

# *Lawrence Family Development Charter School*



## **SY'2013-2014 ANNUAL REPORT**

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**JULY 31, 2014**

## **A MESSAGE FROM THE PRESIDENT OF THE BOARD**

SY'2013-2014 was Lawrence Family Development Charter School's (LFDCS) nineteenth year operating as a Commonwealth public charter school. This year centered on *Strategic Planning* as we prepared for our re-chartering submission, established goals and priorities for 2014-2020 and actively sought opportunities to disseminate our practices as a Level 1 public school district. The goals from Strategic Planning commit to: maintaining our focus on mission and pledge to family engagement, measuring the academic performance of our students and strengthening our administrative infrastructure by carefully monitoring growth and financial resources. We analyzed our staffing needs, did succession planning, hosted professional development sessions and expanded external partnerships for interdisciplinary instructional practices in science, technology, engineering and math. As we transition from Massachusetts Curriculum Frameworks to the Common Core standards, we will continue to demonstrate strong student performance with responsive support services for all students.

This year as we did planning and preparation of the re-chartering document, we considered *The Conditions for School Effectiveness (CSEs)* which articulate what schools need to have in place to educate students which was voted into regulation by the Massachusetts Board of Elementary and Secondary Education in 2010. These now become our "scorecard" as we assess, plan and build upon our strong performance as one out of fourteen of the first Massachusetts public charter schools. As the Strategic Planning process was executed by the Lawrence Family Development and Education Fund, Inc., which is the Management Organization for the Charter School, a keen focus was on the Charter School's strength with community and parent engagement, RTI instructional techniques, student progress-monitoring and success with English language learners. *The Conditions for School Effectiveness* mandates the strategic use of resources and adequate budget authority, so we critically assessed opportunities and challenges with financial resources and systems. We also celebrated LFDCS' success as a Commonwealth charter school that was initially chartered and then re-chartered three times (a total of four charters). To complement Strategic Planning we engaged a consultant to assist with five-year budget planning, and we received generous donations of equipment and furniture to refurbish segments of our campuses at no cost.

As part of the planning process and in the year following the opening of the Academy of Early Academic Preparation, we began discussions with the Lawrence Public Schools (LPS) on ways in which our experienced educators and ESL services might be disseminated. This led to an application by the Charter School's Management Organization, Lawrence Family Development and Education Fund, Inc., to become an approved *Preferred Provider/Turnaround Operator* for Massachusetts school districts in need of targeted assistance. Beginning in September 2014 the first two-year contract with the Lawrence Public Schools will open a demonstration project called *Lawrence Family Public Academy*. This project will involve LFDCS' sharing of staff members, including the Academy's former Head of School and two teachers who will be assigned to this project. Their task will be to provide targeted assistance to LPS with teacher preparation, academic skills, language acquisition and social advancement of young children.

***Effective School Leadership/Principal's Staffing Authority:*** In SY'2013-2014, our School's Founder, who served these past two-years as Principal, continued to demonstrate the power of partnerships with parents and with the community. She led the School's growing student population (657) as we once again celebrated recognition of LFDCS as a *Level One School* for MCAS achievement. To prepare for the Principal's replacement for July 2014, a Search Committee spent almost one year recruiting, screening and selecting the new K-8 Principal. The new principal, who hails from the Lawrence Public Schools, will be charged with LFDCS' continued and planned expansion by supporting a new Head of School of the Academy for Early Academic Preparation, expanding efforts in the area of Teaching with Technology, leading full adoption of the Common Core standards and expanding STEM efforts.

SY'2013-2014 also brought the appointment of a new Head of the Lower School (selected from the faculty) who early in her term took on the responsibilities of Summer School 2013 and its new projects in science and nutrition. In addition to these staff changes and appointments of several new teachers, new staff included a receptionist at the Academy for Early Academic Preparation, a Director of Special Projects and New Initiatives to more deliberately bridge grant projects between the Superintendent's Office and the instructional areas, and a new Special Education Director selected from the faculty.

***Alignment of curriculum/Effective instruction / Student assessment/Tiered instruction and adequate learning time:*** LFDCS expanded its Response to Intervention (RTI) model this year and appointed two teachers to Co-Chair all instructional interventions. For RTI support, LFDCS once again hosted Saturday Academy which provided twelve weeks of small group instruction in ELA, Math and Science for all Tier III students in grades 3-8. These interventions reduced Tier III students to less than 3.8% of the School's total enrollment for the GMADE and 4.7% of the School's total enrollment for the GRADE. LFDCS expanded the goals and number of students served in Summer Academy by providing a Summer Enrichment component integrating ELA, Math and Science. As confirmed in test score levels, all curriculum alignment, assessment and instruction were carefully planned, with curriculum content approved by the Curriculum Committee and monitored through the School's extensive Teacher Induction & Mentoring Programs.

***Professional development and structures for collaboration:*** This year our teachers grew in effectiveness through in-house sponsored professional development sessions, reflection on professional readings, teacher-led workshops and tuition reimbursement for pursuit of advanced degrees. Teachers gathered this year for reflection and sharing on monthly *Book Talk* sessions which next year will move to a focus on Personalized Learning and Teaching with Technology. The school year began with Teachers<sup>21</sup> providing training for all teachers on assembly of a plan to meet the requirements of the Massachusetts *New Teacher Evaluation System*. We also hosted specialized training on the Woodcock Johnson Assessments, did sessions to build capacity assessing social skills development and offered onsite Sheltered English Immersion (SEI) training to assist our teachers to earn the Sheltered English Immersion endorsement in which twenty-one (21) LFDCS staff members successfully completed.

LFDCS continued its stellar work with higher education community partners who brought additional learning and enrichment opportunities to our students while supporting growth and achievement. Our partners include: Phillips Academy, Andover, Pingree School and The Governor's Academy (for summer enrichment and readiness for high school admissions) and extensive partnerships in the sciences (NECC, University of Massachusetts-Lowell, Museum of Science) and outdoor environmental exploration (Quarrybrook Learning Center). Our partnership with Converse allowed eighth graders to work with engineers designing possible prototypes of new sneaker designs for Converse's consideration. We also launched new efforts in engineering with the Boston Society of Civil Engineers, the Metro North Regional Employment Board and the Merrimack Valley Workforce Investment Board. Lastly, our excellent engineering and science efforts were affirmed this year when our Head of Science was awarded the national *Discover-E Award* for the engineering partnerships and rigor which add to LFDCS' high standards.

***Effective district systems for school support and intervention and Family/School engagement:*** These areas continue as most significant to our mission and accomplishments this year. We added to our current program "Right from the Start" (parent involvement which begins in the early grades) by including new efforts such as raised bed gardens, "Cooking without Heat" in Summer School, a Summer "Food Fiesta," Family Movie Night, a play at a local high school, an animated "Food Play" nutrition presentation and Family Math Nights. Many of our eighth graders transitioned to impressive private high schools with supplementary program support from the Cummings Foundation (\$100,000 awarded over four years) and the Liberty Mutual Foundation grant (\$40,000 awarded over two years) as well as through a record-breaking amount of scholarship dollars raised this year through fundraising from individual donors. Our "friend-making" included Good News Breakfasts and Luncheons and After Hours Socials. We showcased our Charter School at a Legislative Breakfast, Lawrence Public Schools' Professional Development events and at a day-long conference held at our school by the Massachusetts Charter School Association.

As we close SY2013-2014, it is with great pride that I serve as President of the Lawrence Family Development Charter School's Board of Trustees. These nineteen years as a Commonwealth public charter school have provided us the opportunity to show that all children can succeed, no matter the zip code in which they live. I am confident that our past and present efforts will help us not only sustain but also grow our successes.

Sincerely,



John Housianitis, Board President

# *Lawrence Family Development Charter School*

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## INTRODUCTION TO THE SCHOOL

Type of Charter	Commonwealth	Location	Lawrence, MA
Regional or Non-Regional?	Non-Regional	Districts in Region	1
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010
Maximum Enrollment	660	Current Enrollment	657
Chartered Grade Span	K-1-Grade 8	Current Grade Span	K-8
# of Instructional Days per school year	180	Students on Waitlist	1,326
School Hours:	K-1 7:45am-2:55pm K-2-Gr. 4 7:45am-3:05pm Grs. 5-8 7:45am-3:15pm	Age of School	19 years
<p><b><u>Mission Statement</u></b></p> <p>Strong families, working in partnership with the school as advocates for academic achievement, will create an environment where every child has the opportunity to acquire the foundation skills and habits of mind that foster life-long learning, citizenship participation and personal fulfillment.</p>			

## SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

### I. Faithfulness to Charter

#### A. ACCOUNTABILITY PLAN OBJECTIVES AND MEASURES

	2013 - 2014 Performance	Evidence
<b>Objective 1: <i>The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).</i></b>		
<b>Measure:</b> 1. Parents of K-1 students will have a home visit by the Student and Family Support personnel to ensure successful student transition to school. School target will be to visit ninety percent (90%) of parents of K-1 students each year.	Met	100% Home Visits Home Visit Surveys/ Staff Observation Forms
<b>Measure:</b> 2. Ninety percent (90%) of K-1 parents will attend “Right from the Start” training resulting in eighty percent (80%) of K-1 students meeting Letter Naming and First Sound Fluency as measured by DIBELS next Spring benchmark each year.	Met  Met Not Met	94% - “Right from the Start” (Attendance sheets and DIBELS) see pg. 26) 90% - LNF 76.8% - FSF
<b>Objective 2: <i>The school establishes an academic program that includes the pedagogical approach, curriculum, assessment and other unique elements defined in the charter application and any subsequent approved amendment(s).</i></b>		
<b>Measure:</b> 1. Ninety percent (90%) of graduating eighth graders will apply to admissions-based high schools.	Not Met	Applications, 42 of 49 (86%)
<b>Measure:</b> 2. Ninety percent (90%) of students who apply to admissions-based high schools will be accepted at one or more admissions-based high schools.	Not Met	Acceptances 34 of 42 (81%)

**Objective 1 – Measure 1:** Beginning in 2006 with the initial K-1 class, LFDACS has initiated visits to newly-enrolled K-1 students. Visits by our Parent Liaison and Head of School at the Academy for Early Academic Preparation during SY'2013-2014 established a foundation for understanding and dialogue between school and home. Their representation of our school creates a positive relationship, helps answer important questions of parents and provides a welcoming environment when students enter school. The Head of School at the Academy for Early Academic Preparation with the Parent Liaison specifically create dialogue with the parents and bridge these conversations to the school administration which addresses any potential conflicts over policy. For the incoming K-1 class of SY'2013-2014, 100% of families had home visits.

**Objective 1 – Measure 2:** “Right from the Start” workshops were held in the fall of 2013 for parents of new K-1 students. LFDACS met the Accountability Goal of 90% with 94% attending the workshop series. These workshops included academic preparedness and reading at home, behavior management skills, nutrition and new trainings conducted by our Registered School Nurse and the Parent Liaison. Measure 2 had a follow-up goal measuring Letter Naming and First Sound Fluency (DIBELS) in the spring of the following year. For the K-1 class of SY'2013-2014 more than 76% reached fluency in both assessments. The Letter Naming Fluency goal was met at 90% but the First Sound Fluency goal was not met with an overall score of 76.8%. The Letter Naming Fluency (LNF) assessment measures recognition of 28 letters per minute and the First Sound Fluency (FSF) measures 30 first sounds in a minute. Parents learn to practice these skills and support early phonics skills. In order to enhance student performance in the upcoming year, we will look at scheduling more paraprofessional support to allow for more letter-naming drills, and we will invite parents to Family Nights to participate in practice drills so they can support students at home.

**Objective 2 – Measure 1:** LFDACS did not meet the 90% accountability goal with only 86% of the graduates of the Class of 2014 applying to admissions-based secondary schools. Of these graduates, 34 of 42 (81%) were accepted to admissions-based secondary schools. The “Opening Doors” efforts supported students once again this year to plan for transitions after graduation. It also supported the High School Fair in the fall of 2013 which welcomed 29 high schools to meet parents and students. The goal was to broaden awareness of secondary school options and increase the number and percent of applications. During SY'2013-2014, private foundations support from Liberty Mutual and the Cummings Foundation helped to underwrite school site visits, parent workshops and intensive SSAT prep and high school placement courses offered after school. The partnership with the national ABC (A Better Chance) program saw four LFDACS applicants and four selections entering ABC programs at high school in the fall of 2014. This year a focus was on increasing relationships with the number of private schools, yet we found our students were less able to manage timelines without assistance for their high school applications. The new LFDACS Principal, who oversees the Placement Counselor and Alumni Coordinator for high school transitions, will host monthly case management meetings with the Placement Counselor and Alumni Coordinator to assess the application flow, add a timeline and checklist for parents on dates for applications and schedule the Placement Counselor and Alumni Coordinator for one-on-one family meetings during Saturday Academy for all 8<sup>th</sup> grade students.

**Objective 2 – Measure 2:** LFDACS had 86% of the Class of 2014 graduates (42 of 49 students) apply to admissions-based schools. Of those 42 graduates, 81% (34 students) were accepted at one or more schools; therefore, regrettably, neither of these measures were met. Parent-Student-Placement Counselor meetings in early spring and a review of financial aid and scholarship offers helped make best choices, and the Class of 2014 earned more than \$1.3 million in financial aid and scholarships for the next four years. Examples of schools from which LFDACS' 2014 graduates received scholarships are: three graduates to Central Catholic High School, one graduate to Phillips Academy Exeter, eleven graduates to Notre Dame Cristo Rey High School, three graduates to Bradford Christian Academy, one graduate to St. John's Preparatory School, one graduate to White Mountain School, one graduate to Maine Central Institute, one graduate to The Cambridge School of Weston, one graduate to Presentation of Mary Academy and one graduate to the Berkshire School. In SY'2014-2015, due to the increase in the number of acceptances of students who apply to private schools, students will apply to a tier of schools, so that if their academic standing for a “reach” school is not earned, they will have other alternatives. Also, a step will be added to the application process, so that students deferred for acceptance, might elaborate some of their unique skills and request reconsideration of their application.

## **B. CHARTER SCHOOL PERFORMANCE CRITERIA RELATING TO FAITHFULNESS TO CHARTER MISSION AND KEY DESIGN ELEMENTS**

LFDCS, in its 19 years of existence, has maintained the philosophy of its founders through the Key Design elements through which it operates its charter and sets its accountability goals. The mission of Lawrence Family Development Charter School from its founding is: *strong families, working in partnership with the school as advocates for academic achievement, will create an environment where every child has the opportunity to acquire the foundation skills and habits of mind that foster life-long learning, citizenship participation and personal fulfillment.* The governance structure exemplifies the mission of the school by ensuring that the board make-up consistently has parents involved at every level of the school including its governance structure. Key design elements are:

- 1. Parent Engagement** - Parent are engaged as “advocates for their children” as an essential element of our history.
- 2. Dual Language** - LFDCS designs its school with a dual-language mission to respond to the wish of the founding parents that their language and culture would be taught.
- 3. Effective Teaching is Key** - LFDCS hires certified teachers in required fields who also hold high expectations for all students. LFDCS supports effective teaching through grade-level planning and school-wide lesson plan templates using standards-based instruction. Instructional delivery is organized in grade-level units and lesson plans which are tiered to meet the needs of all students.
- 4. Partnerships** - LFDCS recognizes that community partners bring additional learning, enrichment and opportunities to our students, and we have been consistent in inviting partners who support growth and achievement.
- 5. Governance and Leadership Structure** – Governance supports the vision and mission of LFDCS. A thirteen-member board, comprised of six members of LFDEF, Inc., the Management Organization, six parent members and the parent chair of the School Site Council (ex officio), is regularly informed through monthly board meetings on all aspects of curriculum, programs, student academic growth and any need for new policies.

The key evidence of how LFDCS implemented these design elements was demonstrated in SY’2013-2014 by:

- **Parent satisfaction**, cultivated and evaluated through use of annual parent surveys and parent participation at School Site Council and Special Education PAC meetings (evenings) and morning coffees which provide important ways in which parents can be involved with the school.
- **Parents worked in partnership for academic achievement** this past year in new Title Three workshops, an Engineering Celebration, Family Write Nights and the High School and Science Fairs, while 100% of parents participated in report card conferences.
- **Parents obtained citizenship attainment and personal fulfillment** and took advantage at no cost to themselves (due to Title One support for fees) ESL and citizenship classes at the Maria del Pilar Quintana Family Center (over 450 adult learners, including parents, improved literacy skills over the past year).
- **Two teachers were appointment to Co-chair the RTI process to assure foundational skills and fully integrate ESL and Special Education staff into the RTI process.** This interdepartmental effort fine-tuned academic interventions for Tier III students in Summer and Saturday Academies which provide, beyond the school day, specialized instruction resulting in academic progress for students in grades 1-7.
- **Professional development** for staff this past year assured **the foundational skills for students which** included Sheltered English Immersion (SEI) endorsement workshops attracting 21 teachers, while Teacher Orientation and Mentoring focused on the new Teacher Evaluation tool and Social Skills support and assessment for young children.
- **Partnerships** infused the STEM curriculum—such as, NECC, Mechanical and Civil Engineering Societies, UMass Lowell, Quarrybrook and the Museum of Science—which further developed applied learning and interdisciplinary practices.

## AMENDMENTS TO THE CHARTER

The below amendment was submitted to ESE for approval during SY'2013-2014:

Date	Amendment Requested	Approved by ESE?
6/30/14	The Board of Trustees shall consist of not less than six (6) and not more than thirteen (13) members. Six trustees shall be nominated by the Board of Directors of LFDEF, Inc., the founding organization. The number of parent representatives shall also be fixed with no less than six (6), elected by the School Site Council which is composed of parents of students enrolled at the school, alumni students of the school, alumni parents of students of the school and/or community stakeholders with knowledge of the school and an additional parent member, ex-officio, which serves as the parent co-chair of the School Site Counsel making the total composition of thirteen individuals.	Pending approval

## ACCESS AND EQUITY: RECRUITMENT AND RETENTION PLAN

<b>Recruitment Plan – SY'2014-2015</b> Data used is October 2013 shown in "Chart"
<b>Lawrence Family Development Charter School - July 31, 2014</b>
<p style="text-align: center;"><b><u>Implementation Summary:</u></b></p> <p>LFDCS reached out to all sections of the City of Lawrence through advertisements in English and Spanish newspapers and posted all requirements and the application on its website in both English and Spanish. Although LFDCS' recruitment is <i>significantly influenced by sibling preference</i>, to build awareness of its recruitment periods, LFDCS distributed posters throughout the school, at the Maria del Pilar Quintana Family Center, with all stakeholders, throughout the business community and at the local district parent information center. Additionally in SY'2013-2014, LFDCS displayed posters regarding the school's program and enrollment at all early childhood centers in the City of Lawrence, added raised bed gardens and invited the community to be involved in the care of the gardens and planned for a full-day enrichment component in summer, 2014. With the hiring of a new Special Education Director, LFDCS increased information at Special Education PAC meetings, announced availability of seats at School Site Council meetings, and in order to increase access for homeless children, its students did community service projects for a campaign to benefit homeless children, a potential subgroup to be targeted to reduce the achievement gap. LFDCS did specific activities at social service agencies (MDPCC) and an area food pantry (Lazarus House) to provide information and applications for the school. Lastly, LFDCS began conversations with the Lawrence Public Schools (LPS) to become a Preferred Provider for Targeted Assistance (achieved in April 2014) and in the future envisions additional outreach to all subgroups through the LPS Parent Information Center.</p>
<p style="text-align: center;"><b>General Recruitment Activities:</b></p> <p>In the upcoming year, Lawrence Family Development Charter School (LFDCS) will continue recruitment strategies listed for SY'2013-2014 by reaching out to all sections of the City of Lawrence through advertisements in English and Spanish newspapers and posting all requirements and the application on its website in both English and Spanish. LFDCS will distribute posters throughout the school, at the Maria del Pilar Quintana Family Center, with all stakeholders, throughout the business community and at the local district parent information center. It seeks to continue its 19-year progress for enrollment of subgroups which are statistically (based on "the Chart" of October 2013 data) above the first quartile and comparison index as compared to Lawrence Public Schools and Community Day-Prospect in these categories: 1) First Language not English (87%); 2) Low Income (92.4%); 3) Free Lunch (85.9%); and 4) High Needs (93.4%). Attention in the SY'2014-2015 Recruitment and Retention Plan will be on English as a Second Language Learners (19.3%) and on Students with Disabilities (5.7%) to assure ELL students' recruitment fall into reasonable progress with below quartile standing. LFDCS sees its students' early childhood ELL achievement as a relative strength because ELL students in most cases fully transition to not needing ESL support by third grade. LFDCS works with parents and students on recruitment and identification of students with disabilities. Although LFDCS is meaningfully impacted by sibling preference in its enrollment strategy, the district strives to place above the first quartile and comparison index for all subgroups.</p>

Recruitment Plan – Strategies	
Demographic Group	Strategies (Data from “ESE Chart”)
<p><b>Special education students</b> LFDCS – 5.7%</p> <p><b>Summary from “Chart”</b> Baseline 5.7% (2010-11); first quartile 12.1; comparison index 13.8. GNT=9.75 or increase by 1.6 per year over 6yrs.</p>	<p><i>A 2-year kindergarten program and a smaller population influenced by class size and teachers’ ability to differentiate instruction via RTI and early intervention strategies allow for early support. In SY’2014-2015, the Recruitment Strategies will include:</i></p> <ul style="list-style-type: none"> <li>• <i>Outreach will continue through social service agencies in the City with presentations at MSPCC and ads in local (Spanish) newspapers at least two times per year.</i></li> <li>• <i>Summer home visits for incoming students will include a flyer about special education, and the Parent Liaison will use this flyer to introduce the SPED Director and staff.</i></li> <li>• <i>SY’2013-2014 brought to LFDCS a new SPED Director who has now purchased assessment materials to more specifically assess specific disabilities and to prevent misdiagnosis.</i></li> <li>• <i>The SY’2014-2015 School Site Council and PAC meetings will have materials for parents to share in their neighborhoods to increase awareness about LFDCS’ services to special education students.</i></li> <li>• <i>Representatives from the school’s SPED PAC (parent council) will be available to prospective families at the lottery to discuss Special Education support.</i></li> <li>• <i>LFDCS’ Summer Food Fiesta and Family Movie Nights will have information available about instructional and assessment services for children with special needs.</i></li> </ul>
<p><b>Limited English-proficient students</b></p> <p><b>Measure #1: First Language Not English (87%)</b> Above or equal to the first quartile (64.6%) and comparison index (64.6%)</p> <p><b>Measure #2: English Language Learners</b> Below first quartile (26.5%) and comparison index (26.5%)</p> <p><b>Summary from “Chart”</b> Baseline 39.9% (2010-11); first quartile 26.5; comparison index 26.5. GNT=33.23 or increase of 5.5 per year over 6yrs.}</p>	<p><i>LFDCS only advertises and enrolls at the K-1 level for 4 year olds and enrolls from the K-2-grade 3 waitlist if seats are available. ELL effectiveness at the early childhood levels allows students to successfully transition out by grade 3. For recruitment, LFDCS recommends that we maintain many of its current recruitment strategies for Limited English Proficient Students.</i></p> <p><b><u>Measure #1</u></b> <i>Based on the number of students who are admitted with a first language other than English, we see our effectiveness at the early elementary levels as influencing this number by successfully transitioning by grade 3. Our ELL population has steadily declined: 2010=42.3, 2011=39.9, 2012=25.8, 2013=19.0, Year 2014=19.3. Our ELL CPR is in full compliance. For recruitment, no strategy changes are expected to be needed to target this demographic subgroup.</i></p> <p><b><u>Measure #2</u></b> <i>A smaller K-8 population, influenced by effective ELL transitions, generally by grade 3. LFDCS only advertises and enrolls at the K-1 level for 4 year olds and its 2-year kindergarten program. Class size and teachers’ ability to differentiate instruction via RTI allow for SEI and more individualized support and early intervention. In SY’2014-2015, the Recruitment Strategies will include:</i></p> <ul style="list-style-type: none"> <li>• <i>Outreach will continue through social service agencies in the City with presentations at the LPS—especially the new Lawrence Family Public Academy and ads in local (Spanish) newspapers.</i></li> <li>• <i>Summer home visits for incoming students will include a flyer about ESL services and the Parent Liaison will use this flyer to introduce Title Three activities and staff.</i></li> <li>• <i>The SY’2014-2015 School Site Council and PAC meetings will have materials for parents to share in their neighborhoods to increase awareness about LFDCS’ services for non-English speakers.</i></li> <li>• <i>Family math and other parent participation nights will provide parents with extra copies of materials to bring to their neighborhoods to share with prospective families that will encourage non-English speakers to pursue the LFDCS lottery.</i></li> <li>• <i>Summer School’s Summer Food Fiesta and Family Movie Nights will have information available about ESL instructional and assessment services for children.</i></li> </ul>

Demographic Group	Strategies (Data from “ESE Chart”)
<b>Students eligible for free or reduced lunch</b> LFDCS – 85.9%	<i>For recruitment, we will provide a brochure from local food pantries regarding their services to the community.</i>
<b>Students who are sub-proficient</b>	<i>Our MCAS, GMADE and GRADE test scores are strong for a district enrolling a low income, minority population. We have lengthened our summer enrichment programs, added an ELL Summer Program for students not meeting benchmark to prevent learning losses and have increased our focus on health and nutrition. For recruitment, no strategy changes expect to be needed to target demographic.</i>
<b>Students at risk of dropping out of school</b>	<i>To recruit students who would be at risk of dropping out, we will work with the Department of Children and Families and the Department of Transitional Assistance to let the professionals know that all families are eligible to apply to the LFDCS lottery.</i>
<b>Students who have dropped out of school.</b>	<i>Not applicable – we do not enroll students who are age-eligible to drop out.</i>
<b>Other subgroups of students who should be targeted to eliminate the achievement gap</b>	<i>For recruitment, no strategy changes will be made to target demographic. Our MCAS, GMADE and GRADE test scores are strong for a district enrolling a low income, minority population: 1) First Language not English (87%) --- 2) Low Income (92.4%) --- 3) Free Lunch (85.9%) --- and 4) High Needs (93.4%). We have also actively accommodated homeless students living out of town, including scholarships for summer school.</i>

### Retention Plan

SY’2014–2015

Data used is October 2013 that is shown in the “Chart”

#### Implementation Summary:

LFDCS established a retention goal in its charter of 95% and for all students in SY’2013-2014 of 98.4%. For kindergarten students the level was 96.4%, and for first grade students the level was at 96.7%. According to the “the Chart,” grades 3 -7 were at 100% with 8<sup>th</sup> graders transitioning upon graduation to high school. According to “The Chart” our work with students with disabilities and support at parent meetings and the PAC earned us 100% retention for this population. Our retention of ELLs, low income and high needs populations this year was above a level of 98% for all categories.

#### Overall Student Retention Goal

<b>Annual goal for student retention (percentage):</b>	95% or higher
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#### Retention Plan – Strategies for SY’2014-2015

Demographic Group	Strategies (Data from “ESE Chart”)
<b>Special education students</b> Attrition rate for SY’2013-2014 = 0%; Retention Rate for SY’2013-2014= 100%. Goal for SY’2014-2015 is: 95%	<ul style="list-style-type: none"> <li>• <i>Enroll all students using K-1 home visits to enhance communication and expectations with parents.</i></li> <li>• <i>Involve parents at Board meetings, family events and SPED PAC meetings.</i></li> <li>• <i>Fully integrate the needs of SPED students in RTI meetings and in Summer and Saturday Academy.</i></li> <li>• <i>Build SPED assessment capacity through an expanded inventory of SPED assessment materials.</i></li> </ul> <p><i>Evaluate SPED referrals and needs in a timely way, assure that all SPED staff receives professional development and possesses certification</i></p>

Demographic Group	Strategies (Data from “ESE Chart”)
<p><b>Limited English-proficient students</b> Attrition rate for SY’2013-2014 = 1.7%; Retention Rate for SY’2013-2014= 98.3%. Goal for SY’2014-2015 is: 95%</p>	<ul style="list-style-type: none"> <li>• Provide full translation services to parents at meetings, family events and SPED PAC meetings.</li> <li>• Through Spanish-translations, maximize parent participation of non-English speaking parents with a bilingual website, letters, support services at the Family Center and parent conferences using Spanish-translated “One Call” messages.</li> <li>• Maintain Title Three activities for parents and review quarterly the ELL CPR.</li> </ul>
<p><b>Students eligible for free or reduced lunch (i.e. Low Income)</b> Attrition rate for SY’2013-2014 = 1.3%; Retention Rate for SY’2013-2014= 98.7%. Goal for SY’2014-2015 is: 95%</p>	<p>Continue to align activities for access, diversity and equity to the charter and LFDCS mission which is “Educating Families... Building Community.” Use grants (Title One, Title Three and foundations) to supplement the core instructional and student support services. Invite school community to our summer Food Fiesta.</p>
<p><b>Students who are sub-proficient (High Needs)</b> Attrition rate for SY’2013-2014 = 1.3%; Retention Rate for SY’2013-2014= 98.7%. Goal for SY’2014-2015 is: 95%</p>	<ul style="list-style-type: none"> <li>• Offer extended day Saturday and Summer Programs for intervention, language development and enrichment.</li> <li>• Host monthly grade-level meetings on the curriculum and interventions.</li> </ul>
<p><b>Students at risk of dropping out of school</b></p>	<p>Through a strong academic program, academic support with high school transitions (“Opening Doors”) and in-house and contracted student support services, we support the social/emotional needs of LFDCS students. Our Parent Liaison, who is our Homeless Liaison, and the School Nurse (both bilingual) provide support to students and families by identifying warning signs for students who may be at risk of dropping out of school when age-eligible. Scholarships and transportation have been provided for homeless students to summer school and we work with parents to provide transportation when parents need to leave their homes in an emergency and work with a neighborhood homeless shelter for student support. We have also provided remote access and a webcam in the classroom to students who are hospitalized or homebound for an extended period of time.</p>
<p><b>Students who have dropped out of school</b></p>	<p>No change; LFDCS is a Kindergarten to grade 8 school.</p>
<p><b>Other subgroups of students who should be targeted to eliminate the achievement gap</b> Attrition rate for SY’2013-2014 = 1.6%; Retention Rate for SY’2013-2014= 98.4%. Goal for SY’2014-2015 is: 95%</p>	<p>Appropriate strategies are defined through the LFDCS’ RTI, SPED and ELL plans and operations; LFDCS is in full compliance in all areas.</p>

## **DISSEMINATION EFFORTS**

In the area of dissemination, LFDCS provides models in an urban community for success with a High Needs population for replication and best practices. A number of forums and activities allow LFDCS to share its best practices. These are available to community members and other professionals to assist with an understanding of cultural and common factors in education and family development. Throughout the year, LFDCS supported the leadership team of the Lawrence Public Schools, and this support included multiple observations of LFDCS' RTI model and 2-year kindergarten program. During this school year, LFDCS increased its "Good News" forums and parent coffees while it actively worked with the Lawrence Public Schools as a partner for the Gates Compact. LFDCS invited Communities of Practice from the Massachusetts Charter School Association to visit our school to see classes and teacher professional development "in action."

In SY'2013-2014, the Department of Education Research Planners identified LFDCS as one of "ten bright spots" in the Commonwealth for consistent student growth (while statewide, growth is flat) which resulted in a panel of K-4 educators and administrators meeting at LFDCS to discuss successful strategies in Early Literacy. LFDCS' provided support to the Massachusetts Charter School Association in SY'2013-2014 which included ELL directors from twenty schools attending full-day visits to LFDCS. These visits allowed participants to do classroom observations of ESL instruction, participate in a mock RTI session and interact with a teacher-led panel which detailed how LFDCS supports ELLs through both instruction and Sheltered English Immersion (SEI).

A major dissemination accomplishment in the spring of 2014 was the approval of LFDCS' Management Organization, Lawrence Family Development and Education Fund, Inc., as a Preferred Provider/Turnaround Operator for public schools in need of assistance. This approval resulted in the signing in June 2014 of an agreement with Lawrence Public Schools to operate the Lawrence Family Public Academy beginning in the fall of 2014. It is through this Preferred Provider/Turnaround Operator for targeted assistance vehicle that LFDEF anticipates significantly expanding its dissemination of its practices. The 2-year contract is for the fall 2014 opening of the Lawrence Family Public Academy that will operate as a duplicate, in most ways, of the conditions for success of Lawrence Family Development Charter School. It is expected that this initiative will have the potential for replication as a city-wide early childhood program, in four zones, and will have a dramatic impact for student achievement. By focusing on early literacy—building foundation skills in literacy and math—students who complete the two-year program are expected to enter first grade as fluent readers allowing them to maintain grade-level proficiency across the grades. It is anticipated that the two-year pilot will become the incubator for teacher training to implement a 2-year kindergarten program by preparing new staff every two years to move on and open at each of Lawrence's new early childhood sites.

**II. Academic Program Success**

**A. ACCOUNTABILITY PLAN OBJECTIVES AND MEASURES**

	2013-2014 Performance (Met/Not Met)	Evidence
<b>Objective 1: <i>Students at the school demonstrate proficiency or progress toward meeting proficiency targets on state standards as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels.</i></b>		
<b>Measure:</b> 1. For each year the MCAS is given, LFDACS will have a CPI gain of 1.5 points in ELA based on the previous year's CPI.	Not Met	2012/2013 MCAS Report Card/Chart (see pg. 26) 89.9-89.2 CPI Loss: .7
<b>Measure:</b> 2. For each year the MCAS is given, LFDACS will have a CPI gain of 1.5 points in Math based on the previous year's CPI.	Not Met	2012/2013 MCAS Report Card/Chart (see pg. 26) 86.6-86.6 CPI Gain: 0
<b>Objective 2: <i>The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant subgroups in all subject areas tested for accountability purposes.</i></b>		
<b>Measure:</b> 1. For each year the MCAS is given, LFDACS will have a SGP of 40 or higher in ELA.	Met	2012/2013 MCAS Report Card/Chart (see pg. 26) SGP: 61
<b>Measure:</b> 2. For each year the MCAS is given, LFDACS will have a SGP of 40 or higher in Math.	Met	2012/2013 MCAS Report Card/Chart (see pg. 26) SGP: 56
<b>Objective 3: <i>If externally developed assessments other than the MCAS are administered, student performance is strong and demonstrates improved over time on those assessments.</i></b>		
<b>Measure:</b> 1. Eighty-five percent (85%) of students who complete K-2 through grade two will be at or above grade level according to benchmark indicators as established by DIBELS Next.	Met Not Met Not Met	2014 DIBELS (see pg. 27) K-2 (92%) Gr. 1 (83%) Gr. 2 (82%)
<b>Measure:</b> 2. Each year grades one and two will achieve a mean stanine of 5 on the GRADE assessment with growth toward reaching a mean stanine of 6 by 2015 as evidenced by Spring benchmark GRADE data.	Met Met	2014 GRADE (see pg. 27) Gr. 1 (6) Gr. 2 (6)
<b>Measure:</b> 3. Each year grades one and two will achieve a mean stanine of 5 on the GMADE assessment annually with growth toward reaching a mean stanine of 6 by 2015 as evidenced by Spring benchmark GMADE data.	Met Met	2014 GMADE (see pg. 27) Gr. 1 (5) Gr. 2 (7)
<b>Objective 4: <i>The school student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.</i></b>		
<b>Measure:</b> 1. Each year classes in grades three through six will demonstrate eighty percent (80%) proficiency by the Spring L-FAST benchmark.	Met	2014 Spring L-FAST (see pg. 27)

	2013-2014 Performance (Met/Not Met)	Evidence
<b>Objective 5:</b> <i>The school established a professional climate resulting in a purposeful learning environment and reasonable rates of retention for school administrators, teachers and staff.</i>		
<b>Measure:</b> 1. Teachers at LFDACS will annually meet or exceed ninety-five percent (95%) attendance rate.	Met	Teacher Attendance/SIMS 97.88%
<b>Measure:</b> 2. LFDACS will retain eighty percent (80%) of teachers who meet or exceed annual student performance measures as reported in their summative evaluation.	Met	<ul style="list-style-type: none"> <li>• Teacher Evaluations</li> <li>• Renewal Contracts Signed 100%</li> </ul>
<b>Objective 6:</b> <i>The school uses qualitative and quantitative evidence to inform, guide and improve instructional planning and practice.</i>		
<b>Measure:</b> 1. At each grade level fifty percent (50%) of students identified as performing below benchmark on the Fall GRADE will grow at least 13 NPR percentage points as measured by the Spring GRADE.	Met	Fall-Spring GRADE Comparisons (see pg. 28)
<b>Measure:</b> 2. At each grade level, fifty percent (50%) of students identified as performing below benchmark on the Fall GMADE will grow at least 13 NPR percentage points as measured by the Spring GMADE.	Partially Met (Grade 8)	Fall-Spring GMADE Comparisons (see pg. 28)
<b>Measure:</b> 3. Each year ninety percent (90%) of eighth grade students will be at or above benchmark as measured by the Spring GRADE.	Met	2014 Spring GRADE (see pg. 28)
<b>Measure:</b> 4. Each year ninety percent (90%) of eighth grade students will be at or above benchmark as measured by the Spring GMADE.	Met	2014 Spring GMADE (see pg. 28)

**Objective 1 - Measure 1:** In 2012, the school gained 6.4 CPI points in ELA. This jump was well above the required 1.5 CPI yearly gain. While we have managed to sustain this level of achievement, after such a high jump, it was difficult to meet the 2013 CPI goal. However, it should be noted that 70% of students scored Proficient or above on the 2013 ELA MCAS. In addition, the percentage of students scoring Proficient or Advanced was equal to or higher than that of the State in grades 3, 4, 6, 7 and 8. In 8<sup>th</sup> grade 90% of students scored Proficient or Advanced on the ELA MCAS. LFDACS is considering options to meet this goal in the coming academic year. This might include an extra enrichment Saturday Academy for Advanced students and the purchase of new e-books for student use. The school has also secured private funds to form a Technology Committee which seeks to incorporate “Future of Learning” strategies in the classroom. Strategies implemented to increase achievement include building vocabulary, use of Accelerated Reader to encourage reading and accelerate levels, daily writing, literacy centers, whole group instruction followed by focused, independent practice, peer-to-peer practice, computer reading programs, use of Kindle and classroom technology and increasing content knowledge by building background knowledge. Implementation of the Bread Basket Writing Program, this year led by a LFDACS teacher, had significant impact on student writing—both the creative process and building interest and stamina. Activities implemented included: Free Write Fridays, cross-level shares between grades 1 & 4, 2 & 5 and 3 & 6 and grade-level newsletters written by students in grades 1-8. The Accelerated Reader program, which is funded by Title One, promotes reaching for the next level in a book with a follow-up test to assess comprehension.

**Objective 1 - Measure 2:** In the 2011 and 2012, LFDCS gained a combined 7.5 CPI points, bringing the school-wide CPI to 86.6. The school maintained this growth in 2013 with a continued CPI of 86.6. While not the 1.5 CPI points required by the state, LFDCS outperformed the state in grades 3, 4, 6, 7 and 8. In third grade, 84% of students scored Proficient or higher on the Math MCAS. Strategies to improve Math achievement include: V-Math, including individual student competition, manipulatives and visuals for concept understanding, building capacity for multi-step word problems and daily homework practice of new concepts.

**Objective 2 - Measure 1:** LFDCS had an SGP of 61.0 on the 2013 ELA MCAS. This was well above the goal of 40.0. The school attributes this success to various programs such as Saturday Academy, RTI and best teaching practices such as daily writing and literacy blocks in addition to ELA intervention for struggling students.

**Objective 2 - Measure 2:** LFDCS had an SGP of 56.0 on the 2013 Math MCAS. The school attributes this success to various programs such as Saturday Academy, RTI, VMath and daily Math interventions for struggling students.

**Objective 3 - Measure 1:** The DIBELS Benchmark for K-2 is Nonsense Word Fluency (NWF). The school met this goal with 92% of students at this grade level reaching benchmark. In 1st and 2nd grade the DIBELS benchmark is DIBELS Oral Reading Fluency (DORF). Grade one and two did not meet the goal of 85% of students reaching benchmark. Grade one had 83% and grade two had 82%. The school suspects that this sudden decrease in scores may be related to the change in location of the younger grades (opening of the new Academy for Early Academic Preparation). This led to decreased library time, fewer support staff at the site, the elimination of Title One services at the site, and reduced ESL support for these grades. In order to increase fluency in grades one and two, fluency and decoding drills will be implemented with greater fidelity. The RTI process will track these students and address students below benchmark with appropriate interventions.

**Objective 3 - Measure 2:** Grades one and two both achieved a mean stanine of 6 on the GRADE. This success is attributed to strong teaching practices in those grade levels—such as, guided reading, vocabulary support and FUNdations phonics interventions.

**Objective 3 - Measure 3:** Grade one scored a stanine of 5 and grade two scored a stanine of 7, successfully meeting the benchmark set. This success is attributed to best teaching practices such as VMath, use of manipulatives, songs and chants to support ELLs and many visuals.

**Objective 4 - Measure 1:** This year, classes in grades 3-6 all demonstrated at least 80% proficiency by the Spring L-FAST Benchmarks in ELA and Math. This success is attributed to Saturday Academy support, Title One services, ESL support and monthly L-FASTs. RTI provides a way to systemically track this data and determine the best supports for students who are still below benchmark.

**Objective 5 - Measure 1:** Teachers at LFDCS had an attendance rate of 97.88%. This dedication reflects the supportive and exciting work environment that leads to student learning and growth.

**Objective 5 - Measure 2:** LFDCS retained at least 80% of its teaching staff this year. A positive and professional work environment leads to the retention of most staff.

**Objective 6 - Measure 1:** In grades K-2 – grade 8 a minimum of 50% of students identified as performing below benchmark on the Fall GRADE grew at least 13 NPR percentage points as measured by the Spring GRADE. Of particular note is grade 7, where 100% of these students made the required growth. The school feels that this growth has resulted from a refined RTI process in which students below benchmark are identified and given targeted interventions such as Title One, small group support, resource folders, etc.

**Objective 6 - Measure 2:** In grades K-2 -grade 7 a minimum of 50% of students identified as performing below benchmark on the Fall GMADE grew at least 13 NPR percentage points as measured by the Spring GMADE. Forty percent of these students below benchmark in grade 8 made this growth. In this grade level only 5 students (10%) were determined to be below benchmark on the fall GMADE. This small number of students led to skewed data in the spring, when only two of the five students made the required growth.

The school feels that the growth in K-2 - Grade 7 is a result of a refined RTI process in which students below benchmark are identified and given targeted interventions such as Title One, VMath, small group support, resource folders, etc.

**Objective 6 - Measure 3:** Ninety percent of eighth grade students were at benchmark as measured by the Spring GRADE. This success is likely due to strong teaching practices, the support of the placement counselors and programs such as “Opening Doors” (SSAT and HSPT Prep program).

**Objective 6 - Measure 4:** Ninety percent of eighth grade students were at benchmark as measured by the Spring GMADE. This success is likely due to strong teaching practices, the support of the Placement Counselor and Alumni Coordinator and programs such as “Opening Doors” (SSAT and HSPT).

## **B. CHARTER SCHOOL PERFORMANCE CRITERIA RELATING TO ACADEMIC PROGRAM SUCCESS**

### **STUDENT PERFORMANCE AND PROGRAM DELIVERY**

#### **1. Student Performance: MCAS data for Spring 2013 Assessments Lawrence Family Development Charter School’s Report Card link is:**

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04540205&fycode=2013&orgtypecode=6&Student Achievement Trends>

#### **2. Student Performance SY’2013-2014**

Student performance on formative and summative assessment provides the school the opportunity to maintain strong performance on MCAS. Data and charts are found in the Attachments (Optional) section of this document. LFDCS recognizes that the Department of Elementary and Secondary Education monitors student performance through its state-wide testing system: MCAS by assessing English Language Arts, Math and Science, and that in addition the Office of Charter Schools & School Redesign monitors the academic success of a charter school through attention to the approved Accountability Plan for individual charters. LFDCS believes that our academic program meets all criteria for success as we have attained the following:

- LFDCS has made Annual Yearly Performance (AYP) every year of this charter in Math and every year but SY’2009-2010 in ELA.
- LFDCS has met the goals of each Accountability Plan, except in SY’2012-2013 and SY’2013-2014.
- LFDCS attained Level One status in 2012 for closing the achievement gap and was recognized as a Commendation School for making “high progress in narrowing proficiency gaps.”
- LFDCS again attained Level One status in 2013 for narrowing the gap for proficiency goals.
- LFDCS was identified in SY’2013-2014 by ESE as one of 10 “bright spots” in the Commonwealth for consistent student progress in ELA against state achievement scores.
- LFDCS administration and staff provided ESE with strategies in Early Literacy and other areas of our K-4 program which contributed to student performance including the following:
  - Creating a system (RTI program) to progress-monitor student performance through assessment and benchmarking three times annually for every student, placing attention on measuring academic growth. Through this system, every LFDCS teacher has acquired the knowledge and ability to analyze both group and individual performance and identify effective strategies for all Tier II, Tier III and Tier IV (established during SY’2013-2014) students. As illustrated in the chart on page 30, the RTI program has resulted in consistent growth over the last 4 years through internal assessments of GRADE and GMADE by increasing Tier I students.

#### **3. Program Delivery**

Teacher attention to student improvement has raised outcomes in internal and external assessments with achievement on MCAS resulting in Level One status in SY’2013-2014. In ELA students at LFDCS outperformed the state average in 5 of 6 grade levels with a school-wide 70% at Proficient/Advanced and 3% (or 10 students) at Warning as seen in the chart on page 29. LFDCS delivers an academic program that provides improved academic outcomes and educational success for all students.

## **Curriculum**

LFDCS' curriculum is aligned to the Massachusetts State Curriculum Frameworks and is moving toward full adoption of the Common Core national standards. LFDCS' curriculum and programs are aligned vertically between grades and horizontally across classrooms at the same grade level. LFDCS' curriculum and programs support opportunities for all students to master the skills and the concepts. The following procedures and processes have been developed and implemented at LFDCS to meet the above-stated expectation:

- LFDCS implements a two-grade looping plan which assures that teachers are knowledgeable about curriculum standards over at least the two assigned grades and are able to “plan forward and reflect back” by connecting curriculum standards, background knowledge and individual student progress. Grade-level loops are: K-1/K-2, 1/2, 3/4, 5/6 and 7/8.
- LFDCS utilizes a standard lesson plan template throughout the school for consistency of instruction and accountability of standards.
- Lesson plans are created by grade-level teams during common planning time and ensure alignment across classrooms at each grade level K-6; grades 7/8 are clustered by subject area.
- Lesson plans are available online allowing specialist/interventionists (Special Education, ESL and Title One) to modify and augment lessons.
- The LFDCS report card over the past two charters has been standards-based with every content area broken down to standards applicable to grade and semester.
- Since 2012, LFDCS has developed teacher-led vertical teams of all core content areas ensuring vertical alignment of curriculum for K-8.
- The vertical teams have assisted administration during SY'2012-2013 and SY'2013-2014 to re-design the standards-based report card with new Common Core standards with keen attention to WIDA standards. This will be introduced in SY'2014-2015.

## **Instruction**

LFDCS staff has a common commitment to high-quality instruction for all students. Instructional practices are consistently aligned to this common understanding which fosters both student achievement and engagement. Quality and consistency of instruction is evidenced by the following:

- LFDCS uses a common template for all lesson plans which require the following structure:
  - Do NOW
  - Intro to lesson/pre-teaching vocabulary
  - Direct instruction addressing standard(s)
  - Supervised, relevant, independent practice
  - Assessment (formative or summative)
- LFDCS checks for rigor and relevance by having the Heads of School and teacher peers review teacher lesson plans.
- Heads of School implement the ESE teacher evaluation system by visiting every classroom regularly for observation and providing feedback to teachers.
- LFDCS provides in-depth professional development training for five days prior to the school year's opening. This training focuses on curriculum and instruction ensuring that all staff are informed and prepared.
- LFDCS has invested in technology to improve instruction, placing interactive boards in every classroom to integrate technology at all levels in all core subjects. LFDCS has recently received funding to implement a new “Blended Learning” program to support technology-enhanced instruction which will help students further gain control of their learning and personalize instruction. A team of ten teachers will comprise a new Technology Committee and will train with an experienced provider (2Revolutions) to ensure that there is appropriate integration of technology in the curriculum and instruction at all grade levels and content areas.

- LFDCS has provided workshops for all staff to understand the impact of poverty on children and learning. This is the purpose behind our insistence on consistent structure in lesson plans and expectations. These are not only essential for high achievement for all students but are also critical in addressing the challenges of poverty. Students who grow up in poverty often face serious daily challenges in many aspects of neighborhood and family. By creating an environment and culture of structure and consistency through teaching, students are able to focus and succeed academically.

### **Assessment and Program Evaluation**

The school uses a balanced system of formative and summative benchmark assessment. This is reinforced through our philosophy of either a support service or program delivery model for student interventions. All programs at LFDCS are required to have assessment as a key component to make informed decisions on effectiveness—a performance must be measureable to be analyzed and improved upon. In addition to evaluating curriculum as noted above, the school offers an array of supplementary programs which support the diverse needs of students.

- **Saturday Academy (Title One funded)** - Students are assessed using internal benchmarking and are provided specific supports designed to reinforce intervention strategies used during Saturday small group sessions.
- **Summer Academy (Title One funded)** - Academic support designed to help students assessed below grade-level benchmark so that they continue to grow. At the end of summer, they are re-assessed to ensure there is no loss of learning. In the summer of 2014, this will provide specific help for identified ELLs to retain learning and language. All special education students, regardless of academic status, are invited to participate in Summer Academy every year.
- **After School “Science as a Verb” (Title One funded)** - Academic enrichment workshops in the sciences for grades 5-8 in partnership with higher education. Additionally younger students are engaged in science workshops connected to Common Core standards through the Museum of Science and Quarrybrook Learning Center. The Science Department Head coordinates all workshops and events with partners to meet curriculum and instructional standards. Students are exposed to all learning modalities— kinesthetic, visual and auditory. Annually, every Science MCAS question is evaluated in connection with workshops provided by our science partners. We use assessment rubrics for science fairs translated in Spanish which is especially helpful for the engagement in performance standards for students who have non-English speaking parents.
- **“Opening Doors” Workshops and Support Services (funded largely by foundation grants)**- Designed to help students and parents make informed decisions about high school placement and to assess students’ abilities through HSPT and SSAT preparation programs and testing. These “Opening Doors” test results assist the Placement Counselor in identifying potential high schools of choice for LFDCS students after graduation. LFDCS measures the success of the “Opening Doors” program by the continued growth of participating secondary schools, the number of admissions to private and parochial high schools for each graduating class and by the monitored success of our alumni during their four years of high school.
- **“Right from the Start” (funded largely by Title One grants)** - A program intended to welcome, introduce and educate new parents of entering Kindergarten students. In addition to home visits, there are three parent workshops centered on: numeracy, literacy and health. This program is assessed by parents’ attendance and consistent participation in K-1/K-2 family activities as well as by an annual parent survey.

LFDCS assesses all curriculum and programs in an annual survey completed by our most valued stakeholders—our parents. The results are documented under the Organizational Viability section of this report.

### **Support for Diverse Learners**

During SY’2013-2014, LFDCS provided services for all students including English Language Learners (ELLs) and Special Education students. The school schedule is designed to ensure that all student needs

are being met. Our school provides a 4-tiered level of instruction that incorporates needs-based groups where specialized instruction and strategies are identified through RTI monthly meetings of instructional and student services' staff. The school's schedule is also designed to provide weekly common planning time for grade-level teams.

### **English Language Learners (ELLs)**

LFDCS enrolls a student body that is 98.8% Hispanic of whom 87% (SY'2013-2014) were identified that English was not their first language. LFDCS recruits and enrolls at K-1 (4 years old) and enrolls from the waitlist for K-2 to grade 3 only; 39 out of 84 K-1 students are ELLs annually requiring LFDCS places the majority of ESL staff and resources at the Academy for Early Academic Preparation. LFDCS' ESL program has both a "pull-out" and a "push-in" component. Worth noting is that the co-leaders of RTI are certified ESL teachers and teacher mentors for ESL certification. Our ESL teachers provided in-house professional development to help all teachers understand the World Class Instructional Design Assessment (WIDA) standards, how to implement Model Performance Indicators (MPIs) and share the Can-Do descriptors for each language skill in reading, writing, listening and speaking. One key component of professional development and peer mentoring is encouraging regular education teachers to earn second licenses in either ESL or special education. A total of nine teachers have earned ESL certification and during SY'2013-2014, twenty-one teachers completed the RETELL course for SEI endorsement creating a powerful language program for our youngest students. LFDCS is pleased to report on its ongoing success, preparing a high enrollment of ELLs to transition out of ESL and succeed in standard classrooms. Strategies put in place by the ESL team included the following:

#### ***Sheltered English Immersion (SEI)***

- ESL staff collaborated with teachers to share best practices and create SEI classrooms
- The RETELL course ensured that 21 teachers are qualified to deliver SEI instruction
- ESL staff created monthly newsletters to update all staff on ESL strategies

#### ***WIDA Standards***

- ESL staff implemented WIDA standards into lesson plans through the creation of MPIs
- ESL staff used WIDA Performance Levels to group students and differentiate instruction
- ESL staff used the CAN DO descriptors to evaluate students and send home quarterly progress reports aligned to these descriptors

#### ***ACCESS Testing***

- ESL staff tested 89 ESL students this spring awaiting ACCESS growth

#### ***ESL Staff and RTI Process***

- ESL staff brought data to RTI meetings to demonstrate efficacy of interventions
- ESL staff used data brought to RTI meetings to re-distribute groups and plan instruction

### **Special Education**

LFDCS has a special education program which is 100% in compliance. Special education teachers are able to implement academic lessons and make modifications for their students based on the techniques of their IEPs. In previous sections we have written extensively on our RTI program and note here that there are special components of the RTI program at the Academy for Early Academic Preparation which focuses on the social-emotional needs of our younger students. During SY'2013-2014, a detailed plan was developed by the Special Education Director and the RTI co-chairs to create process and procedures for Tier IV student referrals, allowing for a teacher-requested meeting to gather all relevant data and observations and to request an evaluation to determine eligibility for special education services. The school also has a structured program for the identification and delivery of students that require 504 plans. Because the school has three buildings comprising its campus, each Head of School also serves as the coordinator and has the responsibility to monitor and supervise for the delivery of these services. The District Curriculum Accommodation Plan (DCAP) is also building-specific monitored and reviewed periodically for revisions and compliance to ensure that the general education environment is a rich and responsive one and ensures that teachers are prepared for a diverse student population.

**III. Organizational Viability**

**A. ACCOUNTABILITY PLAN OBJECTIVES AND MEASURES**

	2013-2014 Performance (Met/Not Met)	Evidence
<b>Objective 1: <i>The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievements.</i></b>		
<b>Measure:</b> 1. The school's annual budget will be sustained by its enrollment.	Met	SY'2013-2014 Budget (See page 18)
<b>Measure:</b> 2. Each year the school will demonstrate a history of positive net assets, adequate cash flow to sustain operations and support the academic program and consistently operates within budget.	Met	SY'2013-2014 Revenue Statement (See page 18)
<b>Measure:</b> 3. LFDCS's annual independent audit will be free of material or repeated findings.	Met	SY'2012-2013 Audit Walsh & Co. Independent Audit SY'2013-2014 - Unaudited
<b>Objective 2: <i>The school implements the student recruitment, retention and enrollment process intended in the charter, in the school's recruitment and retention plans and as defined by statute and regulations.</i></b>		
<b>Measure:</b> 1. For each year of the charter, LFDCS will maintain an average daily student attendance of at least ninety-five percent (95%).	Met	SY'2013-2014 SIMS Report 97.72%
<b>Objective 3: <i>Families and students are satisfied with the school's program.</i></b>		
<b>Measure:</b> 1. Through an annual parent survey distributed to one hundred percent (100%) of families of LFDCS, with a fifty percent (50%) return rate, eighty percent (80%) of parents responding will report satisfaction with the effectiveness of the faculty in areas of academic challenge, support and communication.	Met	Annual Survey Results 100% of surveys distributed 80.4% Survey Return 98.2% Parent Satisfaction
<b>Measure:</b> 2. Eighty percent (80%) of the parents of the graduating eighth graders will attend high school orientation night in preparation of applying to admissions-based high schools resulting in eighty percent (80%) of students applying.	Met	100% Parent Attendance High School Orientation/ Transition Workshops

**Objective 1 – Measure 1:** LFDCS prepares an annual budget to be sustained by student enrollment, entitlement grants and private grants which support special projects and enrichment. The Academy for Early Academic Preparation is the site for 252 students, increasing capacity at these grade levels by a total of 60 students. All other costs have been kept in line with careful attention to line items, freezing staff step increases and aggressively seeking private funds. As the school increases enrollment each year through 2020, increased annual per pupil funding eliminates the need to access reserve funds.

### **Objective 1 – Measure 2: From Statement of Revenues & Expenditures**

	<u>Revenue</u>	<u>Expenditures</u>	<u>Remainder of Revenue</u>
2009-2010	\$8,957,265	\$7,993,260	\$964,005
2010-2011	\$8,799,120	\$8,734,589	\$64,531
2011-2012	\$8,717,184	\$8,720,237	(\$3,053)
2012-2013	\$9,017,429	\$9,614,115	(\$596,686)
2013-2014	(will be audited during the fall of 2014)		

**Objective 1 – Measure 3:** LFDCS contracts with an annual independent auditing company, Walsh and Company. The SY'2012-2013 audit was presented to the school's Board of Trustees on October 9, 2013 and was free from material findings. SY'2013-2014 fiscal expenditures will be audited during August, 2014 and will be presented to the school board at the October, 2014 meeting.

**Objective 2 – Measure 1:** LFDCS implements all aspects of the recruitment, retention and enrollment process as defined by the statute and regulations with particular attention to Goals of the Recruitment and Retention Plan (see pages 4-7). LFDCS recruits new students only for K-1 (four year olds). Annual applications for this full-day, academic early kindergarten program attract approximately 150 applications from Lawrence residents and a separate application pool for other communities. With 80 available seats, and generally 30 of these filled by siblings, 50 seats are available through the lottery. The lottery also establishes a waiting list (approximately 70 students at K-1). This list moves through the grades and is our only source of new student enrollment. LFDCS implements a very positive, family-centered school, and in SY'2013-2014 LFDCS retained 99.4% (653 of 657 enrolled students). Daily attention to student attendance resulted in a 97.89% rate for SY'2013-2014.

**Objective 3 – Measure 1:** Engaging parents and families was at the forefront of our first charter application (1995) and has remained as a cornerstone of our efforts and annual progress. Parent participation is evident in every program and at every grade level (See Faithfulness to Charter, Accountability Plan page 1) including:

- Family home visits prior to school enrollment
- Parent workshops—English and Spanish—during K-1 for 100% of parents (“Right from the Start”)
- Parent involvement/leadership on School Site Council & Board of Trustees--well attended all year
- Parent-teacher communication by memo, e-mail, parent conferences (100% attendance, every grade, every quarter for the past 5 years)
- Parent participation in student presentations of research/writing trained to use teacher rubrics for better understanding of curriculum objectives
- Parent participation in all workshops/events related to “Opening Doors” and high school transition including: Grade 7/8 parent orientation, High School Fair, school-led visits to secondary schools and a parent-led panel discussion for other parents on pros and cons of boarding schools

Parent Surveys were distributed to 485 families (100%) with returns of 390 surveys (80.4%). Overall parent satisfaction rate was 98.2% for the eleven questions when considering responses which were either most satisfied or satisfied with the highest levels of satisfaction in the following categories:

1. Parent Teacher Conference: 100% (77% most satisfied; 23% satisfied)
2. Safe Learning Environment: 100% (76% most satisfied; 24% satisfied)
3. Communication with Classroom Teacher: 100% (72% most satisfied; 28% satisfied)
4. Child's Academic Progress in Math: 98% (68% most satisfied; 30% satisfied)
5. Child's Academic Progress in Reading: 99% (68% most satisfied; 31% satisfied)
6. High School Information Night: 95% (54% most satisfied; 41% satisfied)

**Objective 3 – Measure 2:** Eighty-nine percent (89%) of eighth grade parents attended the high school orientation night as part of family participation in the high school admissions process which surpasses the Accountability Goal of 80%. Parent participation in this overall process included 100% of 8th grade parents during SY'2013-2014.

### **B. CHARTER SCHOOL PERFORMANCE CRITERIA RELATING TO ORGANIZATIONAL VIABILITY COMPLAINTS**

No official complaints were received by the Board of Trustees during SY'2013-2014.

**FY'2013-2014**  
**STATEMENT OF REVENUES**  
**AND EXPENDITURES (UNAUDITED)**

**BALANCE SHEET (UNAUDITED)**

***Revenue***

Tuition	\$8,250,715
Grant Income	\$626,027
Food Services	\$464,211
Miscellaneous Income	\$241,161
<b>Total Revenue</b>	<b>\$9,582,114</b>

***Assets***

Cash & Equivalents	\$696,105
Accounts Receivable	\$2,258,066
Equipment-Net	\$674,582
<b>Total Assets</b>	<b>\$3,628,753</b>

***Expenditures***

Salaries	\$5,254,134
Benefits & Payroll Taxes	\$1,045,214
Contracts & Fees	\$723,855
Office Expenses	\$87,876
Occupancy	\$1,587,675
School Supplies & Equipment	\$100,545
Professional Services	\$205,498
Food Services	\$266,935
Depreciation	\$119,319
Other	\$83,647
<b>Total Expenditures</b>	<b>\$9,474,686</b>

***Liabilities***

Accounts Payable	
& Accrued Expenses	\$137,172
Wages & Related Payables	\$746,954
Deferred Revenue	\$74,037
<b>Total Liabilities</b>	<b>\$958,163</b>
<b>Total Net Assets</b>	<b>\$2,670,590</b>
<b>Total Liabilities</b>	<b>\$3,628,753</b>
<b>And Net Assets</b>	

**Total Revenue Over Expenditures** **\$107,428**

**PRIVATE FUNDS RECEIVED**

LFDCS received **\$249,627** in private funds during SY'2013-2014. The programs funded included: Health & Nutrition Raised Bed Gardens, "Opening Doors" High School Readiness, PFK Scholarship Fund, Emergency Scholarship Fund, Playground Equipment, Educational Software, Summer Enrichment and Class of 2014 Yearbook.

**EDUCATION GRANTS RECEIVED**

Public Funds in SY'2013-2014 and carryovers equaled **\$736,965** (expensed for FY'14 is estimated at **\$652,286**).

## SY'2014-2015 BUDGET (UNAUDITED)

### Revenue

Tuition	\$8,623,747
Grant Income	\$700,000
Food Service	\$480,000
Miscellaneous Income	\$210,225
<b>Total Revenue</b>	<b>\$10,013,972</b>

### Expenditures

Salaries	\$5,531,241
Benefits & Payroll Taxes	\$1,138,350
Contracts & Fees	\$769,016
Office Expenses	\$151,000
Occupancy	\$1,642,000
School Supplies & Equipment	\$83,000
Program Services	\$202,000
Food Services	\$307,000
Other	\$41,000
<b>Total Expenditures</b>	<b>\$9,864,607</b>

**Total Expenditures Under Revenue** **\$149,365**

*See Attachments (Optional) page 31 for a 5-year budget and reserves.*

*With sincere appreciation to all who helped our school grow.*

### PARTNERSHIPS

*A Better Chance/ ABC  
Boston College  
Boston Society of Civil Engineers  
Central Catholic High School  
Converse  
Governor's Academy "Gov Plus"  
Groundwork Lawrence  
Lawrence Community Works  
Lazarus House Food Pantry  
Maria del Pilar Quintana Family Center  
Massachusetts Department of Early Education & Care  
Massachusetts Department of Elementary & Secondary Education  
Merrimack College/ Service Learning Center  
Metro North Regional Employment Board  
Merrimack Valley Workforce Investment Board  
Museum of Science  
Northern Essex Community College (Science)  
Phillips Academy-Andover/ Community Services  
Phillips Academy-Andover/ Violin Program  
Pingree School/ Prep@Pingree  
Quarrybrook Outdoor Learning Center  
The Furniture Trust  
University of Massachusetts Lowell  
University of Notre Dame "NDIgnite"  
Whole Foods Corporation  
YouthBuild-Lawrence*

### PROFESSIONAL ADVISORS

*APEX Computers  
BlueSkies Wellness  
Doherty Insurance  
Massachusetts Charter School Association  
Morris, Rossi & Hayes  
Michael Walsh, CPA  
Teach for America  
Teachers<sup>21</sup>  
The May Institute*

### IN-KIND GOODS AND

#### PROFESSIONAL SERVICES

*Central Catholic High School (After-School Program)  
Donnelly Uniforms  
Trombly Bus Company  
Volunteer Readers for "Read Across America"  
YouthBuild-Lawrence*

## **CAPITAL PLAN FOR SY'2014-2015**

**Overview:** In 2010, LFDCS proposed a capital improvement plan in anticipation of the school's submitted plan for expansion of enrollment which added 200 students, through controlled growth. This level is 20 students per year through 2020.

As proposed in 2011, LFDCS renovated space in the Maria del Pilar Quintana Family Center creating one classroom for the additional 20 K-1 students which entered in September, 2011. This was completed in the summer of 2011 at an approximate cost of \$16,000. Complying with new state building requirements for charter schools to adhere to state public bidding laws, paying prevailing wages and limitations on architectural choices rendered previous construction plans null and void.

The Facilities Committee then turned its attention to identifying long-term rental opportunities within walking distance of the current site for the long-term home of the Academy for Early Academic Preparation. This was accomplished through a 5-year term renewable lease at 10 Railroad Street where the Academy for Early Academic Preparation are currently housed (grades kindergarten for 2 years and grade 1).

As the early childhood population grew from the Academy to impact the Lower School, additional classroom space was prepared at the LFDCS' Lower School. This allowed us to fully utilize existing space. We see our school properties as continuing to accommodate our expansion plans which include a total of **4 classrooms** for each grade once the full expansion is complete. As these additions to the student population occurs, we budget materials and furniture at \$5,000 per classroom. This budget is also supported by corporate donations and equipment and furnishings from our partner, *The Furniture Trust*.

The timeline for the number of classrooms needed at each grade is: grade 2 (by 2014; completed), grade 3 (by 2015), grade 4 (by 2016), grade 5 (by 2017), grade 6 (by 2018), grade 7 (by 2019) and grade 8 (by 2020). We anticipate for 2016 and beyond that we will also occupy all available classroom spaces at 404 Haverhill Street which is now only used for after school programs. This additional space is next to the Upper School's main building and adjacent to the Maria del Pilar Quintana Family Center at 404 Haverhill Street. When after school program space is reassigned, the Director will move to new administrative space, and the programs will be relocated to the main building in the Upper School.

The following description explains the next phase of the Capital Plan which aligns with the timeline of the LFDEF Strategic Plan (SY'2014-2020).

### **WEST STREET CLASSROOM SPACE & SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM) CENTER** (serving grades Kindergarten – grade 8 for regular day and beyond the day activities)

#### **Description of Project**

The overarching goal of the STEM Center at Lawrence Family Development Charter School will be to ensure that LFDCS students: appreciate the beauty and wonder of science, possess sufficient knowledge of science and engineering to engage in public discussions on these issues, are careful consumers of scientific and technical information in and outside of school, explore science outside school and enter careers of choice, including (but not limited to) careers in science, technology, engineering and math.

The LFDCS STEM center will challenge students to be ready for the 21<sup>st</sup> century workplace through introductory inquiry-based science investigations that are followed by more in-depth project-based learning. Interdisciplinary challenges for students will develop critical thinking and communication skills required for students' lives beyond the classroom. The Science Center's Instructional Framework is dedicated to: Science as Inquiry, The Nature of Science, Science and Technology and Engineering, Science in Social and Personal Perspectives and Science Concepts.

### **Current Status of Project:**

The current status of the project is that we have set up and met with a STEM steering committee to define the use and needed space for the overarching goals and interdisciplinary vision of the curriculum for all LFDCS grades. This steering committee was comprised of members of the higher education community, our business and community partners for engineering and science projects and some of the staff members of Quarrybrook Learning Center and the Museum of Science. To plan for the best use of available space, students and professors from the University of Massachusetts Lowell were part of the planning, and they drafted early space plans for consideration. The vision for use of the STEM space at the Lower School (the former kindergarten space) has been defined for use at 34 West Street. These plans include:

**The Atrium** which will be the entrance to the STEM Center and include several displays to explain the term STEM and how the facility accommodates LFDCS stakeholders with a new "meta-discipline" that will combine science, technology, engineering and mathematics subject areas. The atrium's display cases and wall-mounted flat-screens will showcase the facility's classrooms and instructional design, which will transform traditional classrooms from teacher-centered instruction into inquiry-based, problem solving, discovery zones for engagement with academic content and probing to solve problems. The Center's purpose is to expedite learning opportunities through applied learning. The atrium will also be the home of the *Renewable Pod*, a demonstration model of renewable energy created by graduate students at UMass Lowell for use by LFDCS students. This symbolic pillar not only educates about renewable energy and the renewable characteristics of lifelong learning but also details the importance of partnerships for collaborative learning.

**The Triangle or Delta Room** will be the Physical Science lab. Its equipment will include balances, Vernier probes, glassware, chemicals, LEGO Chemistry Kits. This room's focus is everything to do with matter (physical and chemical properties, energy, light, etc.).

**The Circle or Infinity Room** will be the classroom that can be used for teaching concepts, engineering challenges/student project demonstrations and research presentations. It is also a space where faculty and students will showcase their work and publications.

**The Square Room** will be a functional area to be named after further discussion by the Committee. This room is the earth science and life science room. This room has an exit, which is the gateway to the raised bed gardens, so the room will also have a seed germination function. This room, and its earth science focus, will house rocks, sand and other related materials.

### **ADDITIONAL STEPS TO BE COMPLETED BY 2020 FOR THE STEM CENTER:**

- By FY'15 – add 10 sinks for lab work and corridor counters for computer work space; remodel early childhood bathrooms to accommodate older students. (estimated at \$35,000)
- FY'16 – fully install all technology, including servers, computers and wireless access and Eno White Boards. (estimated at \$70,000).
- FY'17 – build all storage areas and complete all purchases of materials, lab supplies, student and teach lab stools, and movable carts for use by STEM teachers and partners. (estimated at \$55,000)
- FY'18 – Analyze the costs and plan for solar panels or alternative energy. (costs to be determined)

**Estimated Schedule for Completion of STEM Project** – September 1, 2019 – Student occupancy is in force now for after school and summer programs. To the extent possible, construction will be done during vacations and summers.

**Final Cost of Project** – Approximately \$260,000 with the Board of Trustees approving a budget for renovations and authorized expenditures from the capital reserve funds.

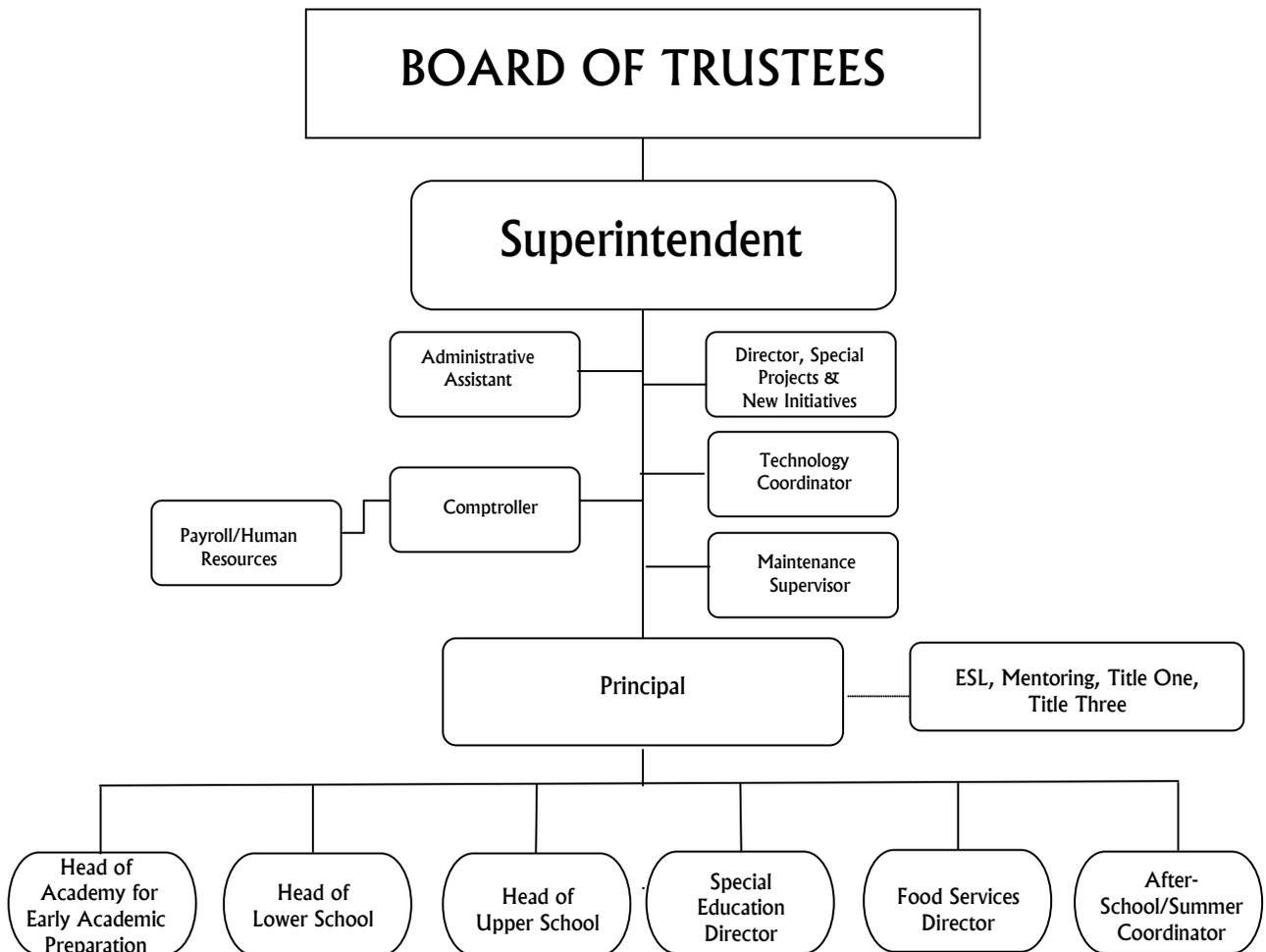
**Project Financing** – LFDCS will pay for cost of renovations as leasehold improvements from the capital reserve funds, through foundation grants and support from individual donors.

**Capital Reserve Account** – Once renovations are completed, it will not be necessary to establish a separate capital reserve account for this project. Ongoing maintenance will be completed annually by the Maintenance staff.

## ORGANIZATIONAL STRUCTURE OF THE SCHOOL

As referenced in the cover letter from the Board President, SY'2013-2014 was a year of Strategic Planning. Also, in the spring of 2014, the Lawrence Family Development and Education Fund, Inc., our Management Organization, was approved by the Massachusetts Department of Elementary and Secondary Education as a *Preferred Provider for Targeted Assistance*. Due to these updates, the administrative and infrastructure changes of not only the expanding Lawrence Family Development Charter School but also the administrative and infrastructure needs of its Management Organization, the Lawrence Family Development and Education Fund, Inc. as a new *Preferred Provider for Targeted Assistance* and the long and short-term planning needs were documented following an analysis. The job descriptions of senior management members were reviewed to assure that functional responsibilities were defined and assigned effectively between the two structures. This was done for accountability and to fairly distribute costs especially for the professionals involved with facilities, technology and fiscal integrity to funding sources. Final approval of the plans, costs and functional responsibilities for the senior managers of the School and the Fund was approved by the Fund's Board of Directors and the School's Board of Trustees as part of the SY'2014-2015 budget process. Updates to the organizational chart was also done and follows below.

## SY'2014-2015 ORGANIZATIONAL CHART



## ADDITIONAL INFORMATION

### School and Student Data

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04540205&orgtypecode=6&>

Listed below is student demographic and subgroup information from the June, 2014 SIMS report.

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	4	0.6%
Asian	0	0.0%
Hispanic	649	98.8%
Native American	0	0.0%
White	4	0.6%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	0	0.0%
Special education	44	6.7%
Limited English proficient	103	15.7%
Low income	606	92.2%

ADMINISTRATIVE ROSTER FOR SY'2013-2014			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Ralph Carrero, Superintendent	Chief Executive Officer – Responsible for implementation of mission, policies & budget	8/07	
Patricia Karl, Principal	Head of Educational Program – Hiring, supervision, training and evaluation of staff/curriculum	8/12	6/14
Roy Nelson, Comptroller	Chief Financial Officer – Responsible for fiscal management, budget, payroll	9/96	
Tony Schumann, Technology Coordinator	Oversight of all technology including networks, website, e-mail system, software	5/11	
Luis Nigaglione, Maintenance Supervisor	Building maintenance and custodial services	3/09	
Janis Brodeur, Special Education Director	Special Education program: staffing, IEPs, establish procedures, etc.	8/13	
Jennifer Fanning, Head of Lower School (2-4)	Building operations, student behavior and discipline, schedules, parent communication	8/13	
Stephanie Cole, Head of Upper School (5-8)	Building operations, student behavior and discipline, schedules, parent communication	7/08	
Lisa Conran, Head of School, Academy for Early Academic Preparation (K-1, K-2, 1)	Building operations, student behavior and discipline, schedules, parent communication	8/13	6/14*
Mary Claire Kennedy, Food Svcs. Director	Food services	8/12	
David Hildt, After-School Coordinator	After-school program	8/12	
Stephanie Cross, Science Department Head	Science curriculum—coordinate partnerships	8/11	

\*2-year leave of absence to Lawrence Public Schools for the Preferred Provider for Targeted Assistance

<b>TEACHERS AND STAFF ATTRITION FOR SY'2013-2014</b>			
	<b>Number as of the last day of the 2013-2014 school year</b>	<b>Departures during the 2013-2014 school year</b>	<b>Departures at the end of the school year</b>
Teachers	54	1 resigned	6 resigned
Other Staff	45	2 resigned	1 non-renewal, 1 retired, 1 leave of absence

<b>BOARD MEMBERS FOR SY'2013-2014</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Area of expertise, and/or additional role at school (parent, staff member etc.)</b>	<b>- Number of terms served; - Length of each term, including date of election and expiration</b>
John Housianitis	President	LFDEF representative	Social Studies Teacher, Central Catholic High School; 21 years – District School Committee	7 <sup>th</sup> term 10/1995-8/2016
Raquel Bauman	Vice President	LFDEF representative	Facilitator, Ayer Public School (retired) Adjunct Instructor, Cambridge College	1 <sup>st</sup> term 2/2011-8/2014
Wendy Estrella, Esq.	Clerk	Parent representative	Attorney, Estrella Law Office	3 <sup>rd</sup> term 6/2005-8/2014
Anne Hemmer	Treasurer	LFDEF representative	Vice President (retired) Peoples' United Bank	2 <sup>nd</sup> term 2/2010-8/2016
Rita Almanzar	Member	Parent representative	Tech Assistant Lowell General Hospital	1 <sup>st</sup> term 9/2013-8/2016
Donna Bertolino	Member	LFDEF representative	Director of Academic Placement & Testing Services, Northern Essex Community College	1 <sup>st</sup> term 2/2011-8/2014
Dolores Calaf	Member	LFDEF representative	Community Outreach Supervisor Boston Medical Center	1 <sup>st</sup> term 2/2011-8/2014
Ilonka Mora	Member	Parent representative	Quality Control Clerk The Gem Group	2 <sup>nd</sup> term 12/2010-8/2016
Yokasta Perez	Member	Parent representative	Health Information Clerk Greater Lawrence Family Health Center	1 <sup>st</sup> term 9/2013-8-2016
Miguelito Saldaña	Member	Parent representative	Small Business Owner	1 <sup>st</sup> term 9/2012-8/2015
Henry Vargas	Member	Parent representative	Paraprofessional St. Anne's School, Methuen, MA	2 <sup>nd</sup> term 10/2009-8/2015

## Additional Required Information

### Key Leadership Changes

SY'2013-2014		SY'2014-2015	
Position	Name	Position	Name
Principal	Patricia Karl	Principal	Susan Earabino, EdD
Director of Development	open	Director, Special Projects & New Initiatives	Judith Marley, EdD
Head of Lower School (2-4)	Jennifer Fanning	Same as SY'2013-2014	
Head of Academy for Early Academic Preparation	Lisa Conran	Head of Academy for Early Academic Preparation	Erica Crescenzo
Special Education Director	Janis Brodeur	Same as SY'2013-2014	
RTI/ESL Teacher/Coordinator	Hali Castleman	RTI/ESL Teacher/Coordinator	Hali Castleman
RTI/ESL Teacher/Coordinator	Emily Banta	Grade 1 Teacher	Emily Banta

### Enrollment

Action	Date(s)
Student Application Deadline	February 27, 2015
Lottery	March 11, 2015

Attachments (Optional)

**I. FAITHFULNESS TO CHARTER - OBJECTIVE 1, MEASURE 2**

<b>K-1 DIBELS</b>	<b>LNF</b> <b>Goal = 28 Letters a Minute</b>	<b>FSF</b> <b>Goal = 30 First Sounds a Minute</b>
Spring Benchmark 2014	90%	76.8%

**II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 1, MEASURE 1**

**ELA MCAS Performance**  
**GOAL = ANNUAL CPI GAIN OF 1.5**

<b>Year 1</b>	<b>CPI</b>	<b>Year 2</b>	<b>CPI</b>	<b>Gain</b>
2010	81.3	2011	83.5	+2.2
2011	83.5	2012	89.9	+6.4
2012	89.9	2013	89.2	-.7
2013	89.2	2014		
2014		2015		

**II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 1, MEASURE 2**

**Math MCAS Performance**  
**GOAL = ANNUAL CPI GAIN OF 1.5**

<b>Year 1</b>	<b>CPI</b>	<b>Year 2</b>	<b>CPI</b>	<b>Gain</b>
2010	79.1	2011	82.7	+3.6
2011	82.7	2012	86.6	+3.9
2012	86.6	2013	86.6	-
2013	86.6	2014		
2014		2015		

**II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 2, MEASURE 1**

**ELA MCAS Student Growth**  
**GOAL: SGP OF 40 OR HIGHER**

<b>Goal Year</b>	<b>Actual SGP</b>
2011	54.0
2012	75.0
2013	61.0
2014	
2015	

**II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 2, MEASURE 2**

**MATH MCAS STUDENT GROWTH**  
**GOAL: SGP OF 40 OR HIGHER**

<b>Goal Year</b>	<b>Actual SGP</b>
2011	66.0
2012	72.0
2013	56.0
2014	
2015	

**II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 3, MEASURE 1**

**EXTERNAL ASSESSMENT/DIBELS SPRING BENCHMARK**

**K-2-GRADE 2**

ANNUAL GOAL: 85%

Year	Grade	Benchmark	Score	Grade	Benchmark	Score	Grade	Benchmark	Score
2011	K-2	NWF	100%	1	DORF	96%	2	DORF	85%
2012	K-2	NWF	97%	1	DORF	93%	2	DORF	86%
2013	K-2	NWF	94%	1	DORF	77%	2	DORF	88%
2014	K-2	NWF	92%	1	DORF	83%	2	DORF	82%
2015									

**II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 3, MEASURE 2**

**GRADE ELA Spring 2013 Mean Stanine**

GOAL = STANINE 5/6 BY 2015

Year	Grade Levels		
	K-2	Grade 1	Grade 2
2011	7	7	5
2012	7	7	6
2013	6	6	6
2014	6	6	6
2015			

**II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 3, MEASURE 3**

**GMADE Math Spring 2013 Mean Stanine**

GOAL = STANINE 5/6 BY 2015

Year	Grade Levels		
	K-2	Grade 1	Grade 2
2011	7	6	7
2012	7	6	7
2013	6	5	7
2014	7	5	7
2015			

**II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 4, MEASURE 1**

**Internal Assessments of Student Achievement**

**L-FAST Benchmark CPI**

GOAL = 80% PROFICIENCY

Year	ELA				Math			
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 3	Grade 4	Grade 5	Grade 6
2011	79.2	87	81.4	84.21	84.18	80.74	87.9	77.0
2012	89.47	93.86	90.18	94.15	83.22	92.33	80.33	90.31
2013	84.7	95.61	86.1	93.56	96.07	91.02	94.8	102.32
2014	96	96	94	100	108	88	86	93.8
2015								

**II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 6, MEASURE 1**

**GRADE - Accountability Goal: 50%**

<b>Grade Level</b>	<b># of Students Below Benchmark (36 NPR and lower) Fall 2013</b>	<b># of Students Making 13 NPR* gain Fall 2013 to Spring 2014</b>	<b>% of Students Making 13 NPR* gain Fall 2013 to Spring 2014</b>
K-2	24	16	67%
Grade 1	17	9	53%
Grade 2	18	13	72%
Grade 3	12	9	75%
Grade 4	8	5	63%
Grade 5	13	10	77%
Grade 6	13	7	54%
Grade 7	4	4	100%
Grade 8	6	4	67%

*\*rule of thumb every 13 NPR is equivalent to one grade level as outlined by Kennewick School's Annual Growth, Catch up Growth*

**II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 6, MEASURE 2**

**GMADE - Accountability Goal: 50% of below benchmark make 13 NPR gain**

<b>Grade Level</b>	<b># of Students Below Benchmark (36 NPR and lower) Fall 2013</b>	<b># of Students Making 13 NPR* gain Fall 2013 to Spring 2014</b>	<b>% of Students Making 13 NPR* gain Fall 2013 to Spring 2014</b>
K-2	7	6	86%
Grade 1	44	32	73%
Grade 2	35	34	97%
Grade 3	15	15	100%
Grade 4	25	25	100%
Grade 5	23	18	78%
Grade 6	12	10	83%
Grade 7	16	10	63%
Grade 8	5	2	40%**

*\*rule of thumb every 13 NPR is equivalent to one grade level as outlined by Kennewick School's Annual Growth, Catch up Growth*  
*\*\*low # of total students influenced the statistics*

**II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 6, MEASURES 3 & 4**

**ELA/GRADE**

<b>Year</b>	<b>Spring Goal</b>	<b>GRADE Achieved</b>
2011	90%	88%
2012	90%	89%
2013	90%	100%
2014	90%	90%
2015	90%	

**MATH/GMADE**

<b>Year</b>	<b>Spring Goal</b>	<b>GMADE Achieved</b>
2011	90%	94%
2012	90%	96%
2013	90%	88%
2014	90%	90%
2015	90%	

**III. ORGANIZATIONAL VIABILITY – OBJECTIVE 2, MEASURE 1**

<b>Year</b>	<b>Attendance Goal</b>	<b>Actual Student Attendance</b>
2010-2011	95%	97.8%
2011-2012	95%	98.07%
2012-2013	95%	97.89%
2013-2014	95%	97.72%
2014-2015	95%	

### 2013 ELA MCAS COMPARISONS

# STUDENTS	GRADE	GROUPS	PROF+	ADVANCED	PROFICIENT	NEEDS IMPROVEMENT	WARNING
59	3	LFDCS	57%	10%	47%	39%	3%
		STATE-ALL	57%	12%	45%	36%	8%
		STATE-HISPANIC	30%	3%	27%	52%	17%
60	4	LFDCS	63%	18%	45%	33%	3%
		STATE-ALL	53%	10%	43%	33%	13%
		STATE-HISPANIC	29%	3%	26%	42%	28%
62	5	LFDCS	64%	16%	48%	29%	6%
		STATE-ALL	65%	18%	47%	24%	10%
		STATE-HISPANIC	42%	6%	36%	37%	21%
58	6	LFDCS	67%	19%	48%	28%	5%
		STATE-ALL	67%	16%	51%	23%	10%
		STATE-HISPANIC	41%	5%	36%	37%	23%
52	7	LFDCS	81%	8%	73%	17%	2%
		STATE-ALL	71%	12%	59%	22%	7%
		STATE-HISPANIC	48%	3%	45%	36%	16%
55	8	LFDCS	90%	25%	65%	9%	0%
		STATE-ALL	78%	20%	58%	15%	7%
		STATE-HISPANIC	57%	6%	51%	25%	18%
<b>LFDCS All Grades</b>			<b>70%</b>	<b>16%</b>	<b>54%</b>	<b>26%</b>	<b>3%</b>

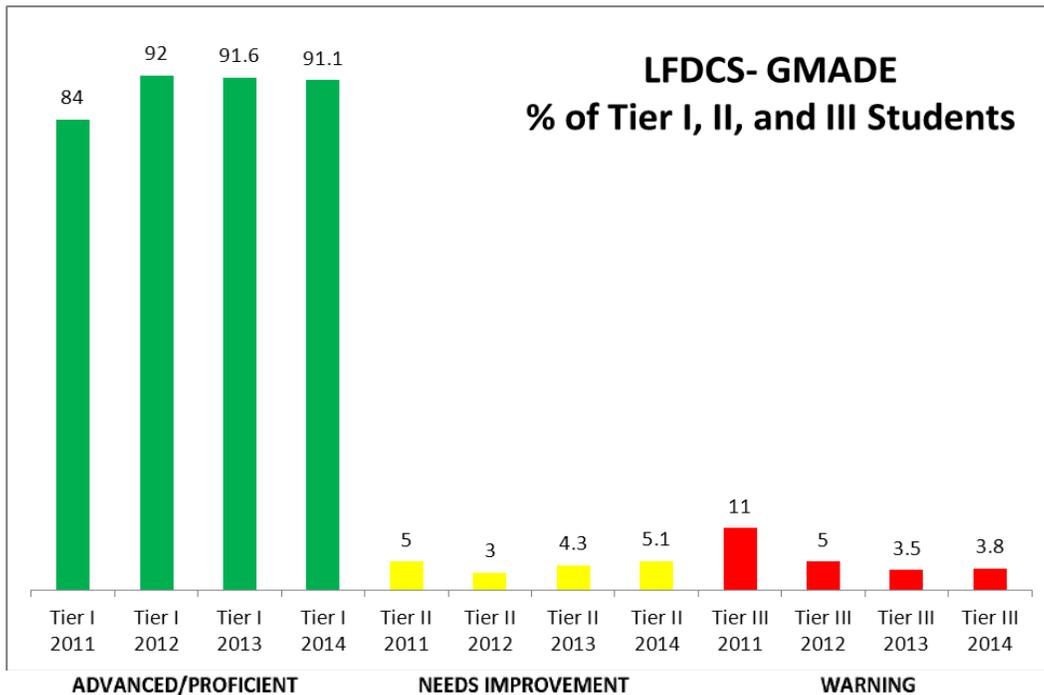
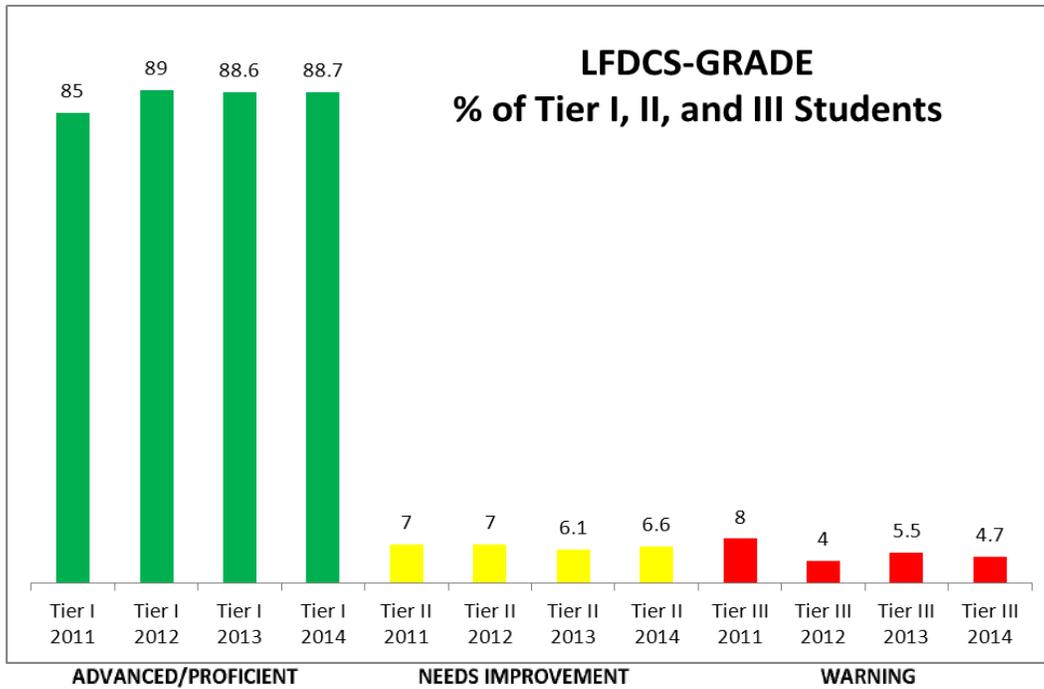
### 2013 MATH MCAS COMPARISONS

# STUDENTS	GRADE	GROUPS	PROF+	ADVANCED	PROFICIENT	NEEDS IMPROVEMENT	WARNING
59	3	LFDCS	84%	53%	31%	17%	0%
		STATE-ALL	67%	31%	36%	22%	11%
		STATE-HISPANIC	47%	15%	32%	31%	22%
60	4	LFDCS	58%	20%	38%	38%	3%
		STATE-ALL	52%	18%	34%	38%	10%
		STATE-HISPANIC	29%	6%	23%	50%	20%
62	5	LFDCS	59%	24%	35%	37%	3%
		STATE-ALL	61%	28%	33%	25%	14%
		STATE-HISPANIC	40%	12%	28%	33%	27%
58	6	LFDCS	78%	33%	45%	19%	3%
		STATE-ALL	60%	25%	35%	24%	15%
		STATE-HISPANIC	37%	10%	27%	31%	32%
52	7	LFDCS	54%	17%	37%	35%	12%
		STATE-ALL	52%	19%	33%	27%	21%
		STATE-HISPANIC	27%	6%	21%	30%	43%
55	8	LFDCS	63%	16%	47%	29%	7%
		STATE-ALL	54%	22%	32%	25%	20%
		STATE-HISPANIC	29%	8%	23%	30%	39%
<b>LFDCS All Grades</b>			<b>66%</b>	<b>27%</b>	<b>39%</b>	<b>29%</b>	<b>5%</b>

**Other Achievement, Improvement or Assessment Measures:**

**Response to Intervention**

Attention to student academic improvement through monthly RTI meetings, discussion, identification and implementation of interventions. Over the past five years this process has been refined and improved—moving the majority of students at every grade level out of Tier III.



## Approved Budgets - FY'2011-2015

	FY'2011	FY'2012	FY'2013	FY'2014	FY'2015*
<b>REVENUE</b>					
Tuition/Busing	\$7,442,850	\$7,734,558	\$8,051,800	\$8,206,587	\$8,623,747
Grant Income/Contributions	\$770,000	\$705,000	\$650,000	\$690,000	\$700,000
Cash from Net Assets					
Food Services	\$300,000	\$350,000	\$370,000	\$440,000	\$480,000
Miscellaneous Income	\$150,000	\$150,000	\$112,000	\$112,000	\$210,225
<b>TOTAL REVENUE</b>	<b>\$8,662,850</b>	<b>\$8,939,558</b>	<b>\$9,183,800</b>	<b>\$9,448,587</b>	<b>\$10,013,972</b>
<b>EXPENDITURES</b>					
Salaries	\$4,628,032	\$4,877,420	\$5,057,773	\$5,190,194	\$5,531,241
Benefits & Payroll Taxes	\$1,087,474	\$1,171,507	\$1,132,780	\$1,147,757	\$1,138,350
Contracts and Fees	\$727,143	\$764,728	\$779,590	\$758,329	\$769,016
Office Expenses	\$195,000	\$190,000	\$201,500	\$193,500	\$151,000
Occupancy	\$1,211,676	\$1,171,506	\$1,571,360	\$1,627,060	\$1,642,000
School Supplies & Equipment	\$125,000	\$130,000	\$115,000	\$83,000	\$83,000
Professional Services	\$283,500	\$308,500	\$300,500	\$230,500	\$202,000
Food Services	\$300,000	\$240,000	\$275,000	\$290,000	\$307,000
Other	\$47,000	\$69,500	\$66,500	\$46,500	\$41,000
<b>TOTAL EXPENSES</b>	<b>\$8,604,825</b>	<b>\$8,922,751</b>	<b>\$9,500,003</b>	<b>\$9,566,840</b>	<b>\$9,864,607</b>
Total Revenue Under/Over Expenditures	\$58,025	\$16,807	(\$316,203)	(\$118,253)	\$149,365

### Reserve Assets

2011-\$3,199,443      2012-\$3,196,390      2013-\$2,671,840      2014-2,599,703      2015-  
unaudited

This identifies total net assets as of June 30th of the recent charter and represents the reserves available for emergencies and future leasehold improvements. LFDCS exceeds the financial goals established by the Charter School Office.

\*The final budget for FY'2015 was approved by the LFDCS Board of Trustees on June 18, 2014. Please see Attachments (Optional) pages 32-35 for evidence of LFDCS Board approval of SY'2014-2015 budget

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL  
Genevieve & Vincent Foley Library  
Maria del Pilar Quintana Family Center  
404 Haverhill Street, Lawrence, MA 01841  
(978) 689-9863

BOARD OF TRUSTEES MEETING

MINUTES

WEDNESDAY, JUNE 11, 2014

Attendance:

**Board Members:**

Raquel Bauman	Anne Hemmer	Joan Thompson
Dolores Calaf	Yokasta Perez	Henry Vargas
Anne Hemmer		

**Members Absent:**

John Housianitis, Chairman	Donna Bertolino	Ilonka Mora
Rita Almanzar	Wendy Estrella	

**Others:**

Ralph Carrero	Jennifer Fanning	Susan Lyons
Lisa Conran	Patricia Karl	Judy Marley
Stephanie Cross	Mary Claire Kennedy	Roy Nelson

I. **OPEN MEETING:**

Treasurer Anne Hemmer called the meeting to order at 5:40 p.m. Everyone observed a moment of silence and pledged allegiance to the flag.

II. **PUBLIC PARTICIPATION**

There was no public participation.

III. **CURRICULUM**

• **Recognition of Stephanie Cross**

Patricia then recognized Stephanie Cross for being nominated and awarded the DiscoverE Educator Award (only 3 awarded around the nation). Stephanie then spoke about her trip to Las Vegas at a luncheon in which she talked about our parent engagement program and the tracking of our alumni. She also talked about our partnerships which have grown each year. She highlighted the first year of our partnership with UMass Lowell School of Engineering which began with Bridge Building in which we had 13 students. The 2<sup>nd</sup> year we had Bridge Building and Future Cities, in which the Foley Library was filled, and then this past year which was our 3<sup>rd</sup> year included Bridge Building, Future Cities and Carrero Cup, where the Upper School cafeteria was filled. This 3<sup>rd</sup> year was grant-funded through the Merrimack Valley Investment Board. MVWIB and Professor Hadjuk from U-Mass Lowell nominated Stephanie for the award.

IV. **BUSINESS ITEMS**

• **New Personnel – Vote to Acknowledge**

- *Staff Re-hires Recommendations for SY2014-2015:*

Debbie Orlando, K-1/K-2 Teacher, Kristen Quinney K-1/K-2 Teacher, Carlota Castillo, Paraprofessional, Glennys Suero, Receptionist, Victoria Russell, Grade 5/6 Teacher, Amelia Marinez-Hernandez, Alumni Coordinator and Stephanie Freni, Special Education Teacher.

**Change in Positions:** Emily Banta – ESL Teacher to Grade 1/2 Teacher loop, Carolin Gilpin, K-1/K-2 Teacher loop to ESL Teacher, Erin St. Pierre, K-1/K-2 paraprofessional to K-1/K-2 Teacher and Erica Crescenzo, K-1/K-2 loop to Head of Academy

2-year Leave of Absences: Lisa Conran, Head of Academy to Principal Lawrence Public Family Academy (paid for by LPS) and Melissa Ankenbauer and Kelly Meehan, anchor teachers for LPS (will still be LFDCS employees, but will receive extra payment from LPS). We will need to hire two teachers

to replace them. We have also re-engaged with Merrimack College and are hiring two teaching fellows at \$15,000 a piece.

Current openings: (3) K-1/K-2 teachers, (1) Title One Math Teacher, (1) Grade 3 /4 Teacher, (2) paraprofessional positions and (1) 7/8 Math teacher

**Motion by Henry Vargas; seconded by Yokasta Perez to acknowledge the re-hiring of:** Debbie Orlando, K-1/K-2 Teacher, Kristen Quinney K-1/K-2 Teacher, Carlota Castillo, Paraprofessional, Glennys Suero, Receptionist, Victoria Russell, Grade 5/6 Teacher, Amelia Marinez-Hernandez, Alumni Coordinator and Stephanie Freni, Special Education Teacher. **Change in Positions of:** Emily Banta – ESL Teacher to Grade1/2 Teacher loop, Carolin Gilpin, K-1/K-2 Teacher loop to ESL Teacher, Erin St. Pierre, K-1/K-2 paraprofessional to K-1/K-2 Teacher and Erica Crescenzo, K-1/K-2 loop to Head of Academy. **2-year Leave of Absences:** Lisa Conran, Head of Academy to Principal Lawrence Public Family Academy (paid for by LPS) and Melissa Ankenbauer and Kelly Meehan, anchor teachers for LPS (will still be LFDCS employees, but will receive extra payment from LPS). We will need to hire two teachers to replace them. We have also re-engaged with Merrimack College and are hiring two teaching fellows at \$15,000 a piece.

## V. PRINCIPAL'S REPORT

### • Year-end Awards

Patricia then referred to the end-of-year awards in the packet. She noted that every 4<sup>th</sup> quarter award (which is almost all of them) all categories are higher than the last quarter. She noted that all policies for attendance that are in place are really working. Mr. Carrero then added that this year is the best percentage numbers that he has seen since he has been here.

Mr. Carrero then explained the parent request of and addition of a full-day summer enrichment program for this year. Mr. Vargas noted that he was disappointed that there was not a gifted and talented program being offered and that it was presented in correspondence that was sent home like a full-day of fun—not like it was last year-- a half of day of English, Science and Math and the other half of the day enrichment. Ms. Karl said that the program was created to include some academics with some other activities included—such as, academics with life science, music, art, photography—much more integrated instead of school-based and focused. Judy Marley said that we have gotten away from the Gifted and Talented label, and we are clustering students at or above benchmark together in the same groups.

**At 7pm, Mr. Carrero then called for a recess. Mr. Carrero explained that because we would be voting on the submission of a charter school amendment to the bylaws, there must be a quorum of at least 8 board members in attendance to vote. He informed board members that we would reconvene on Wednesday, June 18<sup>th</sup> at 6pm at the Foley Library.**

**Mr. Carrero asked for Ms. Hemmer to make a motion to table the meeting and adjourn for recess until Wednesday, June 18<sup>th</sup> at 6pm in the Foley Library; Motion made by Anne Hemmer. Motion passed unanimously.**

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BOARD OF TRUSTEES MEETING

MINUTES

WEDNESDAY, JUNE 18, 2014 – 6:00 PM

**Attendance:**

<b>Board Members:</b>	John Housianitis, Chairman	Wendy Estrella	Miguelito Saldana
	Rita Almanzar	Anne Hemmer	Joan Thompson
	Raquel Bauman	Ilonka Mora	Henry Vargas
	Donna Bertolino	Yokasta Perez	
<b>Board Members Absent:</b>	Dolores Calaf		
<b>Others:</b>	Ralph Carrero	Susan Lyons	Roy Nelson

At 5:55 pm Mr. Housianitis made a motion to take the June 11, 2014 meeting out of recess and resume the June 11, 2014 meeting

Motion made by Anne Hemmer; seconded by Donna Bertolino to resume the meeting. Motion passed unanimously.

VI. **BUSINESS ITEMS**

• **Minutes of May 14, 2014**

John Housianitis called for a motion on the minutes of the May 14, 2014 board meeting.

Motion by Anne Hemmer; seconded by Raquel Bauman to approve the minutes of the May 14, 2014 meeting as submitted. Motion passed unanimously.

• **SY'2014-2015 Budget (2<sup>nd</sup> Reading)**

Superintendent Carrero explained that the new tuition rates recently released are about \$209,000 more than we had anticipated. We will also be moving Luis Nigaglioni, Maintenance Supervisor and Tony Schumann, Technology Coordinator to the Fund side and moving Judy Marley, Director of New Initiatives to the School side. Also the management fee that the School pays to the Fund is being adjusted to reflect the actual time employees spend working at each. He also noted that the management fee is 5% of the tuition so it is not a fixed rate.

Roy Nelson, Comptroller, said that we are budgeted for 674 students, added \$100,000 of the new tuition rates, fine-tuned salaries and expenses and changed the management fee to balance the budget. We moved some of Mary Claire Kennedy's and Ralph Carrero's salary to the Fund, trying to ensure that employees' positions are properly allocated. Anne Hemmer mentioned that it is important that we have a balanced cash flow budget for refinancing and for re-chartering. Mr. Carrero noted that the SY'2013-2014 budget had a \$267,000 deficit and was just informed by the Food Service Director that Food Services is expected to be \$200,000 in the plus so we should come in at about a \$67,000 deficit. Mr. Carrero then asked Mr. Nelson about meeting our covenant.

Roy stated that by changing the management fee, we aided the School but hurt the Fund – which will leave us with a covenant problem with the Fund.

**Motion by Joan Thompson; seconded by Rita Almanzar to accept the SY'2014-2015 LFDCS Budget (2<sup>nd</sup> reading). Motion passed unanimously.**

• **School Leases with the Fund**

Mr. Carrero explained that every year we vote on the (3) School Lease Agreements to the Fund – July 1, 2014 to June 30, 2015. All of the rates have stayed the same as last year at \$11.50 per square foot for all buildings. Also presented was the 3<sup>rd</sup> year of a 5-year lease for Railroad Street (information only).

**Motion by Wendy Estrella; seconded by Yokasta Perez to approve (3) School Leases to the Fund as submitted. Motion passed.**

- **Updated Report Cards**

Mr. Carrero explained that the Report Cards have been redone to reflect the Common Core standards and that they will be done in-house instead of through ClassRoll, which we were paying around \$4,000 a year. All report cards for each grade level are different, and we tried to incorporate all areas that are in the Student/Parent Handbook. It is now 4 pages instead of 14 and much simpler for everyone. Mr. Vargas asked if grades would still be available to parents online, and Mr. Carrero said that they would and that parents should be able to interact and send messages to teachers.

**Motion by Yokasta Perez; seconded by Henry Vargas to approve the Updated Report Cards as submitted. Motion passed unanimously.**

### **Bylaws Change**

**Mr. Carrero explained the new bylaws change in Article 2, Section 2.5, which is the following:**

#### **Previous Bylaw**

*The Board of Trustees shall consist of not less than six (6) and not more than thirteen (13) members. Trustees shall be nominated by the Board of Directors of LFDEF, Inc., the founding organization. The number of parent representatives shall also be fixed with no less than six (6), elected by the School Site Council which, is composed of parents of students enrolled in the school and teacher representation from the school staff; an additional parent member, ex-officio, which serves as the parent co-chair of the School Site Council making the total composition of thirteen individuals.*

#### **Amended Bylaw Change**

*The Board of Trustees shall consist of not less than six (6) and not more than thirteen (13) members. Six trustees shall be nominated by the Board of Directors of LFDEF, Inc., the founding organization. The number of parent representatives shall also be fixed with no less than six (6), elected by the School Site Council which is composed of parents of students enrolled at the school, alumni students of the school, alumni parents of students of the school and/or community stakeholders with knowledge of the school and an additional parent member, ex-officio, which serves as the parent co-chair of the School Site Council making the total composition of thirteen individuals.*

This change would allow for alumni parents, alumni students and community stakeholders (members of our partnerships) who are vested in our school to become board members.

Joan Thompson asked that the spelling of alumnus be changed to alumni.

**Motion by Anne Hemmer; seconded by Wendy Estrella to approve the proposed Bylaws Change noted above with the correction of Alumnus to Alumni as submitted. Motion passed unanimously.**

- **2015-2020 Re-chartering Document**

Mr. Carrero noted that everyone has a copy of the 2015-2020 re-chartering document in their packet. A copy was also sent out last week for the board to review. Mr. Carrero noted that we had to tell our story over the past 4 years in 25 pages with 10 criterion. This document was sent out to our administration team to review, make additions/changes and to make sure that the story of our school was told over the last 4 years and what our plans are for the next 5 years. Mr. Carrero made note that we met over 95% of our accountability plan goals over the last 4 years.

**Motion by Henry Vargas; seconded by Joan Thompson to approve the 2015-2020 Re-chartering Document as submitted. Motion passed unanimously.**

### **VIII. ADJOURN**

Having no further business Anne Hemmer made a motion to adjourn with Rita Almanzar seconding the motion. Motion passed and the meeting was adjourned.

Respectfully submitted,

*Susan Lyons*

Susan Lyons  
Recorder