

Lawrence Family Development Charter School



SY'2015-2016 ANNUAL REPORT

**ACADEMY FOR EARLY ACADEMIC PREPARATION (K-1, K-2 & GRADE 1)
10 RAILROAD STREET, LAWRENCE, MA 01841
TEL: 978 258-6210**

**LOWER SCHOOL (GRADES 2-4), 34 WEST STREET, LAWRENCE, MA 01841
TEL: 978 689-9863 * FAX: 978 689-8133**

**UPPER SCHOOL (GRADES 5-8), 400 HAVERHILL STREET, LAWRENCE, MA 01841
TEL: 978 738-0609 * FAX: 978 738-0634**

WEBSITE: WWW.LFDCS.ORG

RALPH L. CARRERO, DIRECTOR/SUPERINTENDENT, RCARRERO@LFDCS.ORG

AUGUST 1, 2016

Lawrence Family Development Charter School

Table of Contents

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES	1-2
INTRODUCTION TO THE SCHOOL	3
SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION	3-12
I. Faithfulness Charter	3-5
• Mission and Key Design Elements	3-4
• Amendments to the Charter	4
• Dissemination	4-5
II. Academic Program Success	5-7
• Student Performance	5
• Program Delivery	6-7
• Social, Emotional and Health Needs	7
III. Organizational Viability	7-12
• Organizational Structure of the School	7-8
• Teacher Evaluation	8
• Budget and Finance	9-10
- FY'2016 Statement of Revenues, Expenses and Change in Net Assets (unaudited)	9
- Statement of Net Assets for FY'2016 (unaudited)	10
- FY'2017 Approved School Budget	9
• Capital Plan for FY'2017	11-12
ADDITIONAL INFORMATION	13-24
• Accountability Plan for SY'2015-2016	13-15
• Recruitment and Retention Plan	16-21
• School and Student Data	22-23
• Additional Required Information	24
- Key Leadership Changes	24
- Enrollment	24
• Complaints	24
• Attachments (Optional)	25

A MESSAGE FROM THE CHAIR OF THE BOARD OF TRUSTEES

SY'2015-2016 was Lawrence Family Development Charter School's (LFDCS) twenty-first year operating as a Commonwealth public charter school. This year emphasized three major areas: 1) innovation in the classroom, 2) interdisciplinary opportunities with LFDCS curriculum and 3) disseminating the charter school's best practices on a Commonwealth-wide level. Through the launch of *Schoology* (an internet-based Learning Management System), teachers and students gained new 24/7 access to our curriculum which extended teaching, learning and assessment opportunities. Interdisciplinary efforts were enhanced by the opening of a new STEM (Science, Technology, Engineering and Math) Center at 34 West Street and the hiring of a STEM Coordinator. LFDCS also continued into year two of a three-year partnership with Lawrence Public Schools, which shares best instructional and family engagement practices locally. Additionally, to extend dissemination impact Commonwealth-wide, LFDCS granted, upon request, access to video clips of LFDCS' excellent teaching and SEI practices to members of the Massachusetts Charter School Association (MCSA) for members' use in other urban classrooms.

The highlights of SY'2015-2016 follow:

- Due to obtaining our *5th charter (to the year 2020)* as a Commonwealth public charter school, LFDCS collaboratively formulated *a new accountability plan*, rolled it out to teachers at an August 2015 back-to-school orientation and after one year using this plan, LFDCS has a new baseline for its accountability objectives.
- Achieved *Level 1 School status on MCAS* testing for the fifth year in a row. The largest positive gap between the Commonwealth of Massachusetts and LFDCS was in fifth grade Math. Across the state 67% of fifth grade students scored Proficient or Higher, and at LFDCS, 59% of fifth grade students scored Proficient or Higher in the Math MCAS test. On the whole, LFDCS performed better than the state. *In ELA, LFDCS was 17% higher than the state, in Math 16% higher than the state and in Science 10% higher than the state.*
- Graduated sixty-one (61) students from the eighth grade and eighty (80) students from the Kindergarten-2 program. Collectively, this year's eighth grade graduates earned *over \$1,700,000 in scholarships and financial aid to four-year tuition-based high schools*. This year, for implementation in SY'2016-2017, the *Opening Doors team was re-framed* by combining the duties of two jobs into one, and splitting the grade-level responsibilities of two grade levels between two Secondary School Coordinators.
- Hosted two sessions for the Massachusetts Charter School Association's *Community of Practice of ESL professionals* and continued with our Commonwealth-wide dissemination contributions to the *Special Education Model Demonstration Schools* to showcase statewide the practices used at LFDCS to support all learners.
- Held a fall *STEM Center Opening* for donors, community members, parents, students and staff to show the results of successful *fundraising of \$118,500 for the technology and construction* needs of a *STEM Center* (Science, Technology, Engineering and Math) at 34 West Street. Visitors saw hands-on activities and viewed new aquariums, microscopes, laptop computers and printers available at the STEM Center.
- To further enhance *STEM* in future years, meetings occurred with *Marblehead Charter School* to explore project-based learning with urban and suburban middle school students working on STEM activities. Also in the area of STEM, we discontinued the LFDCS Northern Essex Community College partnership and worked more deeply with *Quarrybrook Outdoor Learning Center (NECC)* on the STEM program design, while beginning after-school STEM activities with the *Girl Scouts of America*.
- Kicked-off at *Lawrence Family Public Academy (LFPA) a new peer-to-peer- teachers' mentoring program*. The partnership allowed LFDCS' early childhood teachers to work directly with LFPA early childhood teachers through coaching, socials for conversations about teaching and included classrooms visits with demonstrations of classroom management techniques. The end-of-the-year surveys were positive about the experience from both the teacher-mentors and teacher-mentees who were involved in this project, and LFPA teachers expressed interest in continuing the effort for SY'2016-2017 as well as their introduction to *Schoology*, LFDCS' Learning Management System.

- Received *gifts* from various individual donors to equip all first-year kindergarten classrooms with *interactive projectors*. These gifts of almost \$6,800 demonstrated the donors' understanding of academic language development and interactive techniques for teaching of young children in an early childhood setting. It also meant that *every* LFDCS general education teacher now has a classroom equipped with an interactive projector.
- Expanded the impact in year two of the Digital Instructor's role and professional development opportunities for teachers. Activities for Teaching with Technology were primarily teacher-led by a team of teachers comprising the *Technology Committee*. The Digital Instructor's salary and benefits were generously funded by a donor, *Mr. Kingman Webster*, who passed away in the spring of 2016.
- Due to increased technology use at all sites and the rapid acquisition of teachers' skills with *Schoology*, LFDCS added new wireless services and wireless hubs, while piloting "paperless" learning processes for 7th grade students' access to the Learning Management System. In December, 2015, Cynthia Mohr, one of LFDCS' generous benefactors, supplied funds for *forty (40) new Chromebooks for 7th grade students*. This donation also accelerated the school's technology projects. It is expected that in SY'2016-2017, LFDCS will allow staff and students to bring their own devices from home and allow such devices access to the Lawrence Family Development wireless infrastructure.
- Restructured the LFDEF, Inc. Finance Department under a *new Director of Finance* who began in August, 2015 which resulted in a reframed staffing model with the addition of a new *Accounts Payable/Procurement Officer* as well as a newly- added *Human Resources Manager* position. The newly-configured group also shifted to new payroll and banking providers and formulated a plan to increase the number of online processing tools.

The Conditions for School Effectiveness (CSEs) per regulations of the Massachusetts Board of Elementary and Secondary Education in 2010 remain 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 2014-2020 Strategic Planning process is executed, the Charter School maintains a keen focus on its strength with community and parent engagement, RTI instructional techniques, student progress-monitoring and success with English Language Learners. The Conditions for School Effectiveness mandate the strategic use of resources and adequate budget authority, so this year we critically assessed opportunities and challenges as these relate to available financial resources and systems. With that planning, we anticipate a positive impact on the charter school with a new LFDEF, Inc. Finance Director (hired 2015), a new LFDEF, Inc. Accounts Payable/Procurement Officer (hired 2016) and a new LFDEF, Inc. Human Resources Manager (hired 2016). Lawrence Family Development Charter School (LFDCS), now in its twenty-first year, has been afforded many opportunities including funding resources. We continue to pursue all types of resources, receive entitlement and foundation grants and host a spring scholarship event.

As we close SY'2015-2016, it is with great pride that I serve as Chair of the Lawrence Family Development Charter School's Board of Trustees. I am proud of our accomplishments, which seem to multiply yearly. These twenty-one years as a Commonwealth public charter school provides 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,



Raquel Bauman, EdD
Chair, LFDCS Board of Trustees

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, 2015
Maximum Enrollment	700*	Current Enrollment	698
Chartered Grade Span	K-1-Grade 8	Current Grade Span	K-8
# of Instructional Days per school year	180	Students on Waitlist	1,372
School Hours:	K-1-Gr. 1 7:45am-3:10pm Grs. 2-4 7:45am-3:20pm Grs. 5-8 7:45am-3:30pm	Age of School	21 years
*800 students by 2020			
<u>Mission Statement</u>			
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.			

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

I. Faithfulness to Charter

Mission and Key Design Elements

LFDCS, in its 21 years of existence, has maintained the philosophy of its founders based on its Mission (see above) and the Key Design Elements through which it operates its charter and sets its accountability goals. 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** - Parents 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 wishes 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 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 directors of LFDEF, Inc., the Management Organization, six parents of students enrolled at the school, alumnus of the school, alumnus parents 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, 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'2015-2016 by:

- **Parent satisfaction**, cultivated and evaluated through use of annual parent surveys and parent participation at School Site Council and Special Education PAC evening meetings 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, Grade 4 State Fair and the High School and Science Fairs, while 100% of parents participated in report card conferences.
- **Parents obtained citizenship attainment, English language skills 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 (489 adult learners, including parents, improved literacy skills over the past year).
- **ELL/RTI (Response to Intervention) Protocols**, led by the ELL/RTI Coordinator, organized and facilitated instructional offerings and benchmarking to assure that LFDCS met the needs of all students. The Coordinator assisted teachers in recommending needs-based groupings and students' participation in Summer and Saturday Academies, which provided, beyond the school day, specialized instruction for students in grades 1-7.
- **Professional development** for staff this past year focused on the foundational skills for all students. Offerings included Sheltered English Immersion (SEI) endorsement workshops for teachers and administrators. Another focus, which will continue into SY'2016-2017, is Blended Learning where a Digital Instructor works with teachers in their classrooms, organizes monthly *Tech Talk* professional learning sessions and leads a *Technology Committee* made up of teachers who create and model exemplar lessons. Specific professional development on differentiated instruction, as a result of a 2015 Professional Development Survey by the Principal, is included in a resource folder in *Schoology* for teachers to use when planning lessons. Based on surveys, professional development workshops on writing are being planned in response to the 2016 survey.
- **Partnerships** infused the STEM curriculum with Quarrybrook Outdoor Learning Center and offered applied learning and interdisciplinary practices while meeting curriculum standards.

AMENDMENTS TO THE CHARTER

The below amendments were submitted to ESE for approval during SY'2015-2016:

Date	Amendment Requested	Approved by ESE
7/3/15	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, alumnus of the school, alumnus parents 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.	8/24/15
8/31/15	Approval and addition of the 2015-2020 Accountability Plan	12/2/15
10/23/15	Update of Expulsion Policy to comply with updated laws and ESE guidelines	12/2/15

DISSEMINATION EFFORTS

For the first year of the 2015-2020 charter, LFDCS provided varied models for replication of its best practices. During SY'2015-2016 the following forums and activities through which LFDCS disseminated its practices are listed below:

- Adopted Schoology as a Learning Management System (LMS) for access to an e-base resource of LFDCS lesson plans, assessments and teaching activities. The LMS can be used 24/7 by the LFDCS community and allows our education partners to access, for dissemination purposes, curriculum and SEI supports for students.

- Partnered for year two of a three-year agreement with the Lawrence Public Schools, for an early childhood targeted-assistance model. The Lawrence Family Public Academy has two LFDCS lead teachers who work onsite for curriculum sharing and instructional leadership and also includes access to the LFDCS curriculum drive in *Schoology*.
- Implemented a new effort for teachers' reflection with the Lawrence Public Schools' partnership, by adding a new teachers' mentor/mentee program with conversations, socials and classroom visits. Mentees are LPS teachers and mentors are LFDCS teachers.
- Extended dissemination impact Commonwealth-wide by granting *Schoology* access, upon request, to video clips of LFDCS best teaching and SEI practices to members of the Massachusetts Charter School Association for their use in other urban classrooms.
- Hosted two sessions about the LFDCS RTI protocols for the Massachusetts Charter School Association's *Community of Practice of ESL professionals*.
- Added to the district's Learning Management System (*Schoology*) school-wide SEI instructional resources. These resources included materials developed in a professional development project which allowed teachers to build modules of successful practices for use by other public schools. Likewise, a similar project by SPED teachers was done to build school-wide instructional resources.
- Participated in year 2 as a MPCSA Special Education Model Dissemination School and joined forums for information sharing and participated in activities.
- Maintained a partnership with Merrimack College for a *graduate education* student's one-year internship. After the internship, the result was the hiring of that intern as a teacher for SY'2016-2017.
- Launched a partnership with Merrimack College for graduate students in *health administration* to work with the LFDCS' nurses to do vision and hearing screenings. This project amplified LFDCS' practices with health and family engagement.

II. Academic Program Success

1. Student Performance: MCAS data for Spring 2015 Assessments Lawrence Family Development Charter School's Report Card link is:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04540205&fycode=2015&orgtypecode=6&>

2. Student Performance SY'2015-2016

Student performance on formative and summative assessment provides the school the opportunity to maintain strong performance on MCAS. LFDCS' academic program meets all criteria for success as we have attained the following:

- Achieved **Level 1 School status on MCAS** testing for the fifth year in a row. The largest positive gap between the Commonwealth of Massachusetts and LFDCS was in fifth grade Math. Across the state 67% of fifth grade students scored Proficient or Higher, and at LFDCS, 59% of fifth grade students scored Proficient or Higher.
- On the whole, LFDCS performed better than the state on MCAS. **In ELA, LFDCS was 17% higher than the state, in Math 16% higher than the state and in Science 10% higher than the state.**
- Graduated sixty-one (61) students from the eighth grade and eighty (80) students from the Kindergarten-2 program. Collectively, this year's eighth grade graduates earned over \$1,700,000 in scholarships and financial aid to four-year tuition-based high schools.
- Utilized a RTI Program to progress-monitor student performance through assessment and benchmarking three times annually, placing attention on measuring academic growth. Every teacher has acquired the knowledge and ability to analyze group and individual performance and identify effective strategies for all Tier II-IV students.

3. Program Delivery

During SY'2015-2016, teacher attention to student improvement has again raised outcomes in internal and external assessments with achievement on MCAS resulting in Level One status.

In ELA students at LFDCS outperformed the state average in 5 of a total of 6 grade levels with a school-wide 77% in ELA and 70% in Math at Proficient or Advanced, and only 5% of students were assessed in the Warning category in ELA and 7% in Math. LFDCS uses data to identify its academic priorities and refine its embedded instructional practices. In SY'2015-2016 results from DIBELS, GRADE (Group Reading Assessment Diagnostic Evaluation) and GMADE (Group Math Assessment Diagnostic Evaluation) allowed teachers and administrators to manage data, look at trends and determine resource needs. Also in SY'2015-2016 the school piloted Measures of Academic Progress (MAP) as an assessment tool and will be fully adopting it for benchmarking in the next school year. A key component of decision-making for resources happens in the RTI process which guides instructional practices and teacher planning through the use of shared files. For SY'2015-2016, LFDCS prioritized differentiated instruction, the use of SEI strategies and the implementation of LMS/ Blended Learning. The lesson plan template and architecture of the *Schoolology* platform was enhanced which supported our efforts with differentiated instruction and meeting the needs of diverse populations. Our SEI strategies position is further documented by having a total of 9 licensed ESL teachers as well as the continued enrollment of teachers and administrators in RETELL this past year to earn SEI endorsement.

Curriculum

LFDCS' curriculum is aligned to the Massachusetts Common Core Standards. Curriculum is aligned vertically between grades and horizontally across classrooms at the same grade level. The curriculum supports opportunities for all students to master the skills and concepts. Procedures and processes have been developed and implemented at LFDCS to meet the above-stated expectation:

- A two-grade looping plan assures that teachers are knowledgeable about curriculum standards over at least two grades and are able to “plan forward and reflect back” by connecting curriculum standards.
- A standardized Walkthrough Template provides teachers with feedback on the Lesson Plan Template.
- A new standard Lesson Plan Template provides consistency of instruction and accountability of standards.
- Lesson plans are created by grade-level teams which ensure alignment across classrooms at each grade and are available online, through *Schoolology*, for specialists/interventionists to modify and augment lessons.
- Standards-based report cards with every content area are broken down to standards by grade and semester.
- Teacher-led vertical teams in all core content areas ensured vertical alignment of curriculum in K-8 and assisted in re-designing the standards-based report card with the Common Core and WIDA standards.

Instruction

LFDCS staff has a commitment to high-quality instruction for all students. This common understanding fosters student engagement and achievement. Consistent structure in planning and expectations are essential for high achievement for all students and are critical in addressing the challenges of poverty. Quality and consistency of instruction is evidenced by a new standard Lesson Plan Template which requires explicit planning of all lesson components. In SY'2015-2016 Lesson Plans included SEI strategies, differentiated lessons, high-level thinking questions, Blended Learning and Language Objectives. In-depth professional development focuses on curriculum and instruction. LFDCS has had outside donors enable us to complete the project of placing interactive boards in every classroom to integrate technology and Blended Learning strategies to support technology in instruction.

Assessment and Program Evaluation

During SY'2015-2016 LFDCS piloted in Saturday Academy the use of the Measures of Academic Progress (MAP) diagnostic assessment and will adopt this assessment as part of the RTI process, providing timely access to results. Full adoption of the MAP tool will be used in SY'2016-2017 as a replacement for GRADE and GMADE.

Support for Diverse Learners

During SY'2015-2016, the expectation for teachers included explicit planning for differentiated instruction in every lesson. The needs of students who require extra help and those needing more challenges are addressed in every lesson.

English Language Learners (ELLs)

In SY'2015-2016 LFDCS enrolled a student body that is 98.7% Hispanic of which 83.9% were identified that English was not their first language. Fifty-four percent (54%) of our K-1 (4 year olds) and K-2 (5 year olds) are ELLs. This year new lesson plan templates included explicit planning for SEI strategies and differentiated learning with technology in every lesson. A SEI Strategic Intervention Team created a digital handbook of strategies that can be used in every class. This document is housed in the LMS and includes video clips of strategies "in action" by LFDCS teachers and available as requested by teachers in other districts via log-in access to *Schoology*.

Special Education

LFDCS' special education program is 100% in compliance. Special education teachers implement academic lessons and make modifications for their students based on goals of their IEPs. This year, a team of four regular and SPED teachers researched and built a portfolio of instructional materials for sharing with other teachers. SPED teachers also increased their use of the school's technology through the new Learning Management System. We have a specific process with procedures for Tier IV student referrals within the RTI process, 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. LFDCS also has a structured program for the identification and delivery of students that require 504 plans. The District Curriculum Accommodation Plan (DCAP) is reviewed periodically for compliance to ensure that the general education environment is rich and responsive and ensures that teachers are prepared for a diverse student population. For the second year in a row, LFDCS participated in the Massachusetts Charter School Association's Demonstration School project, sharing and disseminating its practices in special education and professional development by supporting the needs of all learners. LFDCS also hosted two all-day sessions on RTI and SEI strategies for the Massachusetts Charter School Association's Community of Practice.

4. Social, Emotional and Health Needs

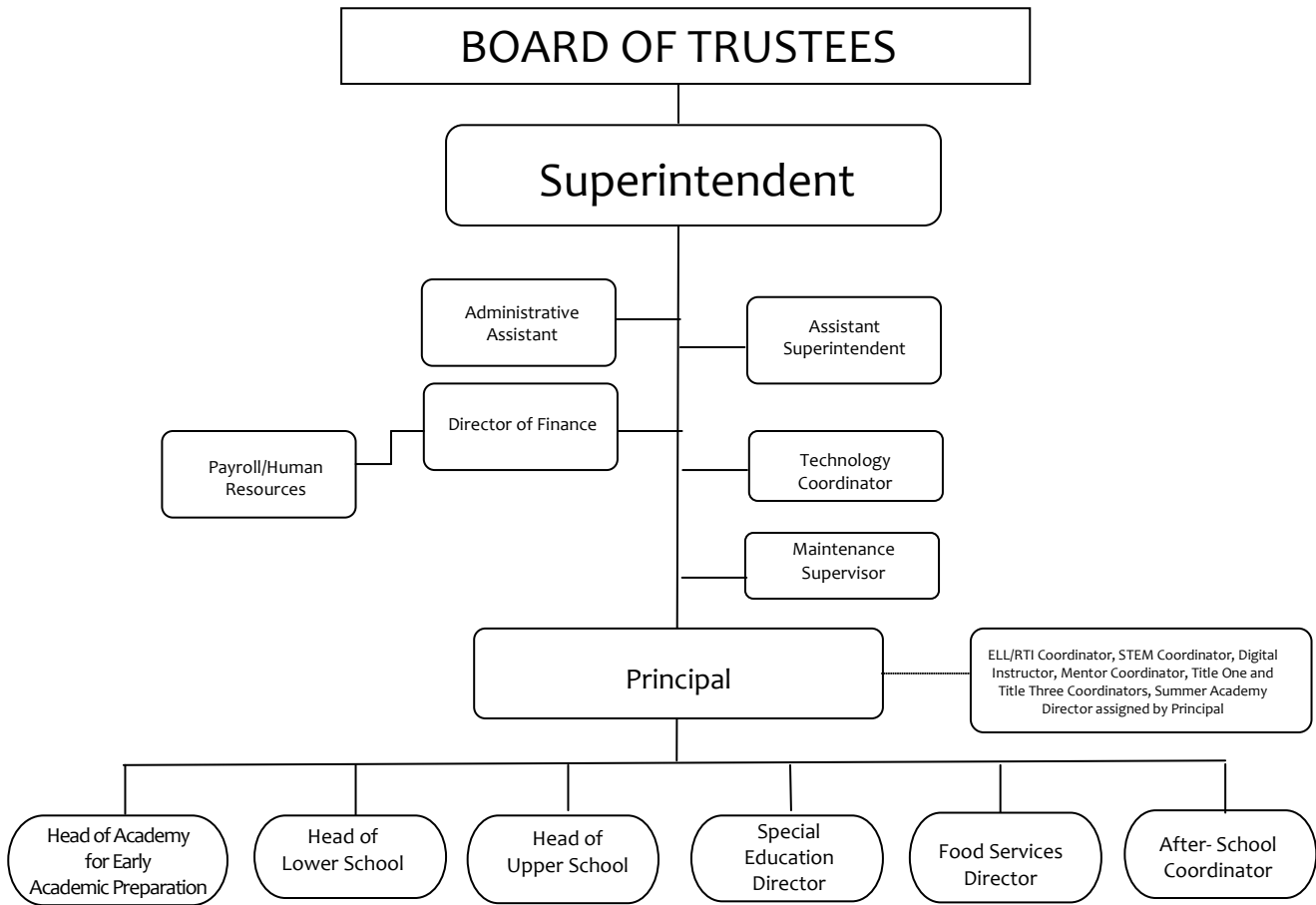
There are special components of the RTI program at the Academy for Early Academic Preparation focusing on the social-emotional needs of students. This year, to provide students time to de-escalate when negative behaviors occur, a de-escalation room was built at the Academy as needed for children. During the "Welcome Back" teachers' orientation, a guest speaker described stress management, and teachers were trained in CPI for classroom management. CPI training included *how to de-escalate a situation before it disrupts the entire class*. Also amended during SY'2015-2016 was the LFDCS Expulsion Policy (required by ESE) which is now part of the Parent/Student Handbook. Parent workshops on behavior management and contracted services for individual student support through *Blue Skies Wellness* continued to support school staff and families.

III. Organizational Viability

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

As referenced in the SY'2013-2014 LFDCS Annual Report, we continue to work on our 2014-2020 LFDEF, Inc. Strategic Plan of which the charter school is a key component. Specific to SY'2015-2016, emphasis for LFDCS' strategies were in three major areas: 1) innovation in the classroom, 2) interdisciplinary opportunities with our curriculum and 3) disseminating the charter school's best practices on a Commonwealth-wide level. The organizational structures are designed to align support and resources to the school's mission and needs of students and their families. Most importantly this year, LFDCS strengthened its ties to the Management Organization, the Lawrence Family Development & Education Fund, Inc. (LFDEF), which handles its administrative, facilities and technology capacities. Of note is that LFDEF, a non-profit organization, reorganized its Finance Department by adding a Director of Finance (versus a Comptroller), an Accounts Payable/Procurement Officer and a Human Resources Manager. Also of special note for FY'2016-2017 is that LFDEF, Inc. is in the process of changing its name to Lawrence Family Development, Inc. (LFD).

Updates to the LFDCS Organizational Chart are shown below.



TEACHER EVALUATION

LFDCS uses the Massachusetts Model System of Educator Evaluation (MA Model) to evaluate certified teachers and other certified educators including the Principal and any other positions that require a licensed teacher, specialist, professional support personnel or administrative license. Training on the evaluation process is part of the August Teacher Orientation Week.

The evaluation process includes the 5-Step Cycle: self-assessment, goal-setting, implementation, formative assessment and summative evaluation. The forms used are those provided by ESE with the addition of *Relevant Responsibilities* included in rubrics for Specialized Instructional Support Personnel (SISP) such as ELL/RTI Coordinator and Head of Upper School/ Coordinator of Title One. All teachers are evaluated by the Head of School for their building (K-1-Grade 1, Grades 2-4 and Grades 5-8) with support from the Principal who in turn evaluates the Heads of School and other professional certified leaders. When teachers, leadership and staff are evaluated, they are encouraged to reflect on district-wide strategic priorities based on the LFDEF, Inc. Board adopted 2014-2020 Strategic Plan. They are also expected to embrace innovation and opportunities for dissemination which are now available due to the adoption of *Schoolology* as the LFDCS' Learning Management System.

In SY'2015-2016 the Principal created an evaluation process using rubrics to match the individual job descriptions for non-certified staff such as paraprofessionals, receptionists, After-School Coordinator and the Parent Liaison. The Superintendent, who evaluates the Principal and Assistant Superintendent, is evaluated by the Board of Trustees

BUDGET AND FINANCE

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL

Statements of Activities and Changes in Net Assets (unaudited) and FY'2017 Budget

(approved by LFDCS Board of Trustees 4/13/16)

Year ended June 30, 2016

	<u>2016</u>	<u>APPROVED 2017 BUDGET</u>
REVENUES AND SUPPORT		
Tuition and Fees	\$8,983,637	\$9,097,960
State grants	\$11,130	
Federal grants	\$621,563	\$635,000
Donations	\$198,842	\$144,000
In-kind Donations	\$13,200	
Food Service	\$505,250	\$485,000
Special events, net	\$3,397	\$9,000
Investment Return	\$5,321	\$2,000
Participant Fees	\$406,427	\$385,000
Net Assets released from restriction	(\$87,825)	
TOTAL REVENUES AND SUPPORT	<u>\$10,660,942</u>	<u>\$10,757,960</u>
EXPENDITURES		
Salaries, taxes and benefits	\$7,123,477	\$7,315,940
Administrative Expenses	\$813,773	\$857,090
Instructional Expenses	\$316,349	\$335,175
Student Services	\$505,448	\$591,200
Facilities	\$1,497,531	\$1,639,526
TOTAL EXPENDITURES	<u>\$10,256,578</u>	<u>\$10,738,931</u>
Net Ordinary Income	\$404,364	\$19,029
Depreciation	\$134,013	\$141,996
CHANGE IN NET ASSETS	\$270,351	(\$122,967)
NET ASSETS		
BEGINNING OF YEAR	<u>\$2,759,062</u>	<u>\$3,029,413</u>
NET ASSETS, END OF YEAR	<u>\$3,029,413</u>	<u>\$2,906,446</u>

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL

Statements of Net Assets (unaudited)

June 30, 2016 and 2015

	<u>ASSETS</u>	<u>2016</u>	<u>2015</u>
Current Assets:			
Cash and Cash Equivalents		\$2,957,505	\$2,916,850
Accounts Receivable, deemed fully collectible		\$197,331	\$18,496
Related Party Receivable		\$76,303	
Prepaid Expenses/Deposits		\$23,682	\$72,572
Total Current Assets		\$3,254,821	\$3,007,918
Property and Equipment:			
Leasehold Improvements		\$727,376	\$727,376
Furniture and Equipment		\$305,840	\$285,540
Technology		\$487,368	\$487,368
Vehicles		\$68,863	\$57,169
Total Property and Equipment		\$1,589,447	\$1,557,453
Less: Accumulated Depreciation		(\$1,148,131)	(\$1,014,119)
Property and Equipment, Net		\$441,316	\$543,334
TOTAL ASSETS		\$3,696,137	\$3,551,252
<u>LIABILITIES AND NET ASSETS</u>			
LIABILITIES			
Current Liabilities:			
Accounts Payable and Accrued Expenses		\$31,228	\$95,130
Related Party Payable		\$12,529	\$22,493
Wages and Related Payable		\$622,967	\$663,887
Deferred Revenue			\$10,680
TOTAL LIABILITIES		\$666,724	\$792,190
COMMITMENTS AND COINTINGENT LIABILITIES			
NET ASSETS			
Unrestricted		\$3,029,413	\$2,671,237
Temporarily Restricted			\$87,825
		\$3,029,413	\$2,759,062
TOTAL LIABILITIES AND NET ASSETS		\$3,696,137	\$3,551,252

CAPITAL PLAN FOR SY'2016-2017

Overview:

In 2010, LFDCS proposed a capital improvement plan in anticipation of the school's submitted plan for expansion through controlled growth of enrollment to add 200 students. This level of enrollment growth adds 20 students per year through 2020. Since then, to accommodate student growth in kindergarten through grade 1, LFDCS opened 10 Railroad Street to house the Academy for Early Academic Preparation for grades K-1, K-2 and grade 1. The Academy for Early Academic Preparation was initially rented through a 5-year term renewable lease at 10 Railroad Street. In June of 2015, 10 Railroad Street, which houses the Academy for Early Academic Preparation, was donated to Lawrence Family Development & Education Fund, Inc., becoming the third building of its five campus buildings to be donated. This gift not only benefited the Academy which occupies one-half of the property but also can house the charter school expansion needs or be used as a future rental with the benefits of additional financial and collaborative opportunities. If the charter school cap is lifted in November 2016, this Railroad Street site allows for expansion.

Following the early education housing plans being met, the growth plan continues for current space at the Lower School (34 West Street) and to eventually impact the Upper School. In the summer of 2015, additional classroom space at 34 West Street was developed for an additional regular education classroom as well as Lower School pull-out classroom spaces for music and academic support. These pull-out classrooms were built by dividing an assembly room's space into three small multipurpose rooms at a cost of approximately \$80,000. LFDCS properties will continue to accommodate expansion plans which include a total of 4 classrooms for each grade in 2020. As these additions to the student population occur, LFDCS yearly budgets materials and furniture at \$5,000 per classroom. This budget is also supported by fundraising for supplementary resources from private foundations, corporate donations and individual donors. LFDCS also benefits from a relationship with *The Furniture Trust* which provides access for LFDCS to high quality, discarded corporate equipment and furniture donations. The timeline for the number of classrooms needed at each grade is: grade 2 (2014; completed), grade 3 (fall, 2015), grade 4 (2016), grade 5 (2017), grade 6 (2018), grade 7 (2019) and grade 8 (2020). We anticipate for 2016 and beyond that we will also occupy all available classroom spaces at 404 Haverhill Street.

As planned in SY'2015-2016, major projects for LFDCS included new windows at school buildings for \$190,000 and a new roof, heating/HVAC system at the Lower School for a cost of \$80,000. In all buildings the wireless infrastructure was enhanced as were fire and alarm updates for approximately \$30,000. Lawrence Family Development Charter School rents space from Lawrence Family Development & Education Fund, Inc., and in June, 2015 the building debt for the campus buildings and improvements were done through a MassDevelopment Bond and debt package at a rate of 3.4% with Enterprise Bank.

With sufficient donations from fundraising from foundations, the school's STEM Center opened as planned in an existing building behind 34 West Street in September, 2015. The project's cost was approximately \$160,000 approved from the LFDCS's Board of Trustees approved budget for renovations and authorized expenditures from grants, capital reserve funds and a 2015 mortgage refinancing. Of this cost, about \$118,000 was gathered in donation and foundation grants with the balance coming from building loans or other contributions.

The STEM Center at LFDCS ensures that 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 STEM Center has a new roof, renovated bathrooms, teacher conference space, storage space, movable tables and an updated wireless infrastructure. There are also sinks and storage space for students' use. The STEM facilities' project was guided by a STEM steering committee which defined the space, its use and needed space for the overarching goals and interdisciplinary vision of the curriculum for all grades.

Next phase of the Capital Plan which aligns the LFDEF, Inc. Strategic Plan Timeline (FY'2014-2020)

LOWER GYMNASIUM BUILDING (Planning in SY'2016-2017, construction SY'2017-2018)

For SY'2016-2017 and as enrollment grows, a large assembly room and gymnasium is needed at the Lower School, 34 West Street. The building use will be for art, music and physical education classes. A 'Butler Building' is being designed now for the 34 West Street site for projected construction in the summer of SY'2017-2018. The assembly room and gymnasium are being designed now by the LFDEF, Inc./LFDCS Facilities Committee and worked on with Johnson Roberts Associates, Inc. of Somerville, MA, a firm selected based on the Commonwealth of Massachusetts' Public Agencies DSB Jurisdiction process. Architects and a volunteer Facilities Committee meet every three weeks about the design and financing details which are currently estimated at approximately \$1,500,000-\$2,000,000. It is anticipated that some of the new building costs will be from existing resources of the 2015 mortgage refinancing, with the needed balance financed through an additional loan secured with Enterprise Bank.

Project Financing – Cost of Project – \$1,500,000-\$2,000,000 - In early SY'2016-2017, the Board of Trustees will be asked to approve a budget for renovations and authorized expenditures from foundation grants, capital reserve funds, and the June 2015 mortgage refinancing. Of this cost, a portion will be secured from donations.

Capital Reserve Account – Once the building construction is completed at 34 West Street, it will not be necessary to establish a separate capital reserve account for this construction. Ongoing maintenance will be completed annually by the Maintenance staff.

STRATEGIC PLAN FOR 34 WEST ST. CONSTRUCTION (Done by LFDEF, Inc., the 501(c)3 Management Organization of LFDCS as part of its 2015 refinancing of building debt. In June 2015)

Location	Description	Estimated Amount Required
34 West St.	Building use space for physical education, art, music	\$100/sf for 4500 square ft.
34 West St.	Site preparation	\$185/sf for \$500,000.
TOTAL		<u><u>\$1,500,000-\$2,000,000</u></u>

ADDITIONAL INFORMATION

ACCOUNTABILITY PLAN PERFORMANCE FOR SY'2015-2016

I. Faithfulness to Charter

	2015-2016 Performance	Evidence
Key Design Elements: Parent Engagement		
Objective: Lawrence Family Development Charter School parents are meaningfully and consistently involved in educational decisions; participate in trainings and satisfaction surveys and have roles in school governance.		
Measure: 1. Annually, for each of the first three academic terms, 100% of parents participate in parent conferences. (Reach Goal)	Met	100% Teachers' Sign-in Sheets
Measure: 2. Parents of grade K-1 students will have a home visit by the Academy Head of School and Parent Liaison to ensure successful student transition to school. School target will be to visit 95% of parents of grade K-1 students each year.	Met	100% Home Assessment and social/emotional data collected
Measure: 3. Each year, 90% of grade K-1 parents will attend a "Right from the Start" training and receive a certificate of completion.	Met	90.3% Parent Sign-In Sheet Certificates of completion

II. Academic Program Success

	2015-2016 Performance	Evidence
Key Design Element: Dual Language		
Objective: As demonstrated on formative and summative assessments, LFDCS fosters academic language acquisition on all WIDA standards in a dual-language Spanish language program and through ESL in the standards-based curriculum.		
Measure: 1. Each year, 85% of students in grades 3-8 will demonstrate at least 50% growth on an internally-designed Spanish language benchmark assessment.	Baseline created and piloted in SY'2015-2016	Test data from winter and spring collected in pilot phase.
Measure: 2. Each year, 85% of students in grades 3-8 will score at or above grade level on spring ELA and Math L-FAST assessments. (Reach Goal)	Partially Met ELA: 3,5,7,8 Math: 6,8	See Attachment Internally-designed assessment based on released questions (L-FAST)
Key Design Element: Effective Teaching		
Objective: LFDCS hires certified teachers in required fields who also hold high expectations for all students. Teachers grow in effectiveness through in-house sponsored professional development, professional readings, teacher-led workshops and tuition reimbursement for advanced degrees.		
Measure: 1. Each year, 100% of teachers who are new to the school will successfully complete a 2-year mentoring program with a trained mentor.	Met	100% Attendance sheets, Meeting Agendas, Certificates of Completion, LFDCS Mentor Program Summary Report in accordance with 603 MMR 7.12

<p>Measure:</p> <p>2. Through an annual survey distributed to 100% of new teachers, with a 90% return rate, 90% will report satisfaction on a question asking if they were satisfied or highly satisfied with the quality and quantity of mentoring activities offered their first year.</p>	Partially Met	19/24 responded (79.1%) 100% rated excellent or good Survey Results
<p>Measure:</p> <p>3. Each year, 100% of teachers will participate in monthly <i>Tech Talk</i> professional learning sessions and integrate at least 2 (a total of 10 or more strategies after five years) new blended learning strategies into their instruction.</p>	Met	100% Agendas, Sign-in sheets Heads of School Walkthrough Notes, Lesson Plans Learning Management System (LMS) artifacts in course shells
<p>Measure:</p> <p>4. Beginning in November 2015 (after SEI Planning Group Project), 95% of all teachers will include SEI strategies into all of their Lesson Plans.</p>	Met	100% Lesson Plans, Learning Management System (LMS) artifacts in course shells, Heads of School Walkthrough Notes
<p>Key Design Element: Partnerships Objective: LFDCS engages community partners to bring additional learning, enrichment and opportunities to our students, and LFDCS is consistent in inviting partners who support growth and achievement.</p>		
<p>Measure:</p> <p>1. Each year, at least one community partner and one higher education partner will be engaged for STEM activities.</p>	Met	Logs of trips to Quarrybrook Outdoor Learning Center (Northern Essex Community College), Attendance sheets from Future Cities, Carrero Cup, Bridge Building and Girl Scouts of America Grant awards and donations to STEM Center
<p>Measure:</p> <p>2. Each year, 80% of students in grades 4-8 will score at or above grade level on spring Science L-FAST assessments.</p>	Partially Met	See Attachment Science assessments (L-FAST)

III. Organizational Viability

	2015-2016 Performance	Evidence
<p>Key Design Elements: Governance and Leadership Structure Objective: Lawrence Family Development Charter School parents are meaningfully and consistently involved in educational decisions; participate in trainings and satisfaction surveys; and have roles in school governance.</p>		
<p>Measure:</p> <p>1. Through an annual parent survey distributed to 100% of families, with a 75% return rate, 85% of parents will report satisfaction with the effectiveness of the faculty in areas of academic challenge, support and communication.</p>	Met	83.3% Return Rate, 98% reported satisfaction, School- developed questionnaires and surveys aligned to 10 ESE criteria tracked by Parent Liaison
<p>Measure:</p> <p>2. Each year, two parents from the School Site Council are voting members of the School Board of Trustees and will vote on every vote required item on the agenda.</p>	Met	Meeting Agendas Meeting Minutes

Key Design Element: Partnerships		
Objective: LFDACS works with partners to prepare students for acceptance at admissions-based high schools with scholarships and financial aid.		
Measure: 1. Each year, 85 % of students who apply to admissions-based high schools will be accepted at one or more admissions-based high schools.(Reach Goal)	Not Met	79% Acceptance letters from admissions-based schools
Measure: 2. Each year, LFDACS will increase the number of admissions-based secondary schools that attend the High School Fair for Grade 8 parents and students.	Not Met	26 Secondary Schools Attended the High School Fair in SY'2015-2016 (fewer than SY'2014-15) Sign-in Sheet, Survey Results
Measure: 3. Each year, 85% of students accepted to tuition-based high schools will receive financial aid and/or merit scholarships.(Reach Goal)	Not Met	63% Scholarship Letters Financial Aid Letters
Dissemination		
Objective: The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located as well as beyond the district.		
Measure: Over the course of the next charter, LFDACS will disseminate best practices related to academic, social and/or parent engagement models during three or more activities per year for different educational organizations.	Met	Agendas, Sign-in Sheets Partnership Contracts Visit Descriptions/Press Releases Reports to School's Board of Trustees, Feedback or surveys from those impacted Participation in Charter School Pilot Programs (MCSA Model Demonstration School Pilot)

Partially Met and Not Met Outcomes

Page 13, Academic Program Success, Dual Language, Measure 2: This was a Reach Goal which was met in grades 3,5,7 and 8 in ELA and grades 6 and 8 in Math (85-90%). Those grades that did not meet the goal were above 80% which was a more reasonable goal.

Page 14, Academic Program Success, Effective Teaching, Measure 2: Only 19 of 24 new teachers returned their surveys. Next year the surveys will be completed and returned during the last mandatory meeting of the school year.

Page 14, Academic Program Success, Partnerships, Measure 2: Only grades 5 and 8 were tested on the Science MCAS. Grade 5 met the goal with 89.8% at or above grade level; grade 8 did not meet the goal with 77% at or above grade level. We are reviewing curriculum and instruction at grades 6 and 8 as well as grade 8 to determine the reasons.

Page 15, Organizational Viability, Partnerships, Measures 1-3 – All of these measures relate to our “Opening Doors” program for 8th grade students moving from middle school to high school. The 8th grade class was strong but not exceptional.

Measure 1: Having 85% of 8th grade students accepted to admissions-based high schools was a Reach Goal, and only 79% were accepted.

Measure 2: The day of the high school fair we had bad weather which caused last minute cancellations and no-shows so only 26 of the 35 schools expected came to the fair which was less than SY'2014-2015.

Measure 3: Only 63% of 8th grade students who were accepted to admissions-based schools received financial aid and/or scholarships.

These issues resulted in a staff change and changes in the program itself to improve its effectiveness.

RECRUITMENT AND RETENTION PLAN

RECRUITMENT PLAN – 2016-2017

2015-2016 Implementation Summary:

LFDCS reached out last year to all sections of the City of Lawrence through lottery advertisements in English and Spanish newspapers. It posted lottery application details on its websites in both English and Spanish. Beginning in FY'17, as required by ESE, LFDCS will expand its recruitment and retention activities which have been in Spanish and English to include Vietnamese which is identified as one of Lawrence's prevalent languages. Although LFDCS' recruitment is *significantly influenced by sibling preference and a charter which limits acceptance after grade 3*, to build awareness of its recruitment periods, LFDCS distributed posters in the community, at special events, with announcements to families at its Summer Family Fiesta and through its Maria del Pilar Quintana Family Center (for adult/ community education). With neighborhood stakeholders, Foundation funders and the business community its lottery was well promoted when Lawrence Public Schools' Committee Member, who is bilingual / bicultural, pulled names for the March 2016 lottery. This Lawrence Public Schools' Committee Member was showcased in the Spanish media with a goal to increase the number of LFDCS ELL students and first language not English students. Likewise, beginning in FY'17, LFDCS will expand its recruitment and retention activities in the Vietnamese media and work with organizations addressing Vietnamese clients. The Director/ Superintendent, who is bilingual/bicultural, remains visible in the community--such as, with *Semana Hispana*, is a participant on Spanish talk-radio shows and writes editorials for the local Spanish newspaper, *Rumbo*. These activities showcase that students from all subgroups are invited and welcome to the LFDCS' lottery (as such subgroups are welcome in the Lawrence Public Schools). In SY'2015-2016, LFDCS participated in Community Pathways, a non-profit group which builds programs and enrollment, worked with the Lawrence Public Schools' Family Resource Center on recruitment strategies and at School Site Council meetings asked LFDCS' current families to "spread the word" about openings at LFDCS and about openings at its Lawrence Public Schools' Project for Targeted Assistance. With support from the Parent Liaison and Special Education Director, LFDCS increased information about the lottery at Parent Coffees, at Special Education PAC meetings and by running a series of parent workshops which were delivered in the evening by counseling services provider *Blue Skies Wellness*. The availability of seats was announced at School Board meetings and at School Site Council meetings. LFDCS' recruitment is significantly influenced by sibling preference and a charter which limits acceptance after grade 3. For example, for the K-1 lottery of students entering for SY'2016-2017, 33% were siblings. LFDCS' class size helps to support all learners and limits the need for excessive SPED referrals due to needs-based grouping and teachers looping. A strong RTI program, a full-day, two-year kindergarten and the school's dual-language capacity helps significantly with academic language acquisition, thus providing most ESL students assessment scores which are adequate for them to FLEP by 3rd grade. Lawrence Family Development Charter School hosted its yearly lottery on Wednesday, March 9, 2016 for 80, K-1 seats. Of those 80 seats, 26 of them were earmarked for applicants who have siblings currently attending the charter school. There were 160 applications for 80 openings. Of these students, LFDCS estimates that 8% of them will have IEPs when entering.

General Recruitment Activities for 2016-2017:

Lawrence Family Development Charter School (LFDCS) used revised recruitment strategies approved by ESE in the fall of 2015. Due to its staffing of bilingual/bicultural professionals whenever possible and through its leadership by a bilingual/bicultural Superintendent, the school demonstrates its commitment to culture and access in a number of ways, including being a dual-language school. LFDCS showcases its 8th grade graduating students' portfolios in both English and Spanish to show the community its content/ curriculum and language outcomes of a Level 1 school. Beginning in FY'17, LFDCS will expand its recruitment and retention activities in the Vietnamese language. In SY'2015-2016, LFDCS once again was a MA Charter School Association Model Special Education Demonstration School for special education, promoting its commitment to educating all students, including those with disabilities. Lawrence Family Development Charter School seeks to continue its progress for enrollment of subgroups above the first quartile and comparison index as compared to Lawrence Public Schools and Community Day Charter School. It will also yearly make progress toward its GAP goals for SPED and ESL.

General Recruitment Activities for 2016-2017: (cont'd)

Lawrence Family Development Charter School (LFDCS) used revised recruitment strategies approved by ESE in the fall of 2015. Due to its staffing of bilingual/bicultural professionals whenever possible and through its leadership by a bilingual/bicultural Superintendent, the school demonstrates its commitment to culture and access in a number of ways, including being a dual-language school. LFDCS showcases its 8th grade graduating students' portfolios in both English and Spanish to show the community its content/curriculum and language outcomes of a Level 1 school. Beginning in FY'17, LFDCS will expand its recruitment and retention activities in the Vietnamese language. In SY'2015-2016, LFDCS once again was a MA Charter School Association Model Special Education Demonstration School for special education, promoting its commitment to educating all students, including those with disabilities. Lawrence Family Development Charter School seeks to continue its progress for enrollment of subgroups above the first quartile and comparison index as compared to Lawrence Public Schools and Community Day Charter School. First Language not English (83.9% - above comparison index, SY'2015-2016), Students with Disabilities (6.7% - improved in SY'2015-2016 from the previous year of 6.2% but still below the comparison index) and Low Income (54.7% in SY'2015-2016, which is slightly below the index of 59.1%). Attention in the SY'2016-2017 Recruitment and Retention Plan will be on enrollment of English as a Second Language Learners (24.3% for SY'2015-2016) and on Students with Disabilities (6.7% for SY'2015-2016) to assure ELL and SPED students' recruitment fall into reasonable progress to monitor the school's below the first quartile standing. In the past year, progress was not made to increase (over SY'2014-2015). The ELL student base declined by .6%, but LFDCS was successful for the enrollment of SPED students+.5% over SY'2014-2015. The SPED increase of .5% was for the second year in a row, yet due to the Lawrence Public School rates impacting the comparison index, LFDCS fell beneath the comparison index. LFDCS sees its students' early childhood achievement as a relative strength because these ELL students, in most cases, fully transition by third grade to not needing ESL support. LFDCS works with parents and students on recruitment and identification of students with disabilities and offers small classes and other supports to maximize the success of all students. Although LFDCS is meaningfully impacted by sibling preference in its enrollment strategy, the district strives to comply with ESE expectations for the targets of first quartile and comparison indexes for all subgroups. As a prevalent Lawrence language, beginning in FY'17, LFDCS will include Vietnamese in its language groups for outreach purposes.

Recruitment Plan –Strategies

Demographic Group	Strategies
<p align="center">Special education students</p> <p>LFDCS – 6.7 % - below goal but LFDCS increases the number each year (2015-16= 6.7%, 2014-15=6.2%, 2013-14= 5.7%)</p> <p>Summary from “Chart” Despite a gain from 6.2% to 6.7% remains below the comparison index of 12.2% and first quartile 10.8%</p>	<p>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'2016-2017, the Recruitment Strategies will include these enhanced strategies with information available in Lawrence's prevalent languages of Spanish, English and Vietnamese:</p> <ul style="list-style-type: none"> • Build videos of SPED teaching practices and share and access through <i>Schoolology</i>, a new LFDCS Learning Management System. • Invite parents to bring friends and neighbors who have children with disabilities to evening parenting sessions. • Buy an ad in the local Spanish newspaper, <i>Rumbo</i>, to promote the annual lottery and status as a “Model Special Education School.” Beginning in FY'17, LFDCS will expand its recruitment and retention activities in the Vietnamese language for the lottery and in the media as a “Model Special Education School” information. • Show technology use of the school and benefits of iPads for students with disabilities. • Host socials for alternative MCAS assessment portfolios and allow parents to bring neighbors to this event to show assessment materials for specific disabilities.

<p>Special education students (cont'd)</p> <p>LFDCS – 6.7 % - below goal but LFDCS increases the number each year (2015-16= 6.7%, 2014-15=6.2%, 2013-14= 5.7%)</p> <p>Summary from “Chart” Despite a gain from 6.2% to 6.7% remains below the comparison index of 12.2% and first quartile 10.8%</p>	<ul style="list-style-type: none"> • Outreach through social service agencies supplemented by expanded outreach through <i>Blue Skies Wellness</i> to reach students with disabilities. • Host SY’2016-2017 School Site Council and PAC meetings with parents discussing LFDCS’ services to special education students and these sessions will be conducted in the prevalent languages of Lawrence. • Make available representatives from the school’s SPED PAC to prospective families at the lottery to discuss special education support. • Provide information about available instructional and assessment services for children with special needs at LFDCS’ Summer Food Fiesta & Family Movie Nights. <p>As a Provider of Targeted Assistance to the Lawrence Public School, LFDCS staff members--on loan for that project-- will build awareness of supporting all learners.</p>
<p>Limited English-proficient students</p> <p>Measure #1: First Language Not English (83.9%) - above goal Above or equal to the first quartile (61.3 %) and comparison index (62.6 %)</p> <p>Measure #2: English Language Learners 24.3% - <u>below goal despite an increase over 2014-15 which was 21.2%</u> Below first quartile (26.4%) and comparison index (28.2 %)</p> <p>2015-16 increase of 1.1% complements the year before which increased by 1.9%, thus showing progress (Note: Results impacted by LFDCS’ effective ESL and SEI supports.)</p>	<p>LFDCS advertises in Spanish and enrolls at the K-1 level for 4 year olds and enrolls from the K-2 - grade 3 waitlist. Beginning in FY’17, Vietnamese will be added as a language for advertisements. ELL effectiveness at the early childhood levels usually allows students to successfully transition out by grade 3. LFDCS will maintain many current recruitment strategies for First Language not English students as we are above the first quartile and comparison index. Because we are a dual-language school, all listed activities will be done in English and in Spanish (the Lawrence community’s prevalent languages with Vietnamese added in FY’17). Beginning in FY’17, LFDCS will expand its recruitment and retention activities in the Vietnamese language.</p> <p>Measure #1: 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 CPR is in full compliance.</p> <p>Measure #2 (enhanced): Although we are below the goal, we showed some progress over the past two years with small increases as listed in the left column. We want to continue our community outreach done in English and in Spanish and in FY’17 in Vietnamese with ESE understanding our smaller K-8 population, influenced by effective ELL transitions which are generally by grade 3. New students do not enter after grade 3, based on its charter. Class size and teachers’ ability to differentiate instruction via RTI allows for SEI and more individualized supports and early intervention strategies. Other forms of outreach will include:</p> <ul style="list-style-type: none"> • Provide School Site Council and PAC meetings with information delivered in English and in Spanish for parents to share in their neighborhoods to increase awareness about LFDCS’ services for non-English speakers. • Begin planning for sharing with parents and the community the LFDCS Learning Management System, including its dual-language content in English and in Spanish. • Build resources and professional development mechanisms to show other parents at School Site Council meetings how the process of language acquisition in English and in Spanish can be enhanced for shorter timelines. If outreach to Vietnamese families is successful, that language will be added as well.

<p>Limited English-proficient students (cont'd)</p> <p>Measure #1: First Language Not English (83.9%) - above goal Above or equal to the first quartile (61.3 %) and comparison index (62.6 %)</p> <p>Measure #2: English Language Learners 24.3% - below goal despite an increase over 2014-15 which was 21.2% Below first quartile (26.4%) and comparison index (28.2 %) 2015-16 increase of 1.1% complements the year before which increased by 1.9%, thus showing progress (Note: Results impacted by LFDCS' effective ESL and SEI supports.)</p>	<ul style="list-style-type: none"> • Continue neighborhood visibility with summer home visits for incoming students with continued promotion of ESL services, Family Movie and Math Nights and conducting such activities in English and in Spanish. • Outreach through the LPS—especially the new Lawrence Family Public Academy— with ads in Spanish newspapers. Translation services will be conducted in Spanish at parent engagement activities. • Provide Family Math Night and other parent participation events with materials to bring to their neighborhoods to share with prospective families that will encourage non-English speakers to pursue the LFDCS lottery which will be communicated in Spanish and Vietnamese. • Outreach through the LPS—especially the new Lawrence Family Public Academy— with ads in Spanish newspapers. • Translation services will be conducted in Spanish at parent engagement activities. • Provide Family Math Night and other parent participation events with materials to bring to their neighborhoods to share with prospective families that will encourage non-English speakers to pursue the LFDCS lottery which will be communicated in Spanish and in Vietnamese.
<p>Students eligible for free or reduced lunch</p> <p>LFDCS – 54.7% (slightly lower than 2014-15 of 59.6%. This is slightly below first quartile (59.1% and the comparison index 58.6%)</p>	<p>For recruitment, LFDCS does service projects including Thanksgiving baskets for families and collections for a nearby shelter. Information about its meals program will be shared through a Board member who works at a nearby neighborhood shelter. Where needed, LFDCS will share information at community service centers and mobilize its 8th graders for community service projects.</p>
<p>Students who are sub-proficient</p>	<p>The MCAS, GMADE and GRADE test scores at LFDCS are strong for a district enrolling at a low-income, minority population. The school has lengthened its summer enrichment programs, added an ELL Summer full-day program for students meeting benchmark in order to prevent learning losses and increased its focus on health and nutrition. For recruitment, there are no strategy changes with the exception of adding Vietnamese as needed for the populations represented in the student population..</p>
<p>Students at risk of dropping out of school</p>	<p>To assure high school retention and to track outcomes over time, LFDCS also employs two Secondary School Coordinators to work with 7th and 8th grade students on admission and retention at high schools. The management organization of LFDCS has a program for teen drop-outs, and some of the issues related to this population are shared with parents of the charter school. Also, sessions are run for teachers on engagement and student behavior as well as for parents on discipline. LFDCS is in an urban neighborhood with close ties to the Department of Children and Families and the Department of Transitional Assistance. Through the Community Pathways workgroup, information about students at risk and retention strategies is shared.</p>
<p>Students who have dropped out of school</p>	<p>Not applicable – we do not enroll students who are age-eligible to drop out.</p>
<p>OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>Not applicable</p>

RETENTION PLAN – 2016-2017

2015-2016 Implementation Summary:

LFDCS establishes a retention goal in its charter of 95-100% for all students and in SY'2015-2016 achieved 97.1% for all students. Its goal for SY'2016-2017 remains the same of 95-100% retention. For kindergarten students the levels were: Kindergarten-96.9% and Grade 1-97.6%. According to the “the Chart,” the individual grades of grade 2 and 8 did not meet the 95% or above target with 93.8% and 94.8% respectively in SY'2015-2016. LFDCS is proud that all measured subgroups were at or above 95%. The results are: English Language Learners at 98.6%, High Needs at 96.6%, Low Income at 96.8% and Students with Disabilities at 95.2%. ***It is acknowledged here that Lawrence’s prevalent languages are listed as English, Spanish and Vietnamese. If Vietnamese-speaking families are added in the future to the student base, all retention strategies will apply to them as they do to speakers of English and Spanish. ***

Overall Student Retention Goal

Annual goal for student retention (percentage):	95% or higher
--	---------------

Retention Plan –Strategies

Demographic Group	Strategies
<p style="text-align: center;">Special education students</p> <p>Attrition rate for SY'2015-16= 2.9%; Retention Rate for SY'2014-15= 97.1%. Goal for SY'2016-2017 remains: 95% or better</p>	<ul style="list-style-type: none"> • Build professional development and demonstrate best practices through the Massachusetts Charter School Association’s Model Special Education Model School Project as well as guest access to the LFDCS Learning Management System (<i>Schoolology</i>). • Provide all students with technology support (hardware and software) and differentiate teaching techniques. • Build SPED capacity through an expanded inventory of assessment options. • Evaluate SPED referrals and needs in a timely way, assure that all SPED staff receives professional development and possesses certification. • Maintain paraprofessional support at the early childhood level and maintain small class size for all grade levels. • K-1 home visits to enhance communication with parents of student support services. • Involve parents at Board meetings, events and SPED PAC meetings. • Fully integrate the needs of SPED students in RTI and all programs.
<p style="text-align: center;">Limited English-proficient students</p> <p>Attrition rate for SY'2015-16 = 1.4%; Retention Rate for SY'2015-16= 98.6%. Goal for SY'2016-17 is: 95% or better</p>	<ul style="list-style-type: none"> • Maintain Title Three activities for parents and review quarterly the ELL Coordinated Program Review expectations. • Fully integrate SEI techniques into professional development resources available on our Learning Management System (<i>Schoolology</i>). • Provide full translation services to parents at meetings, family events and SPED PAC meetings. • Through Spanish translations, maximize participation of non-English speaking parents with: bilingual websites, letters, support services at Quintana Family Center and at parent conferences and by using Spanish-translated “One Call” messages.

<p>Low Income (Students eligible for free or reduced lunch) Attrition rate for SY'2015-16 = 3.2%; Retention Rate for SY'2015-16= 96.8%. Goal for SY'2016-17 is: 95% or better</p>	<ul style="list-style-type: none"> • Continue to align activities for access, diversity and equity to the charter and LFDCS mission which is “Strengthening Families...Building Community.” • Use grants (Title One, Title Three, Title IIA and foundation supports) to supplement the core instructional and student support services. • Invite school community to LFDCS’ summer Food Fiesta and other special events. • Maintain the diversity of parent involvement activities and involve low-income parents in leadership opportunities.
<p>High Needs (Students who are sub-proficient) Attrition rate for SY'2015-16 = 3.4%; Retention Rate for SY'2014= 96.6%. Goal for SY'2016-2017 is: 95%</p>	<ul style="list-style-type: none"> • Offer extended-day Saturday and Summer Programs for intervention, language development and enrichment. • Host monthly grade-level meetings on the curriculum and interventions. • Maintain low student-to-teacher ratios to allow maximum opportunities for individualized instruction. • Add Professional Development Practices with blended learning to further differentiate instruction and maximize project-based learning.
<p>Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> • Through a strong academic program, academic support with high school transitions (“Opening Doors”) and in-house and contracted student support services, LFDCS will continue to support the social/emotional needs of all of its students. • Restructure Opening Doors and reframe jobs as Secondary School Coordinators to increase the connections between high school admissions and retention. Increase data tracking from the Superintendent’s office for results monitoring. • LFDCS’ Parent Liaison (who is its 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. • Provide scholarships and transportation for homeless students to Summer Academy, 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. • Provide remote access and a webcam in the classroom to students who are hospitalized or homebound for an extended period of time.
<p>Students who have dropped out of school</p>	<ul style="list-style-type: none"> • No change; LFDCS is a Kindergarten to grade 8 school.
<p>OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ul style="list-style-type: none"> • Appropriate strategies are defined through the LFDCS’ RTI, SPED and ELL plans and operations; LFDCS is in full compliance in all areas.

SCHOOL AND STUDENT DATA

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04540205&fycode=2015&orgtypecode=6&>

Listed below is student demographic and subgroup information from the June, 2016 SIMS report.

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	5	0.7%
Asian	0	0.0%
Hispanic	689	98.7%
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	45	6.5%
Limited English proficient	169	24.2%

ADMINISTRATIVE ROSTER FOR SY'2015-2016			
Name, Title	Brief Job Description	Start date	End date
Ralph Carrero, Superintendent	Chief Executive Officer – Responsible for implementation of mission, policies & budget	8/07	
Judith Marley, EdD Asst. Superintendent	Responsible for Administration, Reporting and Compliance; Serve as Superintendent's designee	9/14	
Susan Earabino, EdD, Principal	Head of Educational Program – Hiring, supervision, training, evaluation of staff/curriculum	7/14	
Janis Brodeur Special Education Director	Special Education program: staffing, IEPs, establish procedures, etc.	8/13	
Jennifer Fanning, Head of Lower School	Building operations, student behavior and discipline, schedules, parent communication	8/13	
Stephanie Cole Head of Upper School	Building operations, student behavior and discipline, schedules, parent communication	7/08	
Erica Crescenzo, Head of School, Academy for Early Academic Preparation	Building operations, student behavior and discipline, schedules, parent communication	7/14	
Mary C. Kennedy Food Services Director	Food services	8/12	6/16
David Hildt After-School Coordinator	After-school program	8/12	
George Masterson STEM Coordinator	Science curriculum and partnerships	8/15	
Hali Castleman, ELL/RTI Coordinator	ELL/RTI program	9/13	
June Kim Digital Instructor	Blended Learning Program	7/14	

Please note: The Director of Finance, Technology Coordinator and Maintenance Supervisor all do work for the charter school but are employed by Lawrence Family Development & Education Fund, Inc.

TEACHERS AND STAFF ATTRITION FOR SY'2015-2016			
	Number as of the last day of SY'2015-2016	Departures during SY'2015-2016	Departures at the end SY'2015-2016
Teachers	60	5	8
Other Staff	45	7	4

BOARD OF TRUSTEES – SY'2015-2016				
Name	Position	Committee Affiliation	Area of expertise and/or additional role at school	Number and length of term(s) including date of election and expiration of term
Raquel Bauman	President	LFDEF representative	Retired	2 nd term 2/2011-8/2017
Joan Thompson	Vice President	LFDEF representative	Professor, Endicott College	1 st term 9/2013-8/2016
Anne Hemmer	Treasurer	LFDEF representative	Retired	2 nd term 2/2010-8/2016
Henry Vargas	Clerk	Parent representative	Paraprofessional, St. Anne's School, Methuen, MA	3 rd term 10/09-8/2018
Rafael Abislaiman	Member	LFDEF representative	Executive Director, Merrimack Valley WIB	1 st term 9/2014-8/2017
Rita Almanzar	Member	Parent representative	Tech Assistant Lowell General Hospital	1 st term 9/2013-8/2016
Joe Figuereo	Member	Alumni representative	Registered Nurse	1 st term 9/2015-8/2018
Ana Medina	Member	LFDEF Representative	Discipline Coordinator, Greater Lawrence Vocational High School	1 st term 9/2014-8/2017
Ilonka Mora	Member	Parent representative	Quality Control Clerk The Gem Group	2 nd term 12/2010-8/2016
Yokasta Perez	Member	Parent representative	HIM Scanner Lead Clerk Greater Lawrence Family Health Center	1 st term 9/2013-8-2016
Beilis Soto	Member	Parent representative	Site Services Supervisor Cummings Properties	1 st term 9/2013-8/2016
Greg Spurr	Member	LFDEF Representative	Senior Lender Middle Market Lending TD Bank N.A	1 st term 9/2014-8/2017
Victor Vega	Member	Alumni representative	Engineer, Beta Group Inc.	1 st term 9/2015-8/2018

Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	N/A
Charter School Leader	N/A
Assistant Charter School Leader	N/A
Principal	N/A
Head of School Academy for Early Academic Preparation	N/A
Head of Lower School	N/A
Head of Upper School	N/A
Special Education Director	N/A
MCAS Test Coordinator	N/A
SIMS Coordinator	N/A
English Language Coordinator	Hali Castleman

Enrollment

Action	Date(s)
Student Application Deadline	February 24, 2017
Lottery	March 8, 2017

Complaints - There was one complaint received on May 27, 2016 to ESE from a parent of the school regarding non-compliance of **603 CMR 28.03(3)(c): Educational services in home or hospital**. ESE investigated this complaint and issued a letter on July 1, 2016, which found that the district complied with 603 CMR 28.03(3)(c) in the matter. Based on the information gathered, their inquiries indicated that no violation of education law, regulation or policy occurred with regard to the specific concern(s) raised.

Attachments (Optional)

Measure: Each year, 85% of students in grades 3-8 will score at or above grade level on spring ELA and Math LFAST assessments.

ELA

Grade Level	Average Proficiency	Goal Met?
Grade 3	85.0	Yes
Grade 4	83.8	No
Grade 5	87.5	Yes
Grade 6	83.5	No
Grade 7	92.3	Yes
Grade 8	95.5	Yes

Math

Grade Level	Average Proficiency	Goal Met?
Grade 3	80.8	No
Grade 4	80.7	No
Grade 5	84.0	No
Grade 6	86.3	Yes
Grade 7	80.6	No
Grade 8	85.2	Yes

Measure: Each year, 80% of students in grades 4-8 will score at or above grade level on spring Science LFAST assessments.

Grade Level	Average Proficiency	Goal Met?
Grade 4		
Grade 5	89.8	Yes
Grade 6		
Grade 7		
Grade 8	77.0	No