
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Tuesday, May 29, 2012)

Entity: Lincoln Leadership Academy Charter School
Address: 1414 E. Cedar St.
Allentown, PA 18109

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Lincoln Leadership Academy Charter School

Date of Local Chartering School Board/PDE Approval: March 22, 2012

Length of Charter: 5 years **Opening Date:** September 8, 2009

Grade Level: K-12 approved, K6-K11 (2011-12) **Hours of Operation:** 7:45-4:15

Percentage of Certified Staff: 83% **Total Instructional Staff:** 23

Student/Teacher Ratio: 20:1 **Student Waiting List:** 800

Attendance Rate/Percentage: 95%

Summary Data Part II

Enrollment: 369 Per Pupil Subsidy: 8,524.43

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	32
Hispanic:	264
White (Non-Hispanic):	14
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
82%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 34

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	180	180	180
Instructional Hours	0	0	0	0	1134	1134	1134

SECTION I. EXECUTIVE SUMMARY

Educational Community

Lincoln Leadership Academy Charter School(LLACS) has completed its third (3rd) year of service to the Allentown community. LLACS served 369 students throughout the year from 6 different school districts.

The school implemented the programs defined in the Charter; our children made substantially measurable gains as evidenced by the Study Island Benchmarks; met AYP years one and two, received Unqualified Reports from the Fiscal Audit, and were commended for successful Title I,

Federal School Lunch Program and Special Education Monitoring/Audits. LLACS remains programmatically, organizationally and fiscally healthy.

This particular report will summarize LLACS' school implementation, describe the students LLACS serves, provides specific data on the educational achievement that has taken place in the past school year and outlines the goals for future years.

At school year end, student body was 82% Latino, 17% African American and 1% White. The student body lives in a high incidence of poverty calculated at 91%.

Lincoln Leadership Academy Charter School has just completed its third year of operation. We opened on September 8, 2009. LLACS encourages excellence through an intense focus on reading, writing, mathematics, social studies and science. Each teacher is state certified, Highly Qualified and trained in his/her specific subject area. In 2011-2012 school year, LLACS ended the year with approximately 356 students and 51 full time/part time faculty and staff. The teaching staff includes full time regular and special education teachers and a full time social worker (MSW). We contracted professional services for the Business Manager, Information Technology Systems (IT), and Curriculum Coordinator. LLACS will continue to add students each year, adding 12th grade and grades 1-5 in August 2012. The school is on target to have an enrollment of 520 for the 2012-2013 school year.

LLACS works to provide a dynamic place where teachers, families, staff, students and community partners work together in the pursuit of excellence and in the cultivation of creativity, collaboration and building community. LLACS provides an extensive support system to both parents and students through our "Parent Academy." Parent Academy 'bridges the gap' between families, students and school and is staffed with a part-time Parent Liaison who works closely with the parent/guardian, administration, teachers and students. The Parent Academy is essential for bridging the language barrier gap as most families are non-English speaking and are proficient in Spanish. Home visits are conducted on a regular basis to discuss issues impacting student achievement such as behavior, attendance and academic and personal issues. In addition, monthly networking opportunities are provided through various events, training and outings allowing the entire school community to maintain open communication and build effective and caring relationships.

Mission

Lincoln Leadership Academy Charter School (LLACS) is committed to providing a holistic learning community dedicated to the academic, emotional, social and spiritual success of each student.

Vision

Lincoln Leadership Academy Charter School will prepare children and youth to become critical thinkers, socially capable, spiritually sensitive and culturally competent leaders equipped with the essential skills needed to compete in the world of work and become productive, purpose-driven citizens of character and integrity.

Shared Values

Our shared Philosophy of Education is;

Lincoln Leadership Academy Charter School is committed to creating a culturally sensitive-values oriented community that exists to equip children to live successfully today and effectively tomorrow. In this community, children are taught in an environment that fosters and nurtures the innate human values of brotherhood, equality, justice, compassion and peace. It is our fundamental belief that...***ALLCHILDREN CAN AND WILL LEARN TO BE SUCCESSFUL!!***

Lincoln is built on a strong foundation of values and core beliefs. These core values are the guiding force behind all that we do as a school. The values are taught as part of a character development program to all students. Each month the entire school community focuses on one of the traits and incorporates it across content area. Students are celebrated during monthly assemblies and rewarded for demonstrating the trait of the month with excellence.

Teachers, Administrators and support staff are intentional in modeling the core values through teaching and their interaction with others. The staff has developed a common language which is heard in their communication with students and each other. This shared belief system is part of what makes LLACS a unique and successful learning community. Our shared values are:

Core Values

- Attentiveness / Respect
- Obedience / Peace
- Truthfulness / Kindness
- Justice / Equality
- Gratefulness / Joy
- Generosity / Goodness
- Orderliness / Self-Control

- Forgiveness / Patience
- Sincerity / Honesty
- Virtue / Gentleness / Compassion

LLACS CREED

- I am a student at Lincoln Leadership Academy Charter School.
- I am created with a mighty purpose and destiny.
- I am educable, successful and strong.
- I am disciplined, capable, uniquely talented, willing to love, learn, lead and serve my generation.

Honor Code

- I will arrive to school on time and be ready to learn every day.
- I will care for others and treat them with respect and dignity.
- I will be a peacemaker and resolve conflict positively.
- I will care for and protect our environment and our community.

Purpose

- Lincoln Leadership Academy believes that every child is precious and created with a purpose.
- Our objective is to provide children “at promise” children, the tools needed to live and achieve their full potential in an “at-risk” world.
- Our dedicated and committed team provides children the opportunity to become successful, well-rounded individuals with character and integrity.

We Purpose to...

- use a “Relational Approach” to teaching and learning
- create covenant relationships with our families
- build an educational community that provides caring educators and mentors, a safe learning environment, a rigorous academic program and the opportunities for our scholars to serve others.
- **Our holistic program connects the head, heart, and hands of every child to their individual educational experience:**

- **MIND: We Teach the 3Rs...**

- Reading
- WRiting
- ARithmetic

- **HEART: We Instill...**

- Restoration
- Reconciliation
- Repentance

- **HANDS: We Influence...**

- Respect
- Responsibility
- Resourcefulness

Mind + Heart + Hands =Success

Commitment:

LLACS is committed to promoting the highest achievement in:

- Academics
- Values Based World View
- Character and Integrity
- Disciplined Behavior

Academic Standards

LLACS uses Core Knowledge curriculum in grades 6-8. Core Knowledge is fully aligned to the Pennsylvania Academic Standards. The Core Knowledge Curriculum is a national consensus-based program which sets the standards for knowledge essential to students in each grade level. Produced by the Core Knowledge Foundation, the Sequence offers a planned progression of specific knowledge in World and American Civilization, Language Arts, Geography, Science, Math, and the Fine Arts. The Core Knowledge content guidelines form the basis of about 95% of the middle school's curriculum, and provides a solid, coherent foundation of learning for students. The sequence offers a planned progression of specific knowledge in the core subjects-

the first and ongoing attempt to state specifically a core of shared knowledge that students should learn. It should be emphasized that the Core Knowledge Sequence is not a list of facts to be memorized. Rather, it is a guide to coherent content from grade to grade, designed to encourage steady academic progress as students build their knowledge and skills from one year to the next. This sequence is content specific and will be supplemented by skills standards.

Enhancing the core academic curriculum is accomplished through activities such as clubs, athletics, community service, music, art, and the use of technology. Students and their parents take an active role in their learning and work on developing important interpersonal skills through activities such as public speaking, active listening, how to give feedback, assertiveness, how to work in teams, questioning, conflict resolution, self-management, and life skills. Critical thinking skills are also important elements of our curriculum. To engage students, LLACS teachers very creatively, use a variety of delivery methods such as media, computer programs, group discovery, debates, field trips, internet web searches and cooperative learning.

Our High School program follows a traditional model in course offerings as required by the state. Our instructional program is built on the Common Core Standards and leadership principles. Students are exposed to many non-traditional forms of teaching and learning. Scholars work in small learning communities and are empowered to take control of their own achievement and success. They are exposed to all areas of concentration as they learn to identify areas of interest and their passion. Scholars are taught to create goals, identify their reality and obstacles, recognize the opportunities and design a plan for their future. This process is foundational across all content areas.

Strengths and Challenges

The strengths of Lincoln Leadership Academy CS are curriculum, curriculum development, assessment driven instruction, staff collaboration and planning, the integration of character development, the strong philosophical belief that all children will learn and be successful, a positive and accepting school culture, experience of staff, relevant and meaningful professional development, Parent Leadership Team(PLT), strong caring relationships, community partners, innovative approach to teaching, school based leadership team and overall management of student achievement and well being throughout the course of the year. Through the support of an engaged school board, the educational consultant and our business manager, LLACS has achieved measured success in the overall goals of the organization.

Lincoln Juniors participated in an early college program this year. Over 50% of our students were dually enrolled and attended classes in real college classrooms with actual college professors. Their overall experience was very positive and successful. Throughout our first years, LLACS's reputation continued to grow. The success of the school as witnessed by parents, students and community partners has increased the desire for students to attend LLACS. Many parents as well as young people, inquire continuously about our school with great interest. Requests for enrollment continues to increase rapidly as our students demonstrate success in the areas where students had

previously failed. Due to the number of students we are allowed to accept, many desperate parents and students are denied access to enrollment at Lincoln. At the county level, comments from Juvenile Probation Officers who meet with the students (clients) at Lincoln, share how much their clients have changed since their enrollment at our school. Truancy is no longer an issue and compliance is more evident in the students. They comment on how much the students have changed and improved over the course of the years.

We have encountered great challenges the last three years as we continue to work hard to close the academic gaps in reading, writing and math. Students are benchmarked using an assessment that is aligned to and based on the PSSA standards. Based on the Annual PSSA report, for the year 2009/2010, and 2010/2011, LLACS has met all 12 out of 12 targets in 2010 and 13 out of 13 targets in 2011 as determined by PDE and NCLB. This year, 2011/12, we met AYP in Reading and all of our targets with the exception of Math. As a result, the Schoolwide Achievement Team (SWAT) has met and is designing a comprehensive plan to introduce and implement for the opening of school. The plan includes the school, staff, students, parents and community partners. There is a strong evaluation component built in to this process as well.

Using Study Island benchmarks, PSSA, PVAAS and other data, teachers strategically plan their lessons and individualize instruction in order to meet the needs of each student. Based on these data, student schedules are individually designed in order to differentiate instruction and intentionally support teachers to more effectively teach to the deficiencies that created the wide gaps in reading and math. The results are evident in the third benchmark where students continue to demonstrate significant gains in these areas. Students not meeting the standards are required to return to Lincoln during the summer for an Enrichment Program. The morning focus is on academic intervention and the afternoon on enrichment and recreational activities.

With the most recent benchmarks available for returning students and the PSSA data, LLACS will strategically and intentionally address the needs of students through comprehensive and synchronous instruction. Teachers will continue to use the data to inform instruction across all content areas. Lincoln will focus on the areas of reading and mathematics and add additional support to the middle level and secondary teaching staff. The instructional time will be extended in order to give students the gift of time to master content and close academic gaps.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

With the active support of and in partnership with administration, staff, students, parents, and community partners, LLACS' strategic planning process and decision making is the trajectory we follow in order to fulfill our mission that all students will aspire to become critical thinkers, socially capable, morally sensitive and culturally competent leaders equipped with the essential technological and

educational skills needed to compete in the 21st century world of work and become productive, purpose drive citizens with a character of integrity.

The Schoolwide Achievement Team (SWAT) continues to collaborate to create a learning community that will foster the desire for students to achieve the highest levels of academic knowledge as they become lifelong learners and high achievers.

LLACS understands the importance of building a community that will empower all students to reach these heights and attain these goals. The SWAT uses local, school and state data, demographic changes and growth of student population, financial revenue from school districts and Federal Grants, to strengthen the instructional practices as well as to attract, develop, and retain effective teachers. The plan places a focused emphasis on technology as part of innovative instructional practices to ensure that all students are fully proficient leaders in the digital age they are expected to succeed in. We will continue building our technology as an instructional tool for the improvement of our students.

The SWAT consists of instructional leaders, teachers, students, parents, board members and community partners. This year we are integrating young Lincoln Scholars to be a part of the SWAT. Based on data results, the team is developing goals, objectives and action plans designed to improve academic achievement in compliance with the federal, state and local mandates and standards.

Data is continuously gathered through pre-post assessments, surveys, focus groups and other instruments in order to evaluate progress and attainment of stated goals. Based on the results, the SWAT will modify and alter direction if necessary to achieve success. This improvement plan will be taught and shared with the entire student population and faculty/staff in order to attain support and ownership of this on-going process.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Benjamin, Theresa	LLACS	Administrator	SFT/CEO
Cancel, Abdiel	LLACS	Ed Specialist - Instructional Technology	SFT/CEO
Colbert, Darian	LLACS Partner/Mentor	Community Representative	SFT/CEO
Estrella, Sophie	LLACS Social Worker	Ed Specialist - School Counselor	SFT/CEO
Evans, Michael	LLACS Board Member	Board Member	SFT/CEO
Figuroa-Torres, Sandra	CEO/Founder	Administrator	Board
Fletcher, Sharon	LLACS Teacher	Secondary School Teacher	SFT/CEO
Hernandez, Tatiana	LLACS Teacher	Secondary School Teacher	SFT/CEO
Lang, Mark	Charter Partners	Community Representative	SFT/CEO

	Institute		
Martinez, Marisol	LLACS Parent	Parent	SFT/CEO
Miranda, Evette	LLACS	Ed Specialist - School Nurse	SFT/CEO
Olmeda, Madeline	LLACS	Special Education Teacher	SFT/CEO
Parker, Jessica	LLACS Teacher	Middle School Teacher	SFT/CEO
Parker, Jessica	LLACS	Secondary School Teacher	SFT/CEO
Rommel, Shellie	LLACS Teacher	Middle School Teacher	SFT/CEO
Rivera, Stephen	LLACS	Ed Specialist - School Counselor	SFT/CEO
Smith, Nicole	LLACS	Secondary School Teacher	SFT/CEO
Torres, Sis-Obed	LLACS Program Director	Administrator	SFT/CEO

Goals, Strategies and Activities

Goal: Current and Future Technology

Description: 95% of LLACSLV students will master and/or excel at PDE technology standards in order to become technologically literate by the time the student finishes the 10th grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability

Strategy: Current and Future Technology

Description: All technology resources to include computers and related software and applications, multimedia and internet.

Activity: Current and Future Technology

Description: Introduce new technology courses into the high school curriculum

Person Responsible Timeline for Implementation Resources

Cancel, Abdiel	Start: 9/7/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Goal: Current and Future Technology

Description: Equip classrooms and computer labs with equipment that will allow students and

faculty to develop the knowledge and skills in the increasingly global, technology infused in the 21st century workplace.

Strategy: Current Technology

Description: Students and teachers need the knowledge and skills needed in the increasingly global technology infused workplace of the 21st Century. LLACSLV will equip classrooms and computer labs with computers, projectors and related technology hardware.

Activity: Current and Future Technology

Description: Provide adequate bandwidth for network use

Person Responsible Timeline for Implementation Resources

Cancel, Abdiel	Start: 9/7/2009 Finish: Ongoing	\$32,000.00
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Status: In Progress — Upcoming

Activity: Educational Practices

Description: Provide Staff Development in effective technology integration.

Person Responsible	Timeline for Implementation	Resources
Figuroa-Torres, Sandra	Start: 9/7/2009 Finish: 9/1/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	12	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lincoln Leadership Academy Charter School		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
21st century technological skills	Enhanced technological skills based on 21st century practices.	<i>For classroom teachers, school counselors and education specialists:</i>

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) 	<ul style="list-style-type: none"> • Science and Technology

Follow-up Activities

Evaluation Methods

Status: In Progress — Overdue

Strategy: Technology

Description: Use of all technological resources to include computers and related software, applications, multimedia and internet resources

Activity: Current and Future Technology

Description: We purchased, installed and configured 25 workstations for a new computer lab. We purchased two rolling carts and 35 Apple MACBOOKS. Teachers continue to be trained on the use and integration of these components into their instruction. We will set up classroom computer labs and equip them with SmartBoard technology. We will continue to add computers every year until we reach our goal of one computer per student.

Person Responsible Timeline for Implementation Resources

Cancel, Abdiel	Start: 7/1/2009 Finish: Ongoing	\$350,000.00
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Status: Complete

Activity: Current and Future Technology

Description: Enhance web site development.

Person Responsible Timeline for Implementation Resources

Cancel, Abdiel	Start: 5/3/2010	\$5,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Video Conferencing

Description: Full Video conferencing equipment acquisition and configuration.

Person Responsible Timeline for Implementation Resources

Cancel, Abdiel	Start: 9/13/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: MATHEMATICS

Description: At least 70% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Math Improvement Strategy

Description: Teachers will develop instructional plans that are aligned with common core standards.

Activity: Math - Integrate Standards Based, 21st Century technology-rich instruction. Proper collection of data.

- 2011-2012 AYP PSSA Report

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

LLACS closed the year with 356 students in grades 6-11. The school is adding 12th grade and grades 1-5 next year. This will add approximately 120 additional students and 10 staff. Class sizes are small (average 20 students per classroom).

Because of the immense challenge involved in developing a new school, we implemented a comprehensive school design that is consistent with our mission and is aligned to the standards for the Commonwealth of PA. At LLASC we offer a means to improve student achievement by creating a learning community that offers a non-traditional holistic approach to educating young minds rather than implementing isolated and fragmented programs that have not worked for our population.

Challenging academic standards, strong professional development, and meaningful parent and community support are all part of our comprehensive school reform design at Lincoln.

The school's comprehensive and rigorous curriculum is aligned to the Common Core standards in every subject area. At the middle school level, the instructional program is closely aligned to assessment and individual student achievement. There is a strong focus on individual student performance that continuously leads to a vital cycle of instruction, assessment and intervention, followed by programmatic changes as required for maximum student success.

As indicated, Lincoln Leadership Academy Charter School utilizes the Core Knowledge Sequence as the backbone for its curriculum for grades 6- 8. This solid foundation is crucial towards providing the basis for success as our students enter high school and begin their transitioning in the middle grades.

We believe that there exists a fundamental base of knowledge to which students must be exposed in order to become citizens capable of contributing intellectually and socially to our society. This base, or core, of cultural knowledge, provides a solid foundation on which teachers can construct learning while providing members of our society with information and experiences that are both unique and capable of being shared by all. The act of sharing this knowledge provides all with common and equal experiences and in doing so promotes greater tolerance and understanding between members. We believe that this transformative dimension of education is taking place in our school as evidenced in our end of year reports.

The sharing of common cultural knowledge provides teachers with a solid foundation on which they build both a dynamic and creative classroom experience. Teachers know well in advance the materials that will be used for each class level as they plan together on a weekly basis. Teams collaborate across content areas allowing teachers to spend more time creatively sculpting the available information for the purpose of having it meet their particular students' needs. This scheduled time for planning makes a significant impact on student achievement. "Data Talks" are focused and intentional as they collaborate towards a common purpose.

The following is an outline of the Core Knowledge Sequence for grades 6-8

Core Knowledge at a Glance: Major Topic Headings, 6—8			
	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Language Arts/English	<ol style="list-style-type: none"> 1. Writing, Grammar, and Usage 2. Poetry 3. Fiction and Drama (Stories; Shakespeare; Classical Myths) 4. Sayings and Phrases 	<ol style="list-style-type: none"> 1. Writing, Grammar, and Usage 2. Poetry 3. Fiction, Non Fiction and Drama 4. Foreign Phrases Commonly used in English 	<ol style="list-style-type: none"> 1. Writing, Grammar, and Usage 2. Poetry 3. Fiction, Non Fiction and Drama 4. Foreign Phrases Commonly used in English
History & Geography	<p>World</p> <ol style="list-style-type: none"> 1. World Geography (Spatial Sense; Deserts) 2. Lasting Ideas from Ancient Civilizations (Judaism, Christianity; Greece and Rome) 3. Enlightenment 4. French Revolution 5. Romanticism 6. Industrialism, Capitalism, and Socialism 7. Latin American Independence Movements <p>American</p>	<p>World</p> <ol style="list-style-type: none"> 1. America Becomes a World Power 2. World War I, "The Great War" 3. Russian Revolution 4. America from the Twenties to the New Deal 5. World War II 6. Geography of the United States 	<p>World</p> <ol style="list-style-type: none"> 1. Decline of European Colonialism 2. Cold War 3. Civil Rights Movement 4. Vietnam War and the Rise of Social Activism 5. Middle East and Oil Politics 6. End of the Cold War: Expansion of Democracy and Continuing Challenges 7. Civics: The Constitution — Principles and Structure of American

	<p>1. Immigration, Industrialization, and Urbanization</p> <p>2. Reform</p>		<p>Democracy</p> <p>8. Geography of Canada and Mexico</p>
Visual Arts	<p>1. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realism)</p>	<p>1. Art History: Periods and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting)</p>	<p>1. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture)</p> <p>2. Architecture Since the Industrial Revolution</p>
Music	<p>1. Elements of Music</p> <p>2. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)</p>	<p>1. Elements of Music</p> <p>2. Classical Music (Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky)</p> <p>3. American Musical Traditions (Blues and Jazz)</p>	<p>1. Elements of Music</p> <p>2. Non-Western Music</p> <p>3. Classical Music: Nationalists and Moderns (Sibelius, Bartok, Rodrigo, Copland, Debussy, Stravinsky)</p> <p>4. Vocal Music (Opera;</p>

			American Musical Theater)
Mathematics	<ol style="list-style-type: none"> 1. Numbers and Number Sense 2. Ratio and Percent 3. Computation 4. Measurement 5. Geometry 6. Probability and Statistics 7. Pre-Algebra 	<ol style="list-style-type: none"> 1. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) 2. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) 3. Probability and Statistics 	<ol style="list-style-type: none"> 1. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) 2. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and Proofs)
Science	<ol style="list-style-type: none"> 1. Plate Tectonics 2. Oceans 3. Astronomy: Gravity, Stars, and Galaxies 4. Energy, Heat, and Energy Transfer 5. Human Body (Lymphatic and Immune Systems) 6. Science Biographies 	<ol style="list-style-type: none"> 1. Atomic Structure 2. Chemical Bonds and Reactions 3. Cell Division and Genetics 4. History of the Earth and Life Forms 5. Evolution 6. Science Biographies 	<ol style="list-style-type: none"> 1. Physics 2. Electricity and Magnetism 3. Electromagnetic Radiation and Light 4. Sound Waves 5. Chemistry of Food and Respiration 6. Science Biographies

Our High School program follows a traditional model in course offerings as required by the state. However, students are exposed to many non-traditional forms of teaching and learning. Scholars work in small learning communities and are empowered to take control of their own achievement and success. They are exposed to all areas of concentration as they learn to identify areas of interest and their passion. Scholars are taught to create goals, identify their reality and obstacles, recognize the opportunities and design a plan for their future. This process is foundational across all content areas.

The High School Program provides a solid academic core program in grades 9-11 for all students. Through a series of electives and aptitude and interest surveys, the staff identified the areas that students selected as their major area of concentration as they prepare for advanced education opportunities at the university and college level and/or the world of work.

This process was guided by the school CEO, Social Worker and High School team. The students were new to us the first year and therefore not exposed to the foundation of learning provided for students in our Core Knowledge program. This year, our incoming 9th graders were better prepared for a rigorous academic program of studies as they transitioned from 8th grade into the High School.

As part of the academic program at LLACS, our students are assessed weekly in every content area (academic). These data are reviewed and discussed every Friday during the House collaboration meetings. Content area teachers assess mastery for the week and plan their upcoming week based on their individual student's needs. This process provides a strong safety net and support system for our students as Teachers work together across content areas to ensure that every student is reaching his/her academic goals with success.

As part of our school design, the 8th graders were afforded the opportunity to prepare for the 9th grade through a comprehensive and integrated approach. Mentoring was also offered to the students in grades 9/10/11. We implemented programs that included a strong mentoring component in order to support the successful transition of all of our students. Students were part of a Mentorship Program and had a Mentor assigned to them. Mentors met with their students every Friday for 9 weeks. These mentors will maintain contact with their students through the grades until their senior year in order to build strong relationships with them. This process will provide them with the necessary support to ensure their success in High School. The mentoring program will continue through high school through a partnership with Lehigh University.

The four areas of concentration in our High School include:

Mathematics, Science and Technology

Humanities (Literature, Journalism, Cultures, History, International Opportunities)

The Visual and Performing Arts

Entrepreneurial Studies

Students in 9th grade were exposed to each area during the year as we determined through assessments, performance and discussions the appropriate pathway for their high school career. Students prepared for a 2 day Leadership Training in Gettysburg at the Lincoln Institute. The 9th grade participants went through rigorous in-depth study of the American Civil War and the leaders who impacted history through this historical time. They visited graves sites and actual battle sites of the war. The students truly experienced a transformational journey as they understood how important decisions are for leaders and for their future.

Students began their area of concentration in 10th grade. Our program includes additional time through a comprehensive support system as we guide our scholars to achieve the success they need to move forward and be successful. Using individual student assessment profiles, we will continue to offer smaller math and reading classes that will focus on directly teaching students the skills needed to close the academic gap in these areas. The effectiveness of this model is evident in the summative assessment students participate in.

Our Early College Team is in the process of designing a Junior College in partnership with an institution of higher learning. This year approximately 31 of our Juniors were dually enrolled in Higher Learning institutions. They participated fully in the college experience and ended the semester with success. This Fall, we will be offering Dual Enrollment courses for our Junior class as well as our Seniors.

The use and integration of Technology has increased significantly this year. Every classroom is equipped with a SmartBoard or a StarBoard, a classroom computer lab and access to mobile Apple Computer labs. The students interacted with technology and mastered the use of computers for powerpoint presentations, graphic design projects and film making. It was evident that our students are becoming well rounded individuals with a strong foundation in the use of technology.

Enhancing the core academic curriculum is accomplished through activities such as clubs, athletics, community service, music, art, and the use of technology. Students and their parents take an active role in their learning and work on developing important interpersonal skills through activities such as public speaking, active listening, how to give feedback, assertiveness, how to work in teams, questioning, conflict resolution, self-management, and life skills. Critical thinking skills are also important elements of our curriculum. To engage students, LLACS' teachers very creatively, use a variety of delivery methods such as media, computer programs, group discovery, debates, field trips, internet web searches and cooperative learning.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter
- AYP 2010-11
- PDE AYP Progress Report
- PVASS
- Study Island
- Teacher Induction Approval Letter
- 2011-2012 AYP PSSA Report

English Language Learners

Our ELL students were identified, assessed and served effectively throughout the year. All new students meeting the criteria completed the Home Language Survey. Based on this information as well as teacher recommendation, students were assessed to determine language proficiency. Based on the W-APT results, their overall language proficiency levels were determined and students were served based on their need. For students with lower levels, they were pulled by an ESL Specialist and given additional support in his or her content areas. For students with higher proficiency levels, they were given additional support, modifications, and accommodations within the content area classrooms. A number of ELL students were exited from the program and will continue to be monitored according to the guidelines. All of our ELL students achieved different levels of success this year. LLACS is committed to serve our ELL population with excellence as we offer them opportunities to succeed academically.

English Language Learners - Attachments

- AYP 2010-11
- Professional Development Approval Letter
- PSSA Testing Results
- Study Island
- 2011-2012 AYP PSSA Report

Graduation Requirements

Lincoln Leadership Academy CS will have its first graduating class in June 2013. LLACS has designed expectations for our Seniors which include course completion, passing grades, completion and presentation of Senior Project, and must perform at the proficient level or better on the State assessment or local assessment in order to graduate.

Special Education

Lincoln Leadership Academy Charter School serves and includes students with disabilities or "Thought to Be" students with possible identified disabilities. All students have strengths and weaknesses that are recognized and accommodated in order to reach their full potential as an emerging Lincoln leader.

Teachers are actively involved in student achievement, developing individualized plans

and adapting and modifying the curriculum when necessary. Unidentified students who appear to be at risk for any reason, are referred to the Academic Support Team (AST) for further information. A referral for evaluation may occur for students who do not meet the stated goals in the AST outcome meeting. Regular and special education teachers receive intensive training and professional development in order to better serve the students achieve success. These include training in Child Find responsibilities, AST, Accommodations/Modifications/Adapting Curr./Progress Monitoring and Special Education guidelines

Lincoln uses PSSA/PASA and Benchmark data, formative/summative data, and existing IEPs to determine the instructional levels and the educational support students require. The instruction is paced and monitored closely. The curriculum has daily lessons and frequent assessments. Mastery is the goal. Students with special needs may have the curriculum modified or adapted as necessary, but students work in an inclusion model and students in special education receive services from both a regular education teacher and a special education teacher. The curriculum is to and meets or exceeds Pennsylvania State standards.

LLACS follows the appropriate team procedures as specified in the Individuals with Disabilities Education Improvement Act (IDEIA). The regular education teacher(s) attend IEP team meetings in order to contribute information and to make clear specifications with regard to the goals and accommodations required for the student. All teachers have access to each assigned student's IEP. Those teachers responsible for the student's education, will understand their role with regard to that IEP's specifications. Evaluations pursuant to applicable Pennsylvania State and Federal laws and regulations occur for students with suspected disabilities. The IEP team will help to identify any other students thought to have special needs. IEP transition planning and goals for students reaching the age of sixteen years old or older are also developed and become part of the IEP.

Ongoing collaboration and planning meetings between regular education and special education teachers occur on a weekly basis. During this time, teachers review individual student gains and modify instruction as needed.

This year all of the staff participated in professional development in special education topics such as Accommodations, Modifications, Differentiated Instruction and Inclusion. The Special Education team participated in the Indicator 13 training through the IU.

The following specially designed instruction list represents some but not limited to possible strategies incorporated into IEPs:

- Behavior modification plan
- Books on tape
- Chunking information
- Communication board
- Extended time
- Frequent breaks
- Graphic organizers
- Kinesthetic techniques

- Multi-sensory approach
- Oral responses
- Positive feedback
- Read aloud to student
- Reduction in assignment requirements
- Reinforcers and tangible rewards
- Repetition of instructions
- Sensory Integration Techniques
- Sign language communication
- Social stories
- Supplemental resources
- Tape recorder
- Test modifications
- Use of a timer
- Use of an outline
- Use of a calculator
- Use of dictation
- Use of spellchecker
- Use of highlighter
- Use of manipulatives
- Use of mnemonic strategies
- Use of keyboard/computer for writing
- Visual aids or Visual AT devices
- Written instructions
- Oral instructions
- Review and repetition

Lincoln Leadership Academy Charter School works to provide our students with special needs, a unique approach to learning. At LLACS, we offer small classes which allow teachers to individualize instruction and provide more one on one time with students in the area of need.

LLACS's special education teachers work closely with families to monitor the behaviors and progress of students. Our Special Education teachers are state certified. They provide support with behavioral issues, academic issues, related service needs, compliance issues and curricular issues. They confer with each other and with the regular education teacher to plan and discuss techniques and accommodations for their students with special needs. They create specially designed instruction and participate in the IEP team decision to recommend and order assistive technology and stimulating educational software to supplement the curriculum if needed. Special Education teachers prepare Quarterly Progress Reports indicating progress toward annual goals and objectives. These are part of student's report cards. Related Service providers submit their quarterly progress reports to be incorporated. When progress is unsatisfactory, an IEP meeting occurs to discuss the student's needs.

Lincoln Leadership Academy Charter School provides related services on an as-needed basis through contracting with the Intermediate Unit 21. Physical Therapy, Occupational

Therapy, Speech and Language Therapy and Psychological Services are some of the services provided this year. At the current time, the team is researching other providers based on student needs.

LLACS implements each student’s IEP and provides the necessary related services. These include, but may not be limited to the following:

- Mobility training
- Adaptive therapy
- Notifications
- Evaluations
- Psychological and counseling services
- Assistive technology devices
- Speech and language services
- Resource room and special classes
- Occupational therapy
- Transportation when required
- Interpreters for deaf or hard of hearing

There continues to be an intentionality to review policies and procedures for Special Education. Special Education teachers assist with the training of regular teachers to work with students with special needs. This collaboration was done formally and informally. The school administration places an emphasis and intends to train all newly hired teachers in Progress Monitoring and Differentiated Instruction. The goal of the administration is to maintain a team of highly professional, experienced special educators of the highest caliber and provide the students with a high quality education that will meet their academic/social/emotional needs.

Special Education Policies and Procedures were developed and approved by the PDE. We just completed our first Special Education Monitoring, and we are focusing our Professional Development on Extended School Year and Transition.

Special Education - Attachments

- LLACS Special Education Policy
- AYP 2010-11

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Madeline Olmeda	1	Special Education	LLACS	11	n/a
Stacey Rubolino	1	Special Education	LLACS	11	n/a
Pamela Zebrine	1	Special Education	LLACS	11	n/a
Lisette Quintana	1	Special Education	LLACS	11	n/a

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
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IU 21	NA	Psychological Evaluations	LLACS	5	NA
REACH Therapy	NA	Speech Services	LLACS	1	NA

Special Education Program Profile - Chart III

Title	Location	FTE
Sophia Estrella	LLACS	1
Madeline Olmeda	LLACS	1
Lisette Quintana	LLACS	1
Pamela Zebrine	LLACS	1
Reach Therapy Services	LLACS	NA
Jill Friedman	LLACS	1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
IU 21	Psychologist	As needed
Reach Therapy Services	Speech Therapist	As needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Not applicable	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
STUDY ISLAND	Yes	Yes	Yes	Yes	Yes	Yes	No
PSSA	Yes	Yes	Yes	No	No	Yes	No
PASA	No	No	No	No	No	Yes	No

Student Assessment

All test scores have a significant impact on curriculum and yearly measurable goal decisions. The constant attention to and modification of curriculum and instruction occurs on an on-going basis. It is not foreseeable that academic goals will change for many years to come as AYP will be forefront in priority. All student progress plans, usage of teacher observation, surveys, portfolios and other local instruments measuring student progress focus on the ultimate objective of improving student proficiency in reading, writing and mathematics. Various Formative/Summative measures are taken to assist in demonstrating student progress. Some of these are: all incoming students are given the Study Island Assessment, in math and reading to determine their appropriate levels and placement. School-wide testing occurs three times a year in all classes; a variety of teacher—created assessments are used to measure student ongoing

progress. We entered into a partnership with Study Island to administer benchmark testing to all students in all grades to help us better analyze their current levels and modify our curriculum and lesson planning to address areas of deficiency. The PSSA report for the 2009-10 and 2010-11 school years, demonstrate that LLACS met AYP according to state guidelines. Students are demonstrating adequate academic growth. In 2011-12 we met AYP in all areas with the exception of Math. As a result, our team is designing a very comprehensive plan to be implemented in the beginning of the year.

As part of the plan to address under-served students, Lincoln Leadership Academy has implemented a very aggressive results based accountability approach to academic achievement. This approach requires a cycle of continuous assessment and instructional modifications throughout the year. Teachers meet on a weekly basis to review most current data, discuss student academic needs and plan as a grade level to address the areas of deficiencies through effective strategies. Every student has an Individual Purpose Plan (IPP). Using current formative/summative data, Teachers work with each student to review and analyze data, identify areas of need, develop academic goals and targets, and design a plan of action to achieve proficiency in these areas. Students own their IPPs and are empowered to manage them as they chart their growth and attainment of goals. Teachers and students work closely together to ensure that every student is on their trajectory for success.

A Mentoring Program was started and will continue this year. Students met with their mentors to discuss issues relevant to their lives. During these sessions, students and mentors identified practical strategies, responses and solutions to many of their life stressors. Students in great emotional, social need, participate in ongoing small support groups and one on one counseling with our guidance team and our Social Worker.

Through a strong Incentive Program, students were and are motivated to succeed in three specific categories; grades, discipline, and attendance. The administration and staff designed a program that fosters a desire for students to do well. Every month students are recognized and celebrated for their achievements in these areas. There continue to be strategies that are in place to ensure that students who are at-risk of failure and not making reasonable progress are having their needs met through differentiated opportunities by receiving additional resources and services.

We also continued our "Ninth Period Tutoring" program in which students who are failing a specific subject are required to stay during ninth period in that subject for an extra period in the day. This time also serves as a reward and motivator for students to pass all of their classes as they are able to leave earlier on Fridays.

Based on the need for students to make up the instructional time they missed, we designed the "Recovery Time" program. Recovery Time held students accountable for work and/or time missed due to school/class tardies and missed assignments during that time. Every Friday, students referred will remain after dismissal in order to recover their time/task. This proved to be very effective as it gave teachers individual time with students to assist them if they were struggling academically.

While some items above are non-instructional in nature, all of the aforementioned factors are vital in assisting students at risk of failing until all students are at the levels determined by NCLB legislation and PA. Many of the strategies and services listed above have reduced the failure rate in the past two years. Lincoln Leadership Academy is a safe environment which makes it more conducive to learning. A key factor in having a safe and secure environment has been our Zero Tolerance Policy. The number of incidents involving violence this past year were significantly low in comparison to the local school district. Attendance rates also are significantly higher than any other high school serving a similar population. All of the evidence suggests a strong commitment and effective efforts to improving the academic performance of Lincoln Leadership Academy students.

Student Assessment — Attachments

- Study Island Baseline Data
- AYP Summary (2009-10, 2010-11)

Student Assessment - Attachments

- PSSA Testing Results
- PDE AYP Progress Report
- Study Island
- Study Island 2011-2012

Teacher Evaluation

Lincoln Leadership Academy has a rigorous teacher observation schedule in which every teacher is observed at least four times during the school year. Two observations are formal, which require a written report and the rest are informal drop-in visits either by administration and/or peers. In each case, however, the observer discusses the strengths of lesson and areas of focus observed with teacher. These observations are conducted by school Administration, and House Leaders. Teacher observations are used as a tool to assist teachers in the areas of effective instruction and classroom management. The observations are also used in preparing an effective professional development strategy which in turn positively affects student achievement.

In order to maintain high quality observations, the Administrative Team and House Leads will participate in a school professional development training in the Danielson Effective Teaching Model through the PDE. These trainings will be conducted by a professional teacher training consultant. We believe that the impact of this type of training will serve to improve the instructional planning, delivery of instruction and learning which will all have a direct impact on meeting AYP.

Step 1: All evaluators receive professional development in effective observation and evaluation techniques for all students.

Step 2: A pre-conference is held prior to formal observation.

Step 3: All teaching staff (less than 3 years) will have two formal evaluations per year and no less than 4 informal observations per year which are conducted by the administrative team and house leads.

Step 4: Evaluations will be conducted by the CEO/designee, Director of Student Development and House Leads.

Step 5: Teacher's will be given immediate feedback on all evaluations and observations.

Step 6: Annual determination of continued employment will be made by the Administrative team.

Teacher Evaluation - Attachments

- Teacher Observation
- Annual Teacher Evaluation

Teacher Evaluation - Attachments

- Professional Employee Evaluation Form
- Teacher Evaluation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

As part of the on going plan to provide innovative curriculum design and creative scheduling designs, Lincoln Leadership Academy designed a leadership structure to include a CEO/Principal, Director of Student Development, Director of Programs, Social Worker, Parent Liaison, Academic Support Specialist, Special Education Coordinator, Reading Specialist and ESL Specialist. This leadership team meets weekly to discuss student achievement, staff needs, parent issues and all matters relevant to maintaining a healthy and effective school. This team will serve along side the CEO and Board to design strategies to strengthen what we are doing well and to strengthen the identified vulnerabilities. We have also added an Academic Support Specialist who will have the responsibility to monitor student intake process, help to individualize academic plans for students, observe students in classrooms, gather data to identify possible at-risk students and work closely with parents and teachers to provide them with additional academic support and interventions.

Furthermore LLACS has opened a Performing Arts program providing opportunities for students to major in Visual Art, Music, Dance, Drama, and Film Making. National studies have shown that that students who are engaged in the arts will improve in their academic performance. It is our intention to build on this research as we provide our students the opportunities to experience the Arts as part of their educational career. We have also hired an Athletic Director in an effort to provide our students with

athletic opportunities as we integrate these with academic expectations and achievement.

Board of Trustees

Name of Trustee Office (if any)

Meloney Dosunmu President

Jean Masiko Secretary

Dave Klein Treasurer

Norka Morales

Michael Evans

Randy Landis

Jimmy Torres

Ngozi Bell

Professional Development (Governance)

A contracted Consultant attends Board meetings and trains members on legal, ethical (including the sunshine law) requirements of their position. An annual Board retreat includes training on the roles and responsibilities of board members. Training also covers charter school legislation, budget and finance issues, accountability and educational programming issues.

Board of Trustees

Name of Trustee Office (if any)

Meloney Dosunmu President

Jean Masiko

Dave Klein Secy/Treasurer

Michael Evans

Norka Morales

Jimmy Torres

Ngozi Bell

Professional Development (Governance)

The Board meets monthly throughout the year to review progress, set policy and approve organizational decisions, review financial reports and monitor financial integrity of organization. The Board chairperson is in constant contact and works closely with the CEO. Board members interact with the CEO and school administration concerning their area of expertise on a regular basis. Contact is maintained through the School District Charter liaison or with other district officials as needed. The Professional Consultant provides ongoing training and support as well as the school's solicitor.

Through the renewal process, the LLACS Board has received a very intense and hands on training on this legal process.

Board members attend the yearly retreat along with staff. The focus of this designated time is professional development and relationship building.

Coordination of the Governance and Management of the School

Coordination is on-going and constant throughout the year between the Board of Trustees, the CEO, school administration and the governing school district.

Coordination of the Governance and Management of the School - Attachments

- 2009-2010 Board of Trustees Meeting Schedule
- Board of Trustees Meeting Schedule- 2010-11
- 2012-2013 Board of Trustees Meeting Schedule

Community and Parent Engagement

Lincoln Leadership Academy Charter School recognizes that parental involvement increases the opportunity for student success. Parents are welcome at the school on a regular basis to visit classrooms, participate in group meetings, meet with their own child's teachers and administrators, chaperone activities and serve on committees.

In June we established a Parent Leadership Team (PLT) that functions like a council. The Administration, staff and the PLT designed and implements a strong parent program for the newschool year through the Parent Academy. Along with the Parent Liaison, the team is included in the home visits that the staff members are required to make during the school year. The PLT serves to assist in engaging parents at all levels in order to strengthen the home-school relationship. We developed a school's Parent Involvement Policy and Parent Compact. These will be presented and reviewed with parents every year in the Fall. All families were notified in a mass mailing and through Parent Blasts of the evening meeting scheduled to

discuss, review and improve the policy and the jointly developed school-parent covenant. Enactment of the policy will follow thereafter.

The annual meeting to inform parents of the school's participation in the Title 1 program and to explain the requirements of the program as well as the right to be involved serves as the kick off to our Open House that is held the last week in August. During this meeting, parents are provided with a copy of the Title 1 School Wide Program Plan, a guided review of the plan is presented and each parent receives a review card that asks for both positive and negative comments. The parents are asked to submit their recommendations directly to our office or by mail within a week from the date of the Open House. These surveys help Lincoln Leadership Academy determine the barriers to parental participation that need to be addressed as well as measure the change in parent involvement from the preceding year.

Parent/Teacher Conferences take place every school year in November and February. Conferences take place from 1:00pm to 9:00pm over a two day period in order to accommodate our parents' work schedules and to encourage participation. Prior to the scheduled conference day, Teachers communicate to our parent liaison (PA) the conferences that are crucial due to student performance, attendance etc. The PA calls this list of parents and sets up appointments during the designated time. Parents that are not deemed crucial are also encouraged to call in and schedule an appointment for that day. Special arrangements are made for a family conference that is convenient to staff, parent and the student if parents are unable to participate on the designated day. Also, home visits are made when parents are not able to come to the school. Over the last two years we have experienced approximately 95% parent participation in the conferences.

Lincoln Leadership's Parent Academy along with the staff and administration, provides parents with constant information regarding the curriculum, academic assessments, expected proficiency levels of students, the State's academic content standards, student achievement standards, local assessment and how to monitor a child's progress as well as how to work with the teachers through the following means:

- Ability to access students' grades, assignments, discipline incidents, and attendance through our web based system RenWeb.
- Quarterly mailings with progress reports and teacher correspondence, phone calls or visits
- Webpage information on upcoming events, resources and announcements/achievements.
- Group and individual E-mails/post mailings/Parent Blasts
- Meetings, presentations, workshops and twice yearly Parent/Teacher Conferences.
- Blackboard Announcements.

To encourage parent involvement we hold workshops every six weeks for parents during the school year including workshops on how to discipline children using the Love and Logic model implemented at LLACS. Offering parents technology training in order to assist them on how to access PowerSchool as well as a college access workshop for parents to gather skills and knowledge in college planning, the college process and financial aid is part of our strategic plan. We hold meetings with parents when their child first enrolls at Lincoln. We offer our parents presentations about our mission, philosophy, course credit structure and how our course majors work. During the school year we meet with parents whose child is struggling in order to monitor progress and come up with interventions. In

times of crisis we offer responsive services to answer community needs including family services and referral. Community presenters are brought in to discuss education interventions that parents can provide at home as well as mental health resources and drug and alcohol prevention and education.

The development of community partnerships continues to be a strength at LLACS. Our students have derived benefits from our partnerships with institutions of higher learning and the business community.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The major fund-raising events that were held included bake sales, drinks, candles, pretzel sales and car-washes. We will continue to have the same or similar fund raisers this coming year.

Fiscal Solvency Policies

The Board of Directors may authorize any officer or officers or agents of the Charter School, in addition to the officers as authorized by the By-Laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Charter School, and such, authority may be general or confined to specific instances. All contracts in excess of \$1,500 must be reviewed and approved by the Board.

All checks or demands for money and notes of Lincoln Leadership Academy Charter School, must be signed by one of three officers who are one of the following officers; Lincoln Leadership Academy's Board President, Treasurer and Secretary, and one of the following officers of the Charter School; CEO.

All funds of the Charter School are deposited on a consistent basis into the schools' bank account as was approved by the Board of Directors. The Board may approve or designate, and all such funds shall be withdrawn only upon checks signed in accordance with the requirements of the Board. All checks and or cash received by the Charter School must be deposited within three (3) business days of receipt of such funds.

All funds of the Charter School shall be set forth in an Annual Budget prepared by Repice and Taylor, CPA and the CEO. Lincoln Leadership Academy Charter School shall review and approve an annual budget and submit the budget for approval to the Board of Directors. Approval of the budget by the Board is required prior to the

commencement of the budget spending. Non-budgeted expense shall be subject to the prior written consent of Board of Directors.

Fiscal Audits are conducted on a yearly basis by a contracted professional CPA Firm. The first two years, LLACS received "Unqualified Report" from an independent auditor, Siegal and Drossner Accounting Firm. The report is presented to the board for review and approval.

Accounting System

Lincoln Leadership Academy Charter School contracts the services of Repice and Taylor, CPA in Philadelphia. Based on their years of experience working with Charter Schools and their reputation, the Board chose to conduct business with this firm.

Repice and Taylor acts on behalf of LLACS as the Business Manager and works closely with the CEO and the Board to provide fiscal oversight to the organization. Monthly reports are generated and presented to the CEO and Board for approval. The school maintains its accounting records on a computerized system for accounts payable and general ledger. Payroll was done by PayUSA.

Our first year we received an "Unqualified Report" from an independent auditor, Siegal and Drossner Accounting Firm. The report, included their findings and opinions which were very favorable to LLACS. We are in the process of preparing for our second audit which will be ready by September 2012.

Lincoln Leadership continues to demonstrate fiscal integrity in its financial operations within the organization.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Preliminary Statement of Revenues, Expenditures and Fund Balances
- Preliminary Statement of Revenues, Expenditures and Fund Balances Signed
- Fund Balance Report-2010-11
- Audit Report 2010-2011

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

Lincoln Leadership received an "Unqualified Report" from an independent auditor, Siegal and Drossner Accounting Firm for FY 2010-2011. Fiscal year 2011-2012 audit is scheduled for August 14, 2012. There is nothing to report at this time.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- Audit Report 2010-2011

Citations and follow-up actions for any State Audit Report

Not Applicable

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

See attached chart.

Future Facility Plans and Other Capital Needs

In order to create effective small learning communities, Lincoln Leadership Academy Charter School expanded its facility to include additional modular classrooms. LLACS is now leasing 1414 E Cedar St from the Lincoln Leadership Academy Foundation.

Facilities:

The final piece to our long-range plan is to ensure that we provide sufficient facilities that meet all building codes for a safe, healthy school environment. All buildings are equipped with air-conditioning and are ADA approved. To this end, we have also included in our Addendum submitted to the Allentown School District on July 19, 2012 the following:

1. Consistent with LLACS' need for space to accommodate students and support its expansion plan, ASD hereby approves the leases that LLACS entered with the Life Academy School for all of the modular units and those of the multipurpose room at the Life Academy School building for the purpose of serving lunch to LLACS students.

Consistent with LLACS' need for space to accommodate students and support its expansion plan, ASD approves LLACS/designee's request to lease/purchase the entire Life Academy Building at the beginning of the 2012-2013 school year.

Consistent with LLACS' need for space to accommodate students and support its expansion plan, ASD approves LLACS/designee's request to lease/purchase the entire Life Church (Church On the Move) 8-acre property. The Life Academy School Building and the modular units are situated on this property. The purchase would include an official college-

size gymnasium, and two additional buildings that would be used for educational purposes.

We are also including a schematic plan of the present facilities that are available to us in order to meet our instructional space requirements. They are attached and demonstrate the following capacities:

Lincoln's Main Building:

Capacity: 19 Classrooms, an All-Purpose Room, Offices, and Bathrooms.

Effective September 2012, lease the entire building formerly known as the Life Academy Building (Life Academy will not reopen for the 2012 school year).

Capacity: 5 Classrooms, 1 Multi-Purpose Room, 2 Small Resource Rooms, 2 Offices, 2 ADA accessible bathrooms, plus staff bathroom. Building has central air and heating.

Modular Units presently leased by Lincoln:

Modular #1: Contains 2 Classrooms (A/C).

Modular #2: Contains 2 classrooms (A/C).

Modular #3: 6 Classrooms, plus ADA Approved bathrooms for students and staff usage (Modular has central air).

4. Lease Administration/Pre-school Building for use in 2013-2014

Capacity: 4 Classrooms, 1 Small Group Instruction Room, Conference Room, and 3 Offices

The total available classrooms are:

Year One: 33 rooms (2012-2013)

Years Two-Five 39 rooms (2013-2017)

These facilities can accommodate all of the educational demands and requirements of our program. Our Long-Term Facilities Planning Committee of the Board will continue to monitor the facilities' needs as we move forward.

It is our anticipation that Lincoln will enter a lease/purchase agreement and purchase the entire 8-acre LifeChurch campus with all of its attendant buildings, which includes a college size gymnasium and an additional small building and two classrooms.

LifeChurch will move to its new location and Lincoln/nominee, will own the entire property for the sole purpose of providing the free, quality, non-sectarian education that we envisioned in 2009.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

All health and safety requirements are addressed as per municipal, state, and federal regulations. All appropriate certificates demonstrating compliance are on file.

The wellness policy for Lincoln Leadership Academy combines the mission of the school with a strategic plan to promote student wellness through nutrition, nutrition education, physical education, health services and community involvement. This specific plan will be put in place to improve the social, emotional, physical and educational well being of the student body as a whole.

Lincoln Leadership Academy's Wellness Policy contains both nutritional and exercise component. In addition to providing foods through the National School Lunch Program or National School Breakfast Programs (to begin 2010), nutrition and physical education are also provided for all students as an effort to teach, promote and encourage healthy eating and lifetime fitness.

- Wellness Policy

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachment

- Wellness Policy

Current School Insurance Coverage Policies and Programs

General and Professional Liability and Umbrella Liability-Ohio Casualty/Peerless Insurance

Property Insurance- Peerless Insurance Company and Netherlands Insurance Company

Health-Capital Blue Cross, United Concordia, National Vision Administrators

Workers Compensation — First Insurance Funding Corp.

Current School Insurance Coverage Policies and Programs - Attachment

- LLACS Liability Insurance Document

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The 2011-12 school year consisted of mostly a returning staff with new staff added as we increased to grade 11. Approximately 75% of the Lincoln Leadership staff is scheduled returned for the 2012-13 new school year. This year we had 90% of the staff returning. As we are adding grades 1-5 and 12, we will be increasing our staff by approximately 10. These positions are new teachers in place of those who relocated as well as to serve the additional students added to our enrollment. There is an administration team consisting of the CEO, Director of Programs, Director of Student Development, and Social Worker. This year we are adding a certified Guidance Counselor to our team. Staff retention seems to be a positive trend at LLACS. The faculty express their desire to return and are grateful to be a part of the Lincoln community.

Staff attendance is strong and they all work together closely and support one another in a very healthy way. There exists a strong culture in the school that fosters relationships and community. As a result, staff members are satisfied and enjoy coming to work.

Approximately 83% of the staff are certified and 100% are Highly Qualified. The Special Education teachers are fully certified and Highly Qualified as well.

Quality of Teaching and Other Staff - Attachments

- PDE 414 Staff Information
- PDE 414 Staff Information

Student Enrollment

STUDENT ENROLLMENT

Interested students/parents fill out an initial inquiry application form for admission to Lincoln Leadership Academy. After its submission, applications are stamped and dated and students are entered into the system and placed on a list in the order of submission. The inquiry application form will not request information relative to race, parents' place of employment, social security number, academic, discipline or special needs. If there are seats declared and the initial process is completed, the student becomes eligible for the Lottery system. If selected in the Lottery, a student is invited to attend Lincoln Leadership Academy. An enrollment packet must be completed and submitted once the student is accepted.

As part of the enrollment process students and parents are required to attend orientation meetings and meet with the CEO and other staff.

Open Enrollment will be advertised on the school's web page, parent newsletter, in daily announcements, newspapers, flyers, and followed by one mailing to those students who have been placed on a waiting list the prior year. All applications received by the school will be stamped with the date of receipt. All completed applications will remain at the school. Applicants who are placed on a waiting list will have their applications on file for the period of one year.

Enrollment preference is given to siblings of enrolled applicants and children whose parents were involved in the opening of LLACS. The amount of sibling applicants being accepted is subtracted from the available seats for a given grade. The remaining available seats are then assigned to students who reside in our sponsoring school district (Allentown School District) who have been selected in the Lottery. If there are any remaining seats following this procedure, applicants who reside outside the sponsoring school district are then accepted according to chronological order of application submission. The remaining students are kept on a waiting list for a period of one year following initial application submission. They are afforded the opportunity to reapply during open enrollment season the following school year. If the applicant has not been chosen after the one year archival period and continues to have expressed interest in the school, they are required to submit a new application and will then be assigned a new number in chronological order.

Wait List Procedures

A complete list of students who have applied for a current year that were not chosen make up the wait lists for each grade. If seats become available during the school year students are chosen from the wait list according to grade and the chronological order of their application submission. We have changed the process for year three to follow the "Lottery" system for enrollment.

Admissions and Lottery System

Open enrollment is conducted annually to fill places made available by with drawing students and to determine placement on the wait list for the forthcoming year. The Open Enrollment period lasts for two

weeks and is set /annually by the Board. Each year, applications will be printed by the school and made available to all parents who request them. Applications will also be posted on the school's web page.

The application form will not request information relative to race, parents' place of employment, or social security number. The application does not ask for any information pertaining to the student's educational placement or status. Open Enrollment will be advertised on the school's web page, parent newsletter, newspaper, flyers and in daily announcements. All applications received by the school will be stamped with the date of receipt and entered into the computer. All completed applications will remain at the school. If oversubscribed, the school will follow the Public Lottery Procedures to determine acceptances and to establish the order of the waiting list. All applicants are required to submit an application each year (even if an application was submitted in the prior year). All applications received during Open Enrollment will be placed in the Lottery.

For the purposes of the following procedures and rules, "Lottery" shall refer to the selection of applicant names by a random method such as the blind drawing of numbered tickets from a container. The numbering of tickets corresponds to the number placed on the application by office staff once the application is received. Lotteries are conducted by grade level respective of spots that are announced as available in a given grade. All applications received during Open Enrollment are placed in the Lottery. The only exception to this is for siblings of current LLACS students as well as students from parents who contributed to the opening of LLACS. The sibling of any applicant enrolling under sibling preference must be enrolled in order for sibling preference to be in effect. An applicant sibling of an accepted Applicant applying for the same academic year in a grade that is open for admission may also receive preference. This number is subtracted from the available spots for a given grade. That number represents the total of available spots to be chosen from for the lottery for given grade. Tickets will be sorted by grade and put into a single container by grade. Every lottery is witnessed by various stakeholders and is filmed for accountability purposes. Once the tickets are matched with names on student applications contact is made with the parent/guardian and the enrollment process begins. Students not chosen in the lottery are contacted and informed of their status on the wait list. The lottery documents (tickets and applications) are archived within the Office of the Registrar.

Wait List Procedures

A complete list of students who have applied for a current year that were not chosen in a lottery make up the wait lists for each grade. Once an applicant is placed on a wait list they are contacted and informed of their status. If additional lotteries are scheduled, students are placed back into the lottery if the number of applications exceeds the available slots. Once all open places have been filled by grade, the remaining applicants are placed on the wait list by grade in enrollment number order.

Withdrawal, Transfer, and Expulsion Procedures

Students transferring out of Lincoln Leadership Academy to another school will be required to complete a Release of School Information Form to be sent to the student's future school. LLACS will provide copies of the students' records to the new school or parent only, but the student's original cumulative folder will be maintained by Lincoln Leadership Academy.

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent or legal guardian at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the main office. On the student's last day, the withdrawal form must be presented to administration. A completed copy of the withdrawal form will be given to the student and a copy placed in the student's permanent record. A student who is 18 or younger, who is married or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Expulsion is defined as "the removal of the right and obligation of a student to attend the Academy under the conditions set by the Board."The Chief Executive Officer will have final authority in recommending the expulsion of a student to the Board and whether a student who has been expelled may be allowed to return to school, and, if so, under what terms and conditions. If a student withdraws from the school before suspension or expulsion action, the student may be permitted to reapply to the school for admission on terms and conditions set by the CEO and Board. No time limit will be established for the time between the withdrawal and the reapplication for admission. If a student is withdrawn pending disciplinary action, the student's readmission to Lincoln Leadership Academy will be subject to a disciplinary hearing on the suspension or expulsion matter. If a student is expelled from the Academy, he/she may not return to the Academy and must, if 17 years or younger, enroll in another high school. A student under a pending expulsion action for weapons or drugs will not be permitted to withdraw.

Lincoln Leadership Academy will permit a parent or guardian of a student to withdraw a student facing expulsion from Lincoln Leadership Academy. A parent or guardian may also withdraw a student at any time prior to a decision to suspend or expel a student. The disciplinary procedures and standards shall be applied to the hearing.

Steps and Procedures for Expulsion:

1. The Director of Student Development may recommend expulsion of a student to the CEO.
2. The CEO may recommend expulsion to the Board of Trustees.
3. The Board of Trustees makes decisions to expel a student.
4. Notice of expulsion charges must be sent to the parent/guardian in writing. Notice will be given of the intent to expel with no less than 72 hours notice and the time and place of the hearing with the Board of Trustees. Parents may waive the right to 72 hours notice in the interest of expediting the case.
5. Student has the right to a hearing before the Board of Trustees and CEO.
6. Student has the right to counsel.
7. Student has a right to speak and produce witnesses,
8. Student has a right to question witnesses.
9. Decision of the Board of Trustees is the final decision of the school.
10. Student/parent or guardian can appeal this decision to the courts.

Enrollment of Students

According to Act 22 of 1997, a charter school shall enroll students who choose to apply and are residents of the school district or participating districts. Nonresident students may also be enrolled with first preference given to resident students. Capacity issues will be settled by the use of a lottery. Discrimination is prohibited in admission decisions. Lincoln Leadership Academy Charter School strictly adheres to Pennsylvania Charter School law in its admissions procedures.

There are currently no supporting documents selected for this section.

Transportation

Students living 1.5 miles from school are transported to and from school. Transportation is provided by the school district of residence. Lincoln offers an activity bus for students remaining after school hours for extended instruction, enrichment activities or sports.

Food Service Program

Our first year, LLACS contracted with the Allentown School District for the school lunch program. Due to the complexity involved with opening a new school, we were able to only serve lunch. We completed year two under contract with Sodexo through the Bethlehem Area School District and served both breakfast and lunch. The free/reduced number this year was 86%.

At the beginning of the school year, we solicited lunch applications from students and also used Compass to determine student eligibility. We adhered to the School Lunch Program guidelines and regulations throughout the process. As of the end of this school year, we had approximately 290 students eligible for free/reduced meals. This coming year the students will be given snacks after school and before enrichment program.

Student Conduct

Lincoln Leadership Academy subscribes to a very strict set of expectations regarding student behavior. The adoption of a strictly enforced Zero Tolerance Policy has significantly reduced and/or prevented the number of violent incidents.

The Code of Conduct is taught and reviewed with students, teachers and parents in the beginning of every school year. Opportunities are given for discussion regarding expectations. Student behavior has improved overall in the last two years. Infractions leading to disciplinary action decreased by 28% this past year. Zero tolerance infractions are reported to the proper legal authorities and are included in all mandated state reports.

All policies and practices contained in the Code of Conduct are reviewed by legal counsel as to their compliance with Chapter 12 and 13 of the Public School Code.

Student Conduct - Attachments

- Discipline Final Warning Document
- LLACS Discipline Policy
- Shadow Notice Document
- Suspension Template

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Lincoln Leadership Academy Charter School within Carbon-Lehigh IU 21 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer
2011 - 2012 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Lincoln Leadership Academy Charter School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Sandra Figueroa-Torres **Title:** CEO/Principal
Phone: 484 860 3300 **Fax:** 484 860 3307
E-mail: sft@llacslv.com

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name: Meloney Dosunmu **Title:** President
Phone: 484 860 3300 **Fax:** 484 860 3307
E-mail: administration@llacalv.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Theresa Benjamin **Title:** Director of Student Development
Phone: 484 860 3300 **Fax:** 484 860 3307
E-mail: tbenjamin@llacslv.com

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page