and follower.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisted in developing self-control and responsibility as a way of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the ability to meet change, uncertainty and complexity with confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given the opportunity to be heard and advocate for him/herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving the Social and Emotional support needed to be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positively influenced by the LA PRIDE Paw program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Thinking about Academic development, my 7th/8th Grade Student is:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Observed
Encouraged to use critical thinking about class topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning appropriate study skills and work ethics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately challenged in core subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing high expectations for the quality of his/her own work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being prepared for intelligent, responsible citizenship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving the academic support s/he needs to be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning appropriate use of technology as an academic and creative tool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. Thinking about Physical and Artistic development, 7th and 8th grade Electives encourage my student to:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Observed
Develop coordination skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an appreciation of sports through observation and participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop safety awareness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an awareness of and appreciation for nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an understanding and enjoyment of art and its materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a knowledge and enjoyment of a variety of musical expressions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoy creative expression through drama, musicals and/or visual arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a love and enjoyment of literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. I am satisfied with the Electives offered in 7th and 8th grades.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Feedback regarding 7/8 Electives:

41. The STEM program in 7th/8th grades...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Observed
Furthers my student's understanding of the engineering design process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fosters my student's ability to work collaboratively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops critical thinking and problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps my student learn to obtain, evaluate, and communicate information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages initiative and self-direction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes Lincoln Academy a better choice than other schools for my student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments regarding the STEM program in 7/8:

42. My 7th/8th Grade Student is reaching his/her **highest social, emotional, and academic potential** at Lincoln Academy.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Comments (please specify)

43. What types of parent/family seminars or programs could Lincoln Academy provide to assist you in meeting the academic, social, and/or emotional needs of your student(s)?

- Overview of Department of Student Success (educational interventions such as IEP, ALP, 504, READ plans and how they are accessed)
- Overview of Social and Emotional Learning resources (how social and emotional skills are incorporated into classrooms, mental health resources available)
- Age-specific seminars on student social/emotional/academic developmental stages
- Study skills workshops (note-taking, graphic organizers, time planning)
- Students and Technology (i.e. "Screenagers", internet safety, setting limits)
- Summer Information and Resource Fair (camps, child care, events, recreation)
- High School Resource Fair

Other (please specify)

44. As we look forward to the opportunity to reinstate more of our School Year activities, please rate the importance of the following activities or types of activities

	Extremely Important	Very Important	Somewhat Important	Somewhat Unimportant	Unimportant/Not Valuable	N/A
Monday Pledge Ceremony	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service opportunities with older classes mentoring younger classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After-school activities such as Chess Club, Run Club, Colorado ACTS....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PTO Movie Nights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-Person Parent Academies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music Performances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Core Knowledge Feast Days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. In the future, if we are able to offer Summer activities at Lincoln Academy, how interested would your student/family be interested in:

	Very Interested	Moderately Interested	A Little Interested	Not Interested
Acting/ Drama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts and Crafts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bike Safety and Maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dance/Fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Volunteer Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Game of 24/ Strategy Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rubik's Cube solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports Clinics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. In your opinion, what sets Lincoln Academy apart from other school choices available to your family?

47. If you have alumni students, please give a detailed response about how Lincoln Academy prepared them for their next level of education.

48. Do you have any other comments to share with us before you exit the survey?

Thank you for completing our survey.

Your homework pass code will show on your screen after you submit your answers below. Please be prepared to write down the code for your student(s).

Facilities Committee Report November 2021

The facilities committee is responsible for providing guidance, oversight, and, when appropriate, specialized expertise to the operations team in order to create and maintain a safe, healthy, and functional campus. As needed, this committee will make recommendations to the Board of Directors in relation to Operational and Fiscal Planning.

In attendance: Lori Woods (Operations Manager), Norm Miendl (Facilities Manager), David Schoenhals (Executive Director), Annette Ernst (Vanir), Alicia Borrego (Parent committee member), & Micah Gilbreath (LA Board Chair)

Facilities meetings will occur the first Friday of every month

Executive Summary

- Project status update of boiler replacement / other Bldg. A Boiler systems
- 72nd Project update
- Schedule for Lincoln Internal site
- Discussion of Facilities Priority List
- Discussion of 2021-2024 LA Board Strategic Plan

Boiler replacement located in the southwest corner of the main building (K-4th Technology Room)/additional Building A boiler systems:

- Completed system in tech room is up and running well
- Operations team is ensuring maintenance and filter replacement on other boiler systems on going

72nd Project update:

- Lincoln's Operation Manager (Lori) is attending weekly OEC meetings for the project
- Union Pacific (Railroad) has delayed project to Summer of 2023 including Oak Street widening
- Discussion of "Shoe-fly" that will be part of 72nd while underpass is being built and where Lincoln's temporary entrance/exit from north side of campus will be located.
- Lincoln must have a right in/right out on north side for traffic flow and emergency vehicles
- Annette Ernst (Vanir), Lori Woods (LA Operations), and Carlos (Muller Engineering) are diligent to make sure Lincoln's best interests are represented in design and MOA is being adhered to.
- Discussion of construction schedule for Internal LA site project in conjunction with City's project

Internal drive lane/parking lot design (Muller Engineering):

- Muller recommended 30% design on plans by end of school year so LA can have a better understanding of construction cost
- Facilities committee recommends 60% design by end of this school year and pick back up in fall of 2022; Lori Woods (LA Operations) and Annette Ernst (Vanir) will inform Muller of request.
- Muller contract remains valid to board approved fees but change order for contract in regards to schedule will have to be BoD approved

Facilities Priority list review:

- Ongoing historical list has been updated and re-designed to reflect 2021 Deferred Maintenance vs 2021 Capital Deficiencies
- Capital Deficiencies list includes items as part of internal site work/MOA board approved funds
- List will be added to one drive prior to November Regular BoD meeting

- Operations Team and Facilities committee discussed the desire to be less reactionary with facility's needs. However, the reality is, deferred maintenance funds will be needed annually with an aging campus
- Current priorities for the next 1 to 3 years
 - Campus Security Devices with hard wired system - \$15,000
 - Storage/Workshop replacement for out buildings near Pre-K playground
 - Campus external lighting; delayed with hopes of 72nd project but with project delay lighting near Building B needs to be addressed. Wall packs for Building B.
 - Football field irrigation system. Pumps are failing and need replaced.
- Discussion of some items on Deferred Maintenance tab could be PTO fundraising opportunities
 - Outdoor Scoreboard
 - Some Portion of Student center remodel
- Annette Ernst (Vanir) added some items for thought
 - Emergency Generator
 - IT Infrastructure
 - Building A & B Roofing
- All estimates appearing on the DRAFT 2021 Lincoln Academy Deficiency list are rough estimates that the committee will review and revise during the school year

Strategic Plan Review:

- Meeting time ran out and committee chair will send out via email to committee for comment

Proposed Motions:

None

Additional Facilities Updates:

Action item for next Facilities Committee meeting: Revisit Priority list in December

Next Facilities meeting at Lincoln Academy will be December 3rd at 8:15 am – 9:30 am. Contact Micah Gilbreath if you would like to join this committee micahgilbreath@lincolnacademy.net

Facilities Committee goals for the 2021-2022 school year:

- **In progress:** Update our facilities priority list on a bi-annual basis. The list includes improvements and needs for campus buildings and grounds.
- **Completed:** boiler instillation on south end of building A
- **Completed:** two new exterior security doors.
- **In progress:** Continue to develop design and planning for interior infrastructure site improvements in coordination with the City of Arvada's 72nd project.
- **In progress:** Design and possibly install the HVAC for the three existing condensers serving building A office hallway as well as the ten units serving Building C. Includes research for ESSER and Grant funding possibilities.
- **Completed:** Discuss ATV pricing for snow removal and possible ways to fund
- **In progress:** Coordinate with PTO on further playground enhancements/buddy benches

2021 Capital Deficiencies

Deficiency Description	Building	Estimated Total Cost
Replace Asphalt Drive Lane	Site	\$ 592,000
North parking lot	Site	\$ 609,000
PreK parking lot	Site	\$ 381,000
Staff parking lot and revised Blacktop Play Area	Site	\$ 316,000
Additional Staff parking southeast of building A	Site	\$ 191,000
Water Quality Pond Improvement	Site	\$ 75,000
Upgrade Restrooms	A/B	\$ 150,000
Plumbing Infrastructure	A	\$ 200,000
Center House Demo-Plus Development	Site	\$ 155,000
NE House Demo	Site	\$ 155,000
Continual HVAC Repair/Replace	A/B/C	\$ 1,000,000
Continual Window Replacement	A/B	\$ 100,000
Continual Replacement of interior lighting to LED	A/C	\$ 200,000
Running Track upgrade	Site	\$ 300,000
Roof Replacement	A/B	-

*Bldg B Replacement	Estimated \$/SF	Estimated Cost
New Construction	\$355/SF	\$ 5,325,000
Addition/Remodel	\$280/SF	\$ 4,200,000
*2020 Estimates		

Note: All estimated costs have not been reviewed or verified and are rough estimates based on past numbers.

2021 Deferred Maintenance

Deficiency Description	Building	Estimated Total Cost
Remaining PA system work for lockout/lockdown	A/B/C	\$ 5,000
Paint Building Exteriors	A/B	\$ 30,000
Football Field Wooden Steps	Site	\$ 15,000
Playground Drainage	Site	\$ 10,000
Garage/Shed Replacement	Site	\$ 20,000
Automated Irrigation System	Site	\$ 10,000
Interior Door/Trim Upgrades	A/B	\$ 10,000
Continual Fencing Replacement	Site	\$ 30,000
Add Outdoor Scoreboard	Site	\$ 10,000
Replace Football Field Bleachers	Site	\$ 15,000
Improve gym acoustics	A	\$ 30,000
Student Center Remodel (remove diner, improve cold storage, improve serving)	A	\$ 30,000
Continual Door Upgrades	B	\$ 15,000
Site Lighting/Wall Packs	B	-
Continual Drainage Issues (east of bldg A and north of bldg C)	Site	-
IT Infrastructure	Site	-
Continual Playground Upgrades	Site	-
Campus Security System Upgrades	Site	\$ 15,000
Bldg C Settlement Issues	C	-
Emergency Generator	Site	-

Note: All estimated costs have not been reviewed or verified and are rough estimates based on past numbers.



Financial Report

Treasurer

October 2021 Report

Presented on November 15th, 2021

Finance Committee:

Jeff Baucum, Lincoln Academy Board Treasurer

David Schoenhals, Executive Director

Cindie Poulter, Lori Woods

Parent Members: Jeff Leniger, Travis Harrison, Amanda Corrion

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.

2021-22 LA Budget Review

October 2021

- **Student FTE:** The student count reduced by an additional 3 FTE in September bringing LA from 755 budgeted to 719.0 anticipated students at the Oct 1st official count. This represents a drop of 4.8%. Prior year budget was estimated at 764 students demonstrating year-over-year decline in student population at LA.
- **Revenues:** Annual Revenue was impacted significantly by declining student FTE count but was offset by the approved increase in PPR funding from the State for a net of \$276 positive increase.
 - One-time payment from City of Arvada for the purchase of the land next to 72nd was recorded for \$625k. This will show up as income for the year and will be captured in our Carryforward balance (savings) supporting Day Cash on Hand. This amount will not be part of the Operational Margin calculation as revenue generated from sale of assets.
 - Small increases in Resale revenue and Donation will help LA meet our revenue goals.
- **Salaries & Benefits:** No significant change in salaries during September. Salaries projected in the updated forecast may continue to change as position are filled. Finance council is aware that the Jeffco District salaries ranges are anticipated to rise significantly with their updated scale for teachers and staff and we are monitoring closely.
- **Purchased Services:** Purchase services will be an area of fluctuation for 2021-22. Several line items including construction, fees and contracted service are expected to increase in response to general inflation and item shortages current being experienced. Risk management increased by 8.7% (\$3,500) as an example. Some costs from prior year have been invoiced in this academic year as well. Overall, the finance team is expecting to be over budget throughout the year as many reserved were eliminated during the budget planning.
- **Materials:** Materials are on track to meet budget and the finance team will be working to determine how to best utilize ESSER III funds, watching technology and curriculum costs in particular.
- **Capital:** Capital costs of \$174k have been projected based on current budget projection for Boiler replacement, HVAC redesign (approved in Oct BoD meeting) and parking lot project.
- **ESSER 3:** The working budget currently accounts for ESSER 2 reimbursement of \$87k toward currently projected, but unidentified costs.
- **Margin:** The April approved budget had a margin of (\$57,800) in contrast to the Working budget margin of (\$187,060), a reduction of \$129,260 in overall margin. Operating Margin is expected to be (\$201,958) after accounting for \$41k in reimbursement from bond proceeds and the sale of land. The April budget was approved along with the FTE adds and Capital boiler costs in anticipation of the PPR increase by the State. The student count drop impacted the overall margin into the negative.

2021-2022 LA Budget Highlights

- Revenue Rise and Decline
 - LA's lower student count essential cut in half the positive impact of the State's increase to the PPR. Expenses will be closely monitored to determine what steps can be taken to mitigate the impact.
- Property Improvements
 - With the refinancing of the Lincoln Academy Bonds, account this year will be complicated tracking costs against the overall infrastructure project and operations. The finance team will work to provide clear reporting to allow the BoD and community to understand where funds are being spent.
 - Additional property repairs and upgrades have been requested. Both expenses and cash balances will be reviewed to cover these new requirement.
- Margin Watch:
 - LA's Net and Operational margins for 2021-22 will be closely monitored. Goals will be established to set directionality for the administrative team.
- COVID-19 & Revenue funding opportunities:
 - Maximizing the opportunity to support our mission and vision from pandemic related funding. ESSER 3 funds will be utilized to support student growth and recovery.
- Cash & Days Cash on Hand
 - After refinancing the 2013 Bond, LA ended up with additional cash of over \$1.87M that will be place in our capital funding account to cover costs associated with the approved Infrastructure work including impact from the 72nd expansion. An additional \$625k from the sale of 72nd land to the city will be part of the leadership's team strategic planning process to maximize opportunity for LA. Overall cash position will be tracked based on general inflation and initiatives required to meet LA's mission.

Finance Goals

Goal: Operating Margin: 2.0%

Projected Budget Margin: (2.4%)

After accounting for refunding from Bond proceeds, sale of land and capital projects.

Note: BoD did not establish any distinct financial goals for 2021-22. Finance council will be using Operating margin % and Days Cash on hand to establish 2021-22 financial goals. These high level metrics will support monitoring operational fiscal stewardship on a year-to-year basis while tracking overall balance sheet strength for long term school viability.

Note: Operational Margin will exclude one-time capital expenditures from the calculation but include debt service as a recurring cost.

2021-22 Financial Council Projects

No updates to report on current finance council project for the Sept BoD meeting

- Salary / Compensation Market Comparison (due by Jan for Budget)
 - Lead by Travis Harrison
- For Budget purposes - Administrative structure comparison to other charter schools. (due by Jan for Budget)
 - Lead by Jeff Baucum
- Policies update - Approval levels and process (who, when, \$)
 - Operational vs Capital
 - Lead by Amanda Corrion
- Creation of Financial Scorecard with Goals (roll up to BoD scorecard). Due in Oct for presentation to BoD in Nov
 - Lead by Jeff Leniger
- Development Grant Support - research, sources, process, applications
 - Lead by Travis Harrison

Statement

The finance committee believes that Lincoln Academy is in a good financial position regarding the 2021-2022 school year. The school has a robust carry-forward that will allow leadership and Board of Directors to plan for the next five to ten years of operational and capital requirements, including in the areas of the educational environment, warm-safe-dry building and employee salaries.

We continue to support a conservative fiscal approach, established by LA's policies, as the school looks forward to future dynamic opportunity in academic leadership, student support, and the Lincoln community.

Governance Committee Report

Executive Summary

Here are updates to the strategic plan:

- Board Dashboard – Working on making the dashboard available to the board.
- Update policies and by-laws – One update to policy.
- Board Evaluation – No updates.
- Executive Director Evaluation – November checkpoint happening
- Board Training – List of modules to review for this month and next month.

Strategic Plan

Board Dashboard

Unfortunately, I was unable to get the board dashboard available this month. I will continue to work towards that goal.

I'm looking forward to working with each committee to add more details from each committee to the dashboard.

Update Policies and By-laws

Motion: Move to update policy 1.1.1 to reflect Colorado State Standards instead of Jefferson County School District Standards, as submitted.

1.1.1 Proficiency (as measured by Colorado State Standards)

- (1) By the end of the primary level, students will demonstrate proficiency on the State's K-3 math and language arts standards.
- (2) By the end of the intermediate level, students will demonstrate proficiency on the State's 4-5 standards.
- (3) By the end of the middle school level, students will demonstrate proficiency on the States' 6-8 standards.
- (4) Students will demonstrate at least one level's growth per year as measured by MAP scores.

Policy Review

As part of our monthly policy review, we are reviewing section 2.0. This is the Executive Limitations (Means) policy. These are all the restrictions we place upon our executive director and what he is allowed to do.

Board Evaluation

No updates to the board evaluation for this month.

Executive Director Evaluation

Conducting first checkpoint this month.

Board Training

Here is the list of training modules to review for the November meeting:

- Sunshine Law
- Productive Board Meetings
- Effective Committees

Here are the modules to review for October:

- Waivers
- Legal and Policy Issues
- Policy Development

Other Business

Next Meeting

To be determined