

Lawrence Family Development Charter School



FY'2021-2022

ANNUAL REPORT

ADMINISTRATION OFFICES

**355 HAVERHILL STREET, LAWRENCE, MA 01840
TEL: 978 224-8808 * FAX: 978 688-1865**

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, SUPERINTENDENT - RCARRERO@LFDCS.ORG

AUGUST 1, 2022

Lawrence Family Development Charter School

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A MESSAGE FROM THE CHAIR OF THE BOARD OF TRUSTEES

On behalf of the Board of Trustees, administration, teachers, staff, students and families who are served by Lawrence Family Development Charter School (LFDCS), we present this Annual Report, which covers July 1, 2021 to June 30, 2022. This year LFDCS educated 797 students in Kindergarten-1 through grade 8 and effectively managed its enrollment growth plan of 800 students. This FY'2021-2022 Annual Report reflects our unwavering commitment to our mission: *strengthening families and building community*.

Beginning August 18, 2021, LFDCS' new staff had three days of professional development that focused solely on acclimating to their new school. The following week all school staff returned and attended one week of professional development that focused primarily on required compliance topics—such as, the 2021-2022 Reopening Plan, Health and Safety, CPI and Restraint Training, Blood Borne Pathogens Training and Review of Policies and Procedures in Special Education, Civil Rights, Bullying and Suicide Prevention. During this week, there was also training on technology programs available for instruction and presentations on Teacher Evaluations and Career Ladders, Response to Intervention (RTI) and the Use of Measures of Academic Progress (MAP) Data. New this year was training provided to staff on the new Social-Emotional Learning Programs embedded into the curriculum for each school, which included: Academy: *Positive Action*, Lower School: *Everyday Speech* and Upper School: *Random Acts of Kindness*. All three programs address and support the five core CASEL (Collaborative for Academic, Social and Emotional Learning) competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

In November 2021, LFDCS hired a new Extended Day Academic and Enrichment Program Director, and in December, launched an Extended Day Academic Academy, a data driven after-school program that provided additional academic support for students in grades K-2 to 8 focusing on Math due to the results of the MCAS and MAP assessments. The program, split amongst ten teachers across grade levels, was attended by one hundred students who tested in Tier 3 for Math. These students were recommended for this program by their Head of School and were separated by overall RIT scores and not by grade level. Out of these one hundred students who attended the program, thirty-five students tested out of the program in the spring of 2022.

Another successful professional development day was held on January 3, 2022, the day before students returned from winter break. Prior to this professional development day, a survey was sent to teachers requesting topics of interest and asking if they would be interested in presenting in-house professional development to their peers. This resulted in many of the topics being taught by our own teachers and administrators. Topics included: *COVID Testing Protocols*, *Cross Curriculum Planning: Why Specials are Important*, *Special Projects*, *Everyday Speech*, *Hypothes.is!!*, *Solving Problems Together*, *IXL: Jam*, *Live Differentiate*, *VoiceThread I the Early Elementary Classroom*, *Transform Lessons with Nearpod*; *Effective Instructional Techniques for Struggling Reading/Reading Interventions*; *Meditation, Mindfulness and Yoga*, *Planning from Self-Evaluation Results* and *Dealing with Mental Health/Trauma in the Classroom*.

At the beginning of March 2022, LFDCS had its Mid-Cycle Core Criterion Review where the Visiting Team members focused on and were evaluating five of ten criterion: Criterion #1 Mission and Key Design Elements, Criterion #2 Access and Equity, Criterion #6 Program Delivery, Key Indicator #6.4 Supports for All Learners, Criterion #8 Capacity, Key Indicator #8.3 Contractual Relationships and Criterion #9 Governance. In May, LFDCS received a draft of the Site Visit Report from DESE, and LFDCS received ratings of All Meets for four criterion. LFDCS received a Partially Meets for Criterion #6 Program Delivery, Key Indicator #6.4 Supports for All Learners due to the fact that LFDCS does not have, at this time, a proactive data base system to identify all students strengths and needs for behavioral and social-emotional development. On the Mission criteria, the Visiting Team noted that everyone is aware of the mission, knows how to achieve it, is living it day in and day out and saw evidence of this in the classroom. Under the Teaching criterion, the Visiting Team noted that they were expecting more evidence of Cultural Competency in the classrooms, which does not mean it did not exist; they just did not see it when they were in the classroom. They also noted that when they were in the classrooms, they saw high expectations and rigor in every single classroom for both teachers and students. The Visiting Team noted in the report that the curriculum was rigorous, the expectations were high and the instructional strategies that are implemented in the classrooms are meant to help students meet those expectations. The Leadership Team reviewed the draft report for factual data, made minor changes and submitted the report to DESE for final review.

With full recognition of the importance of the Board of Trustees' responsibility to monitor its effectiveness in overseeing policies and performance of LFDCS leadership, the Board embarked on several areas during FY'2021-2022. These areas included: Nominating and Governance Subcommittee Meetings that oriented and recommended to the full board the election of two new Parent Representative Board Trustees, The Superintendent's Summative Evaluation Subcommittee Meetings and Rewriting of the Nominating and Governance Subcommittee Job Description. Board Trustees also participated in the Mid-Cycle Review Focus Group and completed annual end-of-year Board surveys that included individual board goals and whole-board goals incorporated into the strategic plan.

For FY'2022-2023, LFDCS looks forward to getting back to more of a sense of normalcy with all students and staff in school, and hopefully more in-person events and meetings. Lawrence Family Development Charter School continues to move forward in its goals of professionalism and excellence in all aspects of its work with staff, students and parents.

We hope that the highlights found in this FY'2021-2022 Annual Report prompt readers and the Board of Trustees to share our enthusiasm for what the next year offers for our students and staff.

A handwritten signature in black ink, reading "Joan Thompson". The signature is written in a cursive, flowing style.

Joan Thompson, Chair, LFDCS Board of Trustees

Type of Charter	Commonwealth	Location of School	Lawrence, MA
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region	1
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	800	Enrollment as of 6/30/2022	797
Chartered Grade Span	K-1 to Grade 8	Current Grade Span	K-1 to Grade 8
# of Instructional Days per school year	180	Students on Waitlist as of 6/30/22	187
# of Instructional Days during 2021-2022 School Year	180		
School Hours	K-1-Gr. 1 7:45am-3:10pm M-F Grs. 2-4 7:45am-3:20pm M-F Grs. 5-8 7:45am-3:30pm M-F	Age of School	27 years
<p align="center"><u>Mission Statement</u></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>			

INTRODUCTION TO THE SCHOOL

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

I. Faithfulness to Charter

Mission and Key Design Elements

LFDCS, in its 27 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.

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 are consistent in inviting partners who support growth and achievement.
- 5. Governance and Leadership Structure** - Governance supports the vision and mission of LFDCS. LFDCS has a thirteen-member Board of Trustees, comprised of seven parents of students enrolled at the school and six community stakeholders with knowledge of the school. A Parent Representative Trustee serves on the Board and on the School Site Council to regularly inform Board Trustees on parent views of all aspects of curriculum, programs, student academic growth and any need for new policies.

Key evidence of how LFDCS implemented these design elements was demonstrated in FY'2021-2022 by:

- 1. Parent Engagement** – Parent engagement was strong in FY'2021-2022. Due to the commitment of our parents and staff, LFDCS met its accountability measure of 100% parent conferences for all quarters, and a record number of parents attended parent coffees. ELL/SPED Parent Advisory Committee meetings and School Site Council meetings met their accountability attendance goal for officer participation of at least 75% which were all still meeting on Zoom.
- 2. Dual Language** – During FY'2021-2022, Spanish language development continued to be an important part of an LFDCS education by providing and teaching reading, writing and speaking in Spanish for all grades. Growth was monitored Fall to Winter and Winter to Spring through the Measures of Academic Progress (MAP) Spanish assessment, and data from the MAP was used during Response to Intervention (RTI) meetings as part of the discussion of student growth and progress in reading, writing and speaking in Spanish. Spanish as a subject was given a grade. Graduating eighth graders presented part of their Culminating Portfolios in Spanish in front of all other eighth graders, teachers, administrators and parents.
- 3. Effective Teaching is Key** - During FY'2021-2022, weekly review of lesson plans were reviewed by Heads of School to ensure that all components were being addressed. They conducted regular learning walks with same-day feedback; participated in weekly grade-level team planning and prioritized their presence in Response to Intervention (RTI) meetings focused on student progress and planning individualized interventions. Blocks of time designated for Needs-Based Groups provided teachers with time to provide the interventions. LFDCS focused primarily on professional development in technology use for instructional delivery. Online courses were available to teachers throughout the year to instruct teachers on how to use available resources in their planning and teaching. LFDCS continued to use Clever, Google Workspace and *Schoology* to deliver, maintain and manage digital instructional content. All students and staff have accounts on all three platforms. Clever is primarily used in K-1 through grade 3, and *Schoology* is the primary platform for grades 4 through 8. GoGuardian is used to monitor student learning online. Students had 1:1 use of Chromebooks for classwork, homework and assessments. In RTI, both acceleration and remediation were part of the discussion as teachers presented data-based information about students with work samples as evidence. Differentiation and rigor are necessary for student success, so there were ongoing efforts to provide teachers with the ideas and information they needed for ongoing growth in these areas. Biweekly newsletters with a column about differentiation and/or rigor were provided, and some newsletters included growth mindset information to keep that idea in mind. All of this information is filed on *Schoology* by topic so teachers can access the ideas easily throughout the year. Heads of School looked for evidence of the implementation of these concepts in teachers' planning and instruction.
- 4. Partnerships** - Partnerships in FY'2021-2022 included Merrimack College, where we added two Merrimack College fellows (one in the special education department and one in the ELL department) that support teacher recruitment and development. The Iyer Foundation continued their STEM partnership that advanced competencies and financial support for expanded opportunities with robotics and coding in the STEM extended day enrichment program. This year we also formed a partnership with Beavin Associates who provided HSPT/SSAT tutoring to our Grade 7 and 8 students.
- 5. Governance and Leadership Structure** – In FY'2021-2022, due to two Parent Representative Board Trustees' terms ending due to their children graduating, two new Parent Representative Board Trustees were elected to the Board of Trustees.

During FY'2021-2022, subcommittees of the Board were involved in monthly Finance Subcommittee Meetings, Nominating & Governance Committee Meetings, Superintendent's Evaluation Subcommittee Meetings and a LFD, Inc./LFDCS Management Agreement Subcommittee that annually reviews responsibilities of the Management Company's employees who provide services to LFDCS as outlined in the LFD, Inc./LFDCS Management Agreement. Various members of the Board rewrote and edited the Nominating and Governance Subcommittee Job Description, participated in the Mid Cycle Core Criteria Visit held in March, 2022 and completed an end-of-year Board survey.

Amendments to the Charter

There were no amendment requests for FY'2021-2022.

Access and Equity: Discipline Data

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04540000&orgtypecode=5&=04540000&>

2020-2021 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	807	0	0.0		0.0
EL	191	0	-	-	-
Economically Disadvantaged	571	0	0.0		0.0
Students with Disabilities	72	0	-	-	-
High Needs	668	0	0.0		0.0
Female	451	0	--	--	-
Male	356	0	-		0.0
American Indian or Alaska Native	0	--	--	--	--
Asian	1	--	--	--	--
African American/Black	3	--	--	--	--
Hispanic/Latino	796	0	0.0		0.0
Multi-race, Non-Hispanic/Latino	0	--	--	--	--
Native Hawaiian or Pacific Islander	0	--	--	--	--
White	78	--	--	--	--

There have been no changes to LFDCS's approach to student discipline. In FY'2020-2021, LFDCS instituted at the Upper School (grades 5-8) a positive approach to discipline by creating a "Blue Bucks" System. Students who do not receive "Blue Slips" (a formal written warning of a behavior infraction) in a given week are awarded "Blue Bucks." "Blue Bucks" can also be earned through demonstrating any of the traits of the month (responsibility, integrity, courage, respect, caring or inclusiveness) through our Social-Emotional Learning Program. Students collect their "Bucks" electronically and can save them to cash in for prizes in the school store—such as, LFDCS "swag" (water bottles, sunglasses, pencils, sweatshirts, etc.). This positive approach to behavior motivates, encourages and promotes school pride.

DISSEMINATION EFFORTS

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
<ul style="list-style-type: none"> • sharing resources and programs developed at LFDCS 	<ul style="list-style-type: none"> • provided training to two year-long fellows whose internships focused on the key design elements of LFDCS 	<ul style="list-style-type: none"> • Kelly Madigan, Special Education Teacher • Elaine Fuller, ESL Teacher 	<ul style="list-style-type: none"> • Kristina Copelas and Emma Stalker, Merrimack College Fellows 	<ul style="list-style-type: none"> • Both fellows were offered full-time Special Education and ESL teaching positions for SY'2022-2023 <p>No grant funds used</p>
<ul style="list-style-type: none"> • sharing resources and programs developed at LFDCS • presenting at DESE webinar about the school's innovative school practices 	<ul style="list-style-type: none"> • presented at Title III best practice webinar hosted by DESE focusing on the three required components of Title III – effective instruction for ELs, HQPD and parental outreach 	<ul style="list-style-type: none"> • Hali Castleman, Head of Lower School/ELL Coordinator 	<ul style="list-style-type: none"> • DESE Title III Best Practices Webinar participants 	<ul style="list-style-type: none"> • Provided examples of Title III best practices to other educators, one of the three required components for Title III parental outreach through online Math nights <p>No grant funds used</p>

II. Academic Program Success

Student Performance

1. Next Generation MCAS data for Spring 2021 Assessments

[Lawrence Family Development Charter School's Report Card](#)

	Accountability Percentile	Progress Toward Improvement Targets
2021	2021	2021
Not requiring assistance or intervention	67%	49% - moderate progress towards targets

2. Measure of Academic Process (MAP) assessment results are included in the section measuring the accountability goals. MAP is the only assessment taken by our students aside from MCAS and ACCESS—English Language Learners take the ACCESS assessment. State-wide the participation rate was 76% (a 22% point drop from the year before), but LFDCS had 100% of our EL students participate in ACCESS in 2022. Below is a table of students who met the attainment target set by DESE (a 4.2 overall and 3.9 in literacy). LFDCS outperformed the state in Grades 1 through 3.

ACCESS		
Percentage of Students Who Met their Language Attainment Target Students		
Grade	State	LFDCS
K	5.1%	3%
1	9.%	21%
2	14.9%	18%
3	16%	40%
4	30.7%	29%

Below is a table of students who met their individual progress target set by DESE. LFDCS outperformed the state in Grades 1 and 3.

ACCESS		
Percentage of Students Who Met their Individual Progress Target		
Grade	State	LFDCS
1	54%	59%
2	58.5%	50%
3	48.1%	64%
4	47.1%	43%

Academic Program

1. There were no curriculum changes for SY'2021-2022. Rigorous and targeted instruction continued to be a focus, and the core curriculum programs used were the same as in recent years. The STEM Coordinator creates the scope and sequences and individual standards-based lessons for Science. The core curriculum resources are the Journeys Reading Program, Journeys Reading Program in Spanish for Spanish classes, Eureka Mathematics Program and McGraw-Hill Social Studies, Massachusetts OurHome (Stockwell) for Grade 3 Social Studies. We continued to use the core curriculum materials, but this year the scope and sequence was modified by grade-level classroom teacher teams to address the gaps that may have formed during the pandemic. Weekly grade-level common planning time became more critical than ever to be sure that lesson plans and resources were used consistently. In addition to rigorous instruction, as in prior years, the three important related process points critical to LFDCS's academic operation continue to be the use of MAP data, Response to Intervention (RTI) and using needs-based groups for interventions.

Using the data, teachers then administer the interventions in different modalities, which included small group review, one-to-one additional support, pull-out groups, worksheets, online intervention programs, games, partner practice and manipulatives. Additionally, the school utilized more online tools to support the curriculum, embedding many of the resources used in Remote Learning. Some of these tools are: IXL (Mathematics, ELA, Science), Clever, Nearpod, SeeSaw, EdPuzzle and GoGuardian. Instruction at LFDCS continued to be rigorous and followed a similar schedule to previous years. New this year was explicit Social-Emotional Learning instruction in response to student needs coming out of the pandemic. Each grade level span used a different age-appropriate program as a result of a study group's research: K-1-Grade 1 (Positive Action); Grades 2-4 (Everyday Speech) and Grades 5-8 (Random Acts of Kindness).

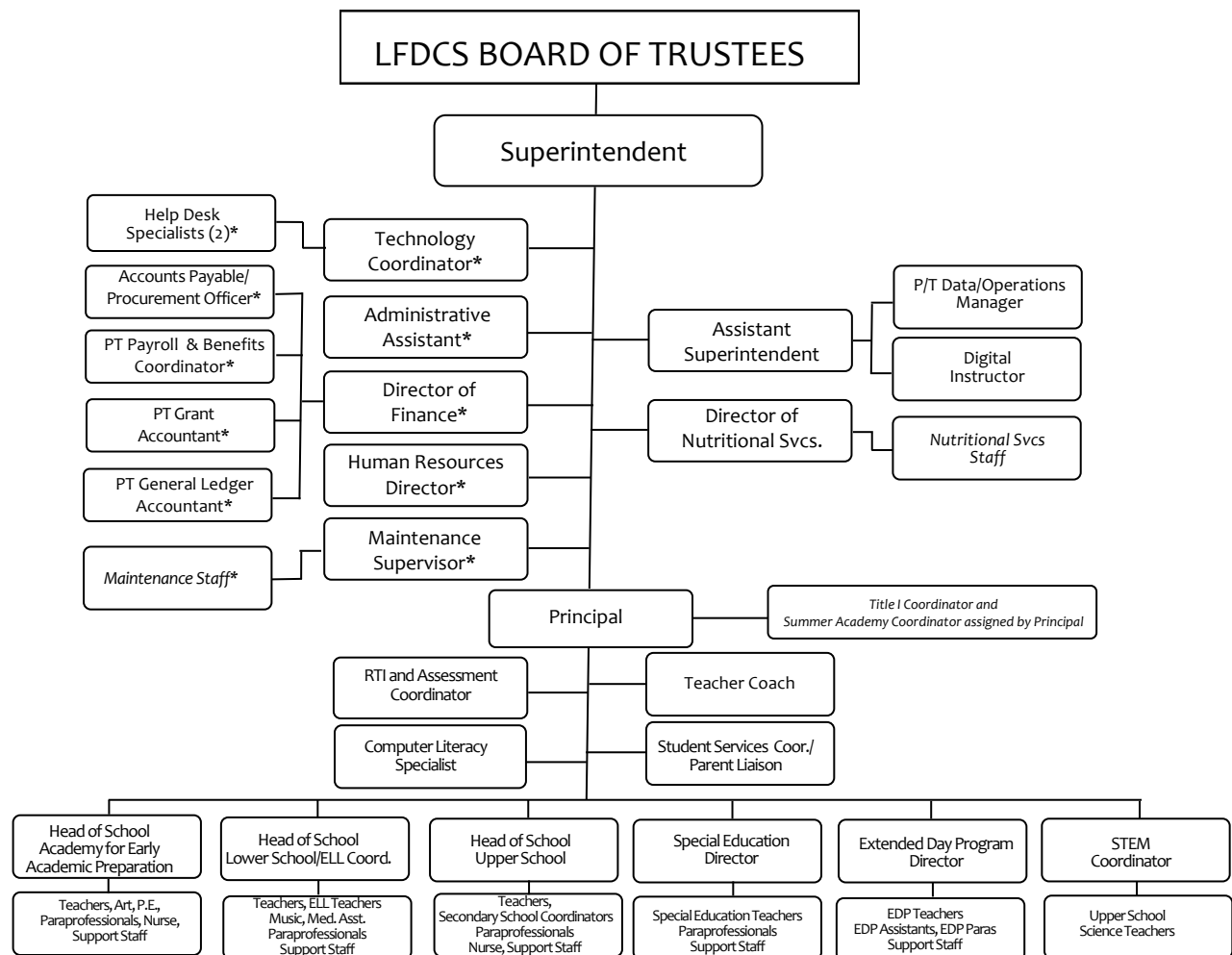
2. The Learning Management System *Schoology* was the most important tool to provide access to lessons even if a teacher or students was absent. Staff absences were not allowed to affect instruction due to an in-house substitute system. Paraprofessionals assigned to different grade levels learn the classroom processes, how lesson plans are written and accessed and get to know the students. When a teacher is absent, a substitute is available. *Schoology* was used to organize, share and archive lesson plans that teachers could update from home and interact with the substitute. Families were informed on what was an unexcused and excused absence and worked with the school to minimize absences and provide learning opportunities if a child must be out. *Schoology* and school-supplied Chromebooks provided access to students if they were home with COVID or quarantining.
3. A new program, Extended Day Academic Academy (EDAA), provided free extended day learning in Mathematics due to the fact that there were more gaps in learning in Mathematics than ELA. Students were able to get targeted tutoring in areas of struggle related to what Math content was current in the classroom, and gap skills and current skills being taught were connected when possible. LFDCS used its strong RTI program to accelerate learning during SY'2021-2022. At the start of the year, assessment data and report cards were used to identify the needs of the students. MAP was given in Mathematics, ELA, Spanish and Science to get a fall baseline. Teachers continued to move forward with curriculum while implementing interventions and other supports for students based on their needs. LFDCS continued to utilize RTI to shape our Needs-Based Groups and provide targeted interventions to students. Teachers differentiated their instruction based on assessment data, and monitored student progress through a variety of classroom-based formal and informal assessment tools. The Principal provided teachers with bimonthly newsletters with its academic section usually focused on differentiated instruction or rigorous instruction. In Reading/ELA and Mathematics, LFDCS found that the scopes and sequences of published programs include 180 days of lessons each year. This means that some skills and connections are yet to be taught when MCAS testing takes place, while the MCAS has questions on all skills for a grade level. Teacher teams reviewed and reordered each curriculum map in Math and ELA at each grade level 3-8. All skills were reviewed and moved around to be sure that from the first week of school until MCAS testing, all necessary skills would be taught. Once they were completed, teachers started using them even though it was later in the year. Starting in August 2022, all teachers will use the new maps in grades 3-8.

III. Organizational Viability

Changes to the FY'2021-2022 organizational chart included the deletion of a Remote Learning Director and replacing this position with an Extended Day Program Director and the addition of a School Nurse and a Parent Liaison in anticipation for the expansion of 60 new students.

For FY'2022-2023, LFDCS will hire another Head of School for the Academy, three new Classroom Teachers for K-1, K-2 and Grade 1, a Paraprofessional, a Medical Assistant, a Digital Instruction Specialist, a Title 1 Reading Teacher, a Title 1 Math Teacher, an ESL Teacher, a Special Education teacher, a Receptionist, a Nutritional Aide and a Maintenance Custodian.

FY'2021-2022 Organizational Chart



*do work for LFDCS but are employed by LFD, Inc., the management organization for LFDCS

BUDGET AND FINANCE

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL

Statements of Activities and Changes in Net Assets (unaudited) and FY'2023 Budget

(approved by LFDCS Board of Trustees 6/8/22)

Year ended June 30, 2022

	<u>2022</u>	<u>APPROVED 2023 BUDGET</u>
REVENUES AND SUPPORT		
Tuition and Fees	13,254,909	15,535,700
State grants	10,208	8,000
Federal grants	1,766,365	1,100,000
Donations	77,463	77,463
Food Service	8,570	25,000
Investment Return	7,699	7,000
Participant Fees	119,231	100,000
Pension revenue from state	961,935	
		1,000,000
Temporarily Restricted	0	0
TOTAL REVENUES AND SUPPORT	16,206,380	17,853,163
EXPENDITURES		
Salaries, taxes and benefits	8,767,788	11,528,705
Administrative Expenses	1,769,220	1,748,892
Instructional Expenses	1,079,156	1,016,000
Student Services	711,891	765,000
Facilities	2,180,004	2,322,214
TOTAL EXPENDITURES	14,508,059	17,380,811
Net Ordinary Income	1,698,321	472,352
Depreciation	139,260	200,000
CHANGE IN NET POSITION	1,559,061	272,352
NET POSITION		
BEGINNING OF YEAR	3,972,907	5,531,968
NET POSITION, END OF YEAR	5,531,968	5,804,320

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL

Statements of Net Assets (unaudited)

June 30, 2022 and 2021

	<u>ASSETS</u>	<u>2022</u>	<u>2021</u>
Current Assets:			
Cash and Cash Equivalents		5,914,497	4,214,755
Accounts Receivable, deemed fully collectible		159,283	163,341
Related Party Receivable		0	0
Prepaid Expenses/Deposits		12,318	0
Total Current Assets		6,086,098	4,378,096
Property and Equipment:			
Leasehold Improvements		779,506	754,321
Furniture and Equipment		333,558	333,558
Technology		789,230	766,339
Vehicles		158,064	134,064
Total Property and Equipment		2,060,358	1,988,282
Less: Accumulated Depreciation		(1,858,441)	(1,719,182)
Property and Equipment, Net		201,917	269,100
TOTAL ASSETS		6,288,015	4,647,196
<u>LIABILITIES AND NET ASSETS</u>			
LIABILITIES			
Current Liabilities:			
Accounts Payable and Accrued Expenses		203,520	33,547
Related Party Payable		0	0
Wages and Related Payable		552,527	640,742
TOTAL LIABILITIES		756,047	674,289
COMMITMENTS AND COINTINGENT LIABILITIES			
NET ASSETS			
Unrestricted		5,531,968	3,972,907
Temporarily Restricted		0	0
		5,531,968	3,972,907
TOTAL LIABILITIES AND NET ASSETS		6,288,015	4,647,196

FY'2023 Enrollment Table	Number
Number of students pre-enrolled via March 15, 2022 submission	860
Number of students upon which FY'23 budget tuition line is based	860
Number of expected students for FY'23 first day of school	860

CAPITAL PLAN FOR FY'2022-2023

Generally, capital renovations have been supported by the LFDCS reserves or fundraising for supplementary resources from private foundations, corporate donations and individual donors.

In FY'2021-2022, LFDCS retained its 800 students based on the DESE-approved amendment for a 10-year first expansion to increase enrollment to 800 students. Over the next couple of years a portion of the Elementary and Secondary School Emergency Relief Fund will be used to upgrade ventilation systems used in the school buildings.

In August, 2020, LFDCS submitted for another amendment to increase its enrollment from 800 students to 1,000 students (an increase of 200 students over the next seven years). In February, 2021, the second amendment was approved by DESE, and LFDCS began to build out the other side of The Academy for Early Academic Preparation located at 10 Railroad Street to accommodate sixty additional students: K-1 (twenty new students), K-2 (twenty new students) and Grade 1 (twenty new students) beginning in SY'2022-2023. The build-out will house Grades 1 & 2 (address will be 10 Railroad Street), and the current space where K-1/K-2 and Grade 1 is currently located will house grades K-1 and K-2 (address will be 7 May Street). The build-out included thirteen new Grade 1 and Grade 2 classrooms, three classrooms for ESL, Special Education and Spanish, a Maker-Space area and a cafeteria. The cost of the build-out, including architectural plans, overtime labor and materials is approximately \$450,000, which is the remaining balance of the Mass. Development Bond to Enterprise Bank held in an escrow account reserved for build-outs. Other expenses for SY'2022-2023 include the hiring of a Head of School for the Academy, three new classroom teachers, a Special Education teacher, an ELL teacher, a paraprofessional, a medical assistant, a nutritional services aide, a maintenance custodian and additional desks, curriculum and supplies for sixty additional students. The expenses for additional staff, supplies and furniture will come from the increase in tuition.

Beginning in FY'2023-2024, LFDCS will add twenty more students at the K-1 level, and expenses will include the addition of a K-1/K-2 teacher, a K-1/K-2 paraprofessional, other staff, dependent upon the needs of students, and desks, curriculum materials and supplies for twenty students each year until we reach our maximum enrollment of 1,000 students in FY'2029-2030. The expenses for additional staff, supplies and furniture will come from the increase in tuition.

LFD, Inc.'s Finance Subcommittee (LFDCS's Business Management Company and owner of the school buildings) and LFD, Inc.'s Administration Team have been meeting with Enterprise Bank and are in the process of securing a mortgage to purchase and build out another building in a location in the vicinity of the school to house grades 7-8 before the expansion reaches the Upper School. Once the mortgage has been secured, the Board of LFD, Inc. and the LFD, Inc. Administration Team will search for property to purchase. There have also been joint discussions with the LFD, Inc. Board of Directors and the LFDCS Board of Trustees Finance Committees about using surplus dollars from LFDCS's reserves (approximately \$4.8M) for the new building's capital expenditures by following Mass. Design Build Construction Laws.

All buildings rented to LFDCS are annually assessed for renovations by the maintenance staff at LFD, Inc., and capital expenditures are handled by LFD, Inc. versus LFDCS.

ADDITIONAL INFORMATION

APPENDIX A - ACCOUNTABILITY PLAN PERFORMANCE FOR FY'2020-2021

I. Faithfulness to Charter

	2021-2022 Performance	Evidence
Key Design Element: Parent Engagement Objective for Key Design Element 1: Parent Engagement - Lawrence Family Development Charter School will engage all parents as an essential element of their children's success.		
Measure: 1. Each year, for each of the first three academic terms, 100% of parents participate in parent conferences.	Met	100% virtual and in-person parent conferences attendance sheets
Measure: 2. Each year, 95% of grade K-1 parents will attend a "Right from the Start" training (an early introduction for K-1 parents and students to Math, ELA and our health program) and receive a certificate of completion. The focus will be on parents and teachers as working partners.	Not Met	82% Certificates of Completion attendance sheets <i>The workshops were postponed and offered much later in the school year than usual due to not having a nurse on staff for the Academy; therefore, it was very hard to schedule the workshops with parents.</i>
Measure: 3. Each year, 98% of new families will have a home visit by the Head of School and Parent Liaison to ensure successful student transition to school.	Met	100% via Zoom
Measure: 4. Each year, 95% of the parents of the graduating eighth graders applying to admission-based high schools will attend High School Orientation Night, the High School Fair or the Parent-to-Parent Panel in preparation of applying to admissions-based high schools.	Met	90% via Zoom

II. Academic Program Success

	2021-2022 Performance	Evidence
Objective for Key Design Element #2: Dual Language - Lawrence Family Development Charter School will teach all students to read, write and speak in Spanish as well as English.		
Measure 1. Each year, after the 2019-2020 baseline, 60% of students from all subgroups (including ESL and Special Education) in grades K-2—8 will meet their individual projected growth fall-to-spring on the Spanish Measures of Academic Progress (MAP) norm-referenced test.	Not Met	Fall to Spring Spanish Measures of Academic Progress (MAP) norm-referenced test <i>Spanish teachers do not have access within their schedule to create interventions to help support growth, and the curriculum is literacy-based and not data-driven which could affect growth.</i>
Measure: 2. Each year, 100% of graduating eighth graders will present a digital portfolio in English and Spanish as a graduation requirement.	Met	100% Attendance sheets Diplomas
Objective for Key Design Element #3: Effective Teaching is Key - Lawrence Family Development Charter School will expect rigorous, standards-based teaching, tiered to meet the needs of all students in preparation for the opportunity to apply for acceptance at admission-based high schools with scholarships and financial aid.		
Measure: 1. Each year, after the 2019-2020 baseline, 60% of students from all subgroups (including ESL and Special Education) in grades K-2—8 will meet their individual projected growth fall-to-spring on the Measures of Academic Progress (MAP) norm-referenced tests in English Language Arts, Mathematics and Science (grades 4-8 only).	Not Met	Fall to Spring Measures of Academic Progress (MAP) norm-referenced tests in English Language Arts, Mathematics and Science (grades 4-8 only). <i>Winter data was stronger than the Spring data. Winter benchmark was purposefully extended (taking the MAP test 14 weeks out, the minimum given by the NWEA, and extended to 22 weeks) giving students more time to gain access to content, which increased their student growth. Also grade 6 did not have a SPED teacher for the last half of the year; all modifications and support were in-class, delivered by homeroom teachers when time allowed.</i>

	2021-2022 Performance	Evidence
Measure: 2. Each year, 100% of teachers who are new to the school will successfully complete 50 hours of mentoring by the end of their first year of teaching at LFDCS with a trained coach/mentor. Ninety percent (90%) of teachers new to LFDCS will report satisfaction on a survey with an eighty-five percent (85%) target response rate, asking if they were satisfied or highly satisfied with the quality and quantity of mentoring activities offered.	Met	100% - Attendance sheets, Meeting Agendas, Certificates of Completion, LFDCS Mentor Program Summary Report in accordance with 603 MMR 7.12 - 100% of teachers new to LFDCS reported satisfaction on a survey with a 100% target response rate asking if they were satisfied or highly satisfied with the quality and quantity of mentoring activities offered.
Measure: 3. Each year, 95% of teachers and instructional staff will participate in 7 days of professional learning designed to meet the specific needs at LFDCS as evidenced by the professional learning needs survey.	Met	100% of new staff attended 3 days of orientation 96% of all staff attended 7 days of instructional, technology and compliance training
Measure: 4. Each year, 60% of students accepted to tuition-based high schools will receive financial aid and/or merit scholarships.	Met	70% - 32 out of 46 students were accepted to tuition-based high schools and received financial aid and/or merit scholarships
Objective for Key Design Element #4: Partnerships - Lawrence Family Development Charter School will seek out community partners to bring additional learning, enrichment and opportunities to our students.		
Measure: 1. Each year at least one community partner will be engaged for academic and/or arts activities.	Met	<ul style="list-style-type: none"> • Beaven's & Associates, SSAT & HSPT tutoring for students in grades 7 & 8 • Knucklebones, athletic programming for extended day enrichment program • Tara Savino, cake decorating enrichment for extended day enrichment program • Iyer Foundation robotics and coding in the STEM extended day academic and enrichment program
Measure: 2. Each year at least one higher education partner will be engaged for academic and/or arts activities.	Met	Merrimack College Fellows Program UNH Tech Camp Pingree School's Prep@Pingree Program Governor's Academy's GovsPLUS Program

III. Organizational Viability

	2021-2022 Performance	Evidence
Objective for Key Design Element # 5: Governance and Leadership - Lawrence Family Development Charter School will involve parents and the community in governance on multiple levels.		
Measure: 1. The School Board of Trustees, comprised of community trustees and parent trustees (more than 50%), will attend at least 75% of all scheduled meetings.	Not Met	66.4% LFDCS Board of Trustees Meeting Minutes <i>Attendance goal was not met due to other commitments</i>
Measure: 2. The Special Education and ESL Parent Advisory Councils (PACs) and the School Site Council, both parent and teacher members, will attend at least 75% of all Special Education and ESL Parent Advisory Councils and School Site Council meetings.	Met	76% ESL/SPED PAC Advisory and School Site Council Meeting attendance sheets
Measure: 3. The Special Education and ESL Parent Advisory Councils will provide 4 parent workshops annually, the topics of which will be solicited by fall parent surveys.	Met	Workshop presentations: <ul style="list-style-type: none"> • <i>The Adolescent Brain</i> • <i>Bullying Awareness</i> • <i>Understanding Dyslexia</i> • <i>The Effects of Trauma on Children and Strategies to Help</i>
Measure: 4. In an annual parent survey using a 3-point scale, 75% of parents will complete the survey, and 85% of those parents representing all subgroups will respond with at least a 2 or 3 regarding satisfaction with the availability of opportunities for parent involvement.	Met	84% (476/569 families) completed the end-of-year parent survey— 91% of parents responded with most satisfied and satisfied with the availability of opportunities for parent involvement
Objective: Lawrence Family Development Charter School will disseminate its best practices to other educators from different educational organizations.		
Measure: 1. Over the course of the next charter, LFDCS will disseminate proven practices related to academic, social and/or parent engagement models during two or more activities each year for different educational organizations.	Met	Partnered with Merrimack College who provided us two year-long fellows whose internships focused on the key design elements of LFDCS
Measure: 2. Over the course of the next charter, LFDCS will disseminate proven practices related to academic, social and/or parent engagement models in a virtual or in-person conference at the state, regional and/or national level at least once each year.	Met	Title III best practice webinar hosted by DESE focusing on the three required components of Title III – effective instruction for ELs, HQPD and parental outreach

APPENDIX B - RECRUITMENT AND RETENTION PLAN

2021-2022 Implementation Summary

LFDCS' success with recruitment for 2021-2022 was demonstrated by the number of students interested in enrollment due to its reputation for excellence, dual language, encouragement of parent involvement and a strong academic program. For 2021-2022, LFDCS successfully reached out to all sections of the City of Lawrence through lottery advertisements in prevalent languages (English and Spanish) and posted the lottery application and details on its website in these prevalent languages. Recruitment success is demonstrated by LFDCS being approved by DESE to expand its enrollment for SY'2022-2023 by 60 additional seats in grades K-1 to Grade 1 (twenty students per grade) and still have a substantial waitlist of 187 applicants. In preparation for the March 2022 lottery, the bilingual/bicultural Student Support Services Coordinator visited multiple locations with posters to dozens of community daycare sites, churches, non profits and neighborhood food markets. For recruitment, LFDCS used its recruitment strategies, approved by DESE in 2021, and was a member of the gateway cities group of the Massachusetts Charter School Association where LFDCS shares its practices and reviewed the statewide compendium.

Due to its staffing of bilingual/bicultural professionals, recruitment was done by the school's leadership team, by a bilingual/bicultural Superintendent and a bilingual/bicultural Assistant Superintendent. The school demonstrates its commitment to culture and access in a number of ways, including dual-language. LFDCS showcased its eighth grade graduating students' portfolios in both English and Spanish to show its content/curriculum and language outcomes of a high-performing school. Despite oversubscription for enrollment, LFDCS works hard each year on its recruitment plan to enroll students in under-represented subgroups, especially when enrollment is below the first quartile and comparison index relative to the same subgroups of the Lawrence Public Schools and Community Day (Prospect).

Context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class)

On the 2021-2022 CHART, the students with disabilities subgroup reflects steady gains from its baseline of 5.7% in FY11 to 7.7% in FY22. Reflecting the work LFDCS has done in recent years on its annual recruitment activities, SIMS data for students with disabilities in June 2022 increased to 8.3%. LFDCS' recruitment is significantly influenced by sibling preference and a charter that limits acceptance after grade 4. Despite progress over the years, LFDCS is below the first quartile and comparison index, which is influenced by the Lawrence Public Schools and its students with disabilities rate of 18.9%. LFDCS provides its students with disabilities and high needs students with a strong RTI program, a full-day, two-year kindergarten and the school's dual-language capacity that helps with language acquisition and addresses the learning and social needs of urban, economically-disadvantaged students—for example, all LFDCS teachers are Sheltered English Immersion (SEI) endorsed and combine SEI with daily ESL classes. In FY'2021-2022, students with disabilities on IEPs, ELs and high needs were asked to attend LFDCS's Extended Day Academic Program where they received in-person supports.

Incoming Class of K-1 students

Because the majority of ELL students reach English proficiency by third grade and despite its outreach to all subgroups, the number of siblings entering K-1 for FY'2022-2023 is 46% (lower than previous years due to twenty additional seats being added in this grade due to the expansion). This skews the school's CHART data for certain subgroups. LFDCS' recruitment is influenced by sibling preference, and the majority of LFDCS's ELL students are in the early childhood grades.

General Recruitment Activities for 2022-2023

LFDCS will use strategies approved by DESE in 2021. As a member of the gateway cities group of the Massachusetts Charter School Association, LFDCS shares practices and reviews other schools' practices via a statewide compendium of strategies. Due to its staffing of bilingual/bicultural professionals, whenever possible, and through its leadership by a bilingual/bicultural Superintendent and Assistant Superintendent, the school demonstrates its commitment to culture and access in several ways, including being a dual-language school, which affects recruitment. Recruitment also highlights differentiation of instruction using technology, which adds access for teaching all students. LFDCS reaches out to all sections of the City of Lawrence through lottery advertisements in prevalent languages (English and Spanish) and will have lottery applications available at the school and posted on its website in these prevalent languages. Its popularity will be promoted in neighborhoods, including low-income housing, to continue to generate a substantial waitlist. In preparation for the March 2023 lottery, LFDCS will be recruiting for 20 additional seats at the K-1 level for SY'2023-2024 due to its DESE-approved expansion plan to increase enrollment from 800 students to 1,000 students by FY'2029-2030. The bilingual Student Services Coordinator and a newly-hired bilingual Parent Liaison will visit organizations with posters at the YMCA, community daycare sites, churches, non profits and neighborhood food markets. The Assistant Superintendent and the Superintendent are bilingual/bicultural, and the Superintendent is visible in the community and makes guest appearances on Spanish talk radio shows. Recruitment activities and flyers will showcase that students from all subgroups are invited and welcome to the LFDCS' lottery. The school also promotes that it is fully handicapped accessible. To build programs and enrollment, LFDCS will continue to participate in Community Pathways, a non-profit group. At Special Education and ELL PAC meetings, School Site Council meetings and monthly parent coffees, LFDCS families will be educated on how to "spread the word" about the LFDCS lottery. With support from the bilingual Student Services Coordinator, bilingual Parent Liaison, Special Education Director and the bilingual ELL Coordinator, LFDCS will share information about the lottery at Special Education and ELL PAC meetings by running a series of evening parent workshops at least four times per year. The availability of seats will also be announced at LFDCS Board of Trustees' meetings, Parent Coffees and School Site Council meetings. To build awareness of its recruitment period, LFDCS will distribute posters at special events such as its Summer Family Fiesta, at LFD, Inc.'s (LFDCS's management organization) adult ESL, citizenship and community education programs at the Maria del Pilar Quintana Family Center and at its Alternative Youth Program SISU Center. With neighborhood stakeholders, foundation funders and the business community, its March, 2023 lottery will continue to be well promoted. LFDCS will work with parents and students on recruitment and identification of students with disabilities and offer 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 will strive to comply with DESE expectations for the targets of first quartile and comparison indexes for all subgroups that includes enrollment of subgroups above the first quartile and comparison index as compared to Lawrence Public Schools and Community Day Charter School (Prospect). To the extent possible, LFDCS also commits to making progress toward its GAP goals for SPED and ESL, intends to continue its positive work with outreach to all subgroups, especially for access and equity in continuing its upward trend for students with disabilities.

Recruitment Plan – 2022-2023 Strategies

Special Education Students/Students with Disabilities

(a) CHART data

School percentage:

7.7%

GNT percentage:

13.6%

CI percentage: 14.3%

The school is below GNT percentage and below CI percentage

(b) Continued 2021-2022 Strategies

☒ Did Not Meet GNT/CI

A two-year kindergarten program and a smaller population (influenced by class size and teacher's ability to differentiate instruction via RTI and early intervention strategies) allows for early support and impacts LFDCS' numbers. In FY'2022-2023, the Recruitment Strategies will include both current and enhanced strategies.

Current Strategies (2021-2022)

- Special Education teachers will build and post videos of SPED teaching practices on the lfcds website for students, parent and community members to view.

<p>(a) CHART data</p> <p>School percentage: 7.7%</p> <p>GNT percentage: 13.6%</p> <p>CI percentage: 14.3%</p> <p>The school is <u>below</u> GNT percentage and below CI percentage</p>	<ul style="list-style-type: none"> • Invite parents to bring friends and neighbors who have children with disabilities to evening parenting sessions. Show technology use at the school and the benefits of iPads for students with disabilities • Host socials for alternative MCAS assessment portfolios; allow parents to bring neighbors to this event showing assessments for specific disabilities • Contracted services providers—such as, Speech Therapy Group, ProCare Therapy, Domingos & Associates, Dominguez SP Interpreters & Ricardo Hernandez who will share the types of services provided to students with disabilities at LFDCS to the community and encourage them to apply to LFDCS's lottery • Make available representatives from the school's SPED PAC to prospective families at the lottery to discuss special education support • The SPED Director will conduct information sessions about the transition to pre-kindergarten for students with disabilities • SPED Parent Advisory Committee meetings (PAC) will be posted on the lfdcs website and at the Lawrence Public Schools' Family Resource Center to attract parents of children with students with disabilities • The Student Services Coordinator will link with the YMCA's childcare programs and Head Start to explain the lottery and services for students with disabilities and send lottery announcements to families with special needs students who currently attend Head Start • The Student Services Coordinator collaborates with the Special Education Director in providing Special Education information in person and on the website to new families who are inquiring about the school or applying to the LFDCS lottery. <p>(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>Additional strategies are needed, but LFDCS wants to emphasize progress with strategies for this subgroup. Reflecting the work LFDCS has done in recent years on its annual recruitment activities, June, 2022 SIMS data reported 8.3% for students with disabilities. Despite progress, LFDCS is below the first quartile and comparison index, which is influenced by the Lawrence Public Schools and its students with disabilities' rate of 18.9% . LFDCS estimates it will need one to two fiscal years to fill this gap.</p> <p><u>Enhanced Strategies over 1-2 years</u></p> <ul style="list-style-type: none"> • The Special Education staff belong to several special education-related organizations and online forums which they discuss opportunities for students at the charter school – 1 year • The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information – 1 year • LFDCS will advertise its Extended Day Academic and Enrichment Program, that specifically targets Special Education students. LFDCS will post information on this new expanded program on the lfdcs website, post posters throughout the community and at LFD, Inc.'s Maria del Pilar Quintana Family Center (adult ESL & Citizenship class provider) and at the SISU Center (high-risk teens and adults program provider). The community who visit these buildings can see first hand how this new program works for Special Education students, which encourages families to want a program like this for their children and are encouraged to apply to the lottery – 1 year
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	<ul style="list-style-type: none"> • The Parent Liaison and the Student Services Coordinator will make appointments for prospective parents with the LFDCS Special Education Director for families interested in available resources to serve students' needs – 1 year • The Special Education Director will meet at least monthly with the external affairs contacts from the United Way, Department of Public Health and Girls and Boys Club to share and provide families with programmatic information – 2 years • The Parent Liaison and the Student Services Coordinator will ask our current families to refer friends, colleagues and neighbors to the lfcdcs website where it describes our Special Education Program, provides informational links to special education topics and our extended day program geared toward special education students to get the word out to other families which builds awareness of and interest in the school. • A survey asking new families how they heard about LFDCS will be sent to new parents after their child has been enrolled – 1 year
Limited English proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 26.1%</p> <p>GNT percentage: not given on chart</p> <p>CI percentage: 30.8%</p> <p>The school is below the CI percentage by 4.7%</p>	<p>(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Did not meet CI percentage—GNT is not given on CHART</p> <p>We want to continue our community outreach done in English and Spanish and want DESE to understand our smaller K-8 population, which is dramatically influenced by effective ELL transitions generally made by grade 4. Based on its charter, new students do not enter after grade 4. Class size and teachers' ability to differentiate instruction via Response to Intervention (RTI) allows for Sheltered English Immersion (SEI) and more individualized supports and early intervention strategies. Outreach includes:</p> <ul style="list-style-type: none"> • School Site Council and ELL PAC meetings provide workshops 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 via the lfcdcs website including its dual-language content in English and 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 and ask them to share this information with family and friends in the community who do not attend the school. • Provide translation equipment and/or translation services by bilingual or multilingual staff at all community informational sessions <p>(c) 2022-2023 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • The English Language Learner Department will participate in the Kindergarten Screening Process to provide parents with programmatic information – 1 year • LFDCS will advertise its Extended Day Academic and Enrichment Program that specifically targets ELL students. LFDCS will post information on this expanded program on the lfcdcs website, post posters throughout the community and at LFD, Inc.'s Maria del Pilar Quintana Family Center (adult ESL & Citizenship class provider) and at the SISU Center (high-risk teens and adults program provider). The community who visit these buildings can see first hand how this program works for ELL students and encourages families to want a program like this for their children and apply to the lottery – 1 year • Have more enrichment activities and invite the community to culminating events to showcase language and culture - 1-2 years

	<ul style="list-style-type: none"> • The Parent Liaison and Student Services Coordinator will collaborate with the ELL Coordinator to provide information on LFDCS's ELL Program to families in the community either by directly speaking to the ELL Coordinator and/or referring them to the lfdcs website.– 1 year • Identify and partner with local community colleges' diverse and minority students who are currently enrolled in an educational program and offer paid internships at LFDCS to increase the number of staff members who are bilingual/bicultural in FY'2023 – 2 years • The bilingual Parent Liaison and bilingual Student Services Coordinator will link with the YMCA's childcare programs in Lawrence and in Methuen to explain the lottery and services for students who do not speak English as a first language and need language support at school – 1-2 years • Link with Casa Dominicana, St. Patrick's Church, St. Mary's Church, Movement City, the Maria del Pilar Quintana Family Center and the SISU Center to share information through presentations and via the lfdcs website regarding LFDCS's ESL program and the importance of being a dual-language school – 1 year
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 84.0%</p> <p>GNT percentage: 74.1%</p> <p>CI percentage: 84.5%</p> <p>The school is above GNT percentages and below CI percentages.</p>	<p>(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • LFDCS disseminated application materials, and, whenever possible, hosted information sessions at locations and organizations serving Lawrence's most needy families—such as, WIC and DTA centers; various Head Start locations and the office of the Department of Children and Families • LFDCS participates in the Community Pathways groups and builds awareness among social service agencies of our school and free lunch programs who in turn can share information with their clients and/or members in an informed manner • Refer all families, including low-income families, to the lfdcs website to apply to the lottery
Students who are sub-proficient	<p>(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • The MCAS (statewide benchmark) and MAP (internal benchmark) test scores at LFDCS are strong for a district enrolling at a low-income, primarily Hispanic, urban population. During FY'2021-2022, LFDCS created a Extended Day Academic Academy for grades 2-8 for students on IEPs, ELs, high needs and students falling below benchmark and will continue this Academic Academy in SY'2022-2023. • In all recruitment materials, LFDCS will explicitly state that our school is open to all students regardless of prior academic performance. Additionally, we are explicit about how our programmatic elements (e.g., small class sizes and technology use to differentiate learning) are beneficial to students who have struggled academically and/or may need more intensive support. LFDCS will advertise its Extended Day Academic and Enrichment Program at LFD, Inc.'s SISU Center where they have a partnership with Suenos Basketball, an organized sports program for all students in grades 2-8, and geared for students who are sub-proficient, high needs and need social emotional support. The community who visit these buildings can see first hand how this new program works for students who are sub-proficient and encourages families to want a program like this for their children and apply to the LFDCS lottery.

	<ul style="list-style-type: none"> • LFDCS will post information on this expanded program on the lfcds website, post posters throughout the community and at LFD, Inc.'s Maria del Pilar Quintana Family Center (adult ESL & Citizenship class provider) and at the SISU Center (high-risk teens and adults program provider). The community who visit these buildings can see first hand how this new program works for students who are sub-proficient and encourages families to want a program like this for their children and apply to the LFDCS lottery.
Students at risk of dropping out of school	<p style="text-align: center;">(e) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • Post lottery advertisements at the YWCA and YMCA in order to reach parents receiving subsidized childcare or who are living at these organizations for safety or economic reasons • Share information about the charter school at Head Start and the Dept. of Transitional Assistance so that disadvantaged families see the opportunity to enroll • Post lottery posters at neighborhood convenience stores to inform community members, who lack transportation, to enroll at the charter school • Inform social/emotional contracted services providers about the charter school's lottery, so they as trusted confidants, can share information with families struggling with mental or emotional issues • Post lottery information at Lawrence Family Development's Maria del Pilar Quintana Family Center (adult ESL and Citizenship classes) and the SISU Center (teen high school dropouts who learn academic and vocational skills)
Students who have dropped out of school	<p style="text-align: center;">(f) Continued 2021-2022 Strategies</p> <p>Not applicable—we do not enroll students who are age eligible to drop out</p>

Retention Plan – 2022-2023

2021-2022 Implementation Summary

LFDCS establishes a retention goal in its charter of 95-100% for all students and exceeded its goal for FY'2021-2022 at 97.5%—its goal for FY'2021-22 remains the same of 95-100%. For kindergarten students, the levels were: Kindergarten-96.2%, Grade 1-98.8%, Grade 2-98.8%, Grade 3-96.4%, Grade 4-96.3%, Grade 5-96.2%, Grade 6-97.4%, Grade 7-100% and Grade 8-not applicable as they exit in June for high school. LFDCS is proud that all measured subgroups were above 95%--English Language Learners at 100%, High Needs at 97.5%, Low Income at 97.2% and Students with Disabilities at 100%.

Overall Student Retention Goal

Annual Goal for Student Retention

95%

Retention Plan – 2022-2023 Strategies

Special education students/students with disabilities

(a) CHART data

School percentage:
0%

Third Quartile:
18.3%

The school's attrition rate is below third quartile percentages.

*Retention Rate for
FY'2020-21= 100%*

*Goal for FY'2022-23
remains: 95% or better*

(b) Continued 2021-2022 Strategies

☒ Below third quartile: no enhanced/additional strategies needed

- Build professional development and demonstrate best practices through the Mass. Charter School Association's Special Education Model School Project as well as guest access to the LFDCS Learning Management System *Schoology*
- 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
- Ensure that all SPED staff receive professional development and possess certification
- Maintain paraprofessional support at the early childhood level and maintain small class size for all grade levels
- Provide 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 in all programs

Limited English proficient students/English learners

(a) CHART data

School percentage:
0%

Third Quartile:
16.6%

The school's attrition rate is below third quartile percentages.

*Retention Rate for
FY'2020-21= 100%*

*Goal for FY'2022-2023
remains: 95% or better*

(b) Continued 2021-2022 Strategies

☒ Below third quartile: no enhanced/additional strategies needed.

- Maintain Title III activities for parents and review quarterly the ELL Coordinated Program Review expectations
- Use Title IV activities in poetry, art, coding and music to expand academic language of limited English students
- Fully integrate SEI techniques into professional development resources available on our Learning Management System *Schoology*
- Provide full translation services to parents at meetings, family events, School Site Council and ELL PAC meetings
- Through Spanish translations, maximize participation of non-English speaking parents with bilingual websites, letters, support services at the Quintana Center and at parent conferences and by using Spanish translated "AP Notify" messages

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data School percentage: 2.8%</p> <p>Third Quartile: 16.5%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p> <p><i>Retention Rate for FY'2021-2022= 97.2%</i></p> <p><i>Goal for FY'2022-23 remains: 95% or better</i></p>	<p>(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</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 I, Title IIA Title III 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>Students who are sub-proficient</p>	<p>(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • Offer extended-day academic/enrichment programs for intervention and language development • Host monthly Response to Intervention grade-level meetings on the curriculum and interventions so sub-proficient students have enough opportunities and interventions in place to improve their grades. Students who are below benchmark identified early on in the year will be required to attend Summer Academy. • Maintain low student-to-teacher ratios to allow maximum opportunities for individualized instruction
<p>Students at risk of dropping out of school</p>	<p>(e) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • LFDCS' Student Services Coordinator (who is its Homeless Liaison), the Parent Liaison and the School Nurses (all bilingual) provide support to students and families by identifying warning signs--such as, poor grades, frequent absences, being over age for the grade, low achievement and frequent transfers from school to school 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 • Run sessions for teachers on engagement and student behavior as well as for parents on discipline and bullying • LFD, Inc.'s SISU Outreach Team or a representative from LFD's high risk, at risk young adults program will present to LFDCS students and parents their stories about being a teen dropout and the importance of staying in school.
<p>Students who have dropped out of school</p>	<p>(f) 2022-2023 Strategies</p> <p>No change; LFDCS is a Kindergarten to grade 8 school</p>

APPENDIX C - SCHOOL AND STUDENT DATA

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04540000&orgtypecode=5&>

Listed below is student demographic and subgroup information from the October 2021 SIMS report.

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS SY'2021-2022	
Race/Ethnicity	% of School
African American	0.3%
Asian	0.0%
Hispanic	98.7%
Native American	0.0%
White	0.9%
Native Hawaiian, Pacific Islander	0.0%
Multi-race, non-Hispanic	0.1%
Selected Populations	% of School
First Language not English	77.0%
English Language Learner	26.1%
Students with Disabilities	7.7%
High Needs	90.3%
Economically Disadvantaged	84.0%

TEACHERS AND STAFF ATTRITION FOR FY'2021-2022				
	Number last day of FY'2021-2022	Departures during FY'2021-2022	Departures end of FY'2021-2022	Reason for departure
Teachers	58	15	10	2 retired 19 resigned 2 dismissed 2 non-renewals
Other Staff	55	12	10	17 resigned 5 non-renewals

BOARD AND COMMITTEE INFORMATION	
Number of commissioner-approved board members as of August 1, 2022	11
Minimum number of board members in approved bylaws	5
Maximum number of board members in approved bylaws	13

ADMINISTRATIVE ROSTER FOR FY'2021-2022			
Name, Title	Brief Job Description	Start Date	End Date
Ralph Carrero Superintendent	Chief Executive Officer – Responsible for implementation of mission, policies & budget	8/07	
Darshan Thakkar, JD, PhD Assistant Superintendent	Responsible for Administration, Reporting and Compliance; Serves as Superintendent's designee	8/20	
Susan Earabino, EdD Principal	Head of Educational Program – Hiring, supervision, training, evaluation of staff/curriculum	7/14	
Jared Fulgoni Special Education Director	Special Education program: staffing, IEPs, establish procedures, etc.	8/21	6/22
Sean Reardon Special Education Director	Special Education program: staffing, IEPs, establish procedures, etc.	4/22	
Jennifer Barnhill Head of Upper School	Building operations, student behavior and discipline, schedules, parent communication	8/18	6/22
Hali Castleman Head of Lower School	Building operations, student behavior and discipline, schedules, parent communication	8/18	
Hali Castleman ELL Coordinator	ELL program (stipend position)	9/13	
Erica Crescenzo Head of Academy	Building operations, student behavior and discipline, schedules, parent communication	7/14	6/22
Justin Hodgkins Nutritional Services Director	Nutritional services	7/16	
Sandra Calandrella Extended Day Program Director	Extended day academic and enrichment program	11/21	
George Masterson STEM Coordinator	Science curriculum and partnerships	8/15	
Nicole Arpin RTI & Assessment Coordinator	RTI and Assessment Program	8/18	
Nicole Romano Teacher Coach	Teacher Coach	8/19	
Anna Yuen Digital Instructor	Educational Technology Program	8/17	
Jennifer Maria School Data Operations Mgr.	School data and operations	11/21	
Komal Patel School Data Operations Mgr.	School data and operations	2/21	1/22
Please Note: The Director of Finance, Technology Coordinator and Maintenance Supervisor are employed by Lawrence Family Development, Inc., the management organization for LFDCS.			

LFDCS BOARD OF TRUSTEES – FY'2021-2022

Name	Position on Board	Committee affiliation(s)	Number of Terms	Length of each Term Terms are up to 3 years beginning in September and ending in August for a maximum of 3 terms
Joan Thompson	Chair, Community Stakeholder Trustee	Executive, Finance, Nominating & Governance, Superintendent's Evaluation	3	Tm. 1: 1/2014-8/2016 (2 yrs. 7 mos) Tm. 2: 9/2016-8/2019 (3 yrs.) Tm. 3: 9/2019-8/2022 (3 yrs.)
Rosalia Gallo	Vice Chair, Community Stakeholder Trustee	Executive, Nominating and Governance	2	Tm. 1: 9/2018-8/2021 (3 yrs.) Tm. 2: 9/2021-8/2024 (1 yr.)
Christopher Needham	Treasurer, Community Stakeholder Trustee	Executive, Finance, LFD, Inc./LFDCS Management Services Agreement Review	2	Tm. 1: 5/2019-8/2021 (2 yrs. 3 mos.) Tm. 2: 9/2021-8/2024 (1 yr.)
Jose Tejada	Clerk, Parent Rep. Trustee	Executive, Nominating and Governance	1	Tm. 1: 12/2019-8/2022 (2 yrs. 8 mos.)
David DeFillippo	Community Stakeholder Trustee	Finance, Superintendent's Evaluation	1	Tm. 1: 10/2019-8/2022 (2 yrs. 10 mos.)
Claribel Garcia	Parent Rep. Trustee	Nominating & Governance	1	Tm. 1: 10/2019-8/2022 (2 yrs. 10 mos.)
Jose Henriquez	Parent Rep. Trustee	Finance, LFD Inc./LFDCS Management Services Agreement Review	1	Tm 1: 10/2021-8/2024 (10 mos.)
Lynette McRae	Parent Rep. Trustee	Finance, LFD, Inc./LFDCS Management Services Agreement Review	2	Tm. 1: 6/2018-8/2020 (2 yrs. 2 mos.) Tm. 2: 9/2020-8/2023 (2 yrs.)
Ana Medina	Community Stakeholder Trustee	Nominating and Governance	3	Tm. 1: 12/2014-8/2017 (2 yrs. 8 mos.) Tm. 2: 9/2017-8/2020 (3 yrs.) Tm. 3: 9/2020-8/2023 (2 yrs.)
Elizabeth Nolberto	Parent Rep. Trustee	Superintendent's Evaluation, Nominating and Governance	1	Tm. 1: 10/2019-8/2022 (2 yrs. 10 mos.)
Linette Perez	Parent Rep. Trustee		1	Tm. 1: 2/2022-8/2024 (7 mos.)
Germinudy Rosario	Parent Rep. Trustee	Superintendent's Evaluation, LFD Inc./LFDCS Management Services Agreement Review	1	Tm. 1: 9/2020-8/2023 (2 yrs.)
Beatriz Schinness	Community Stakeholder Trustee		1	Tm. 1: 9/2020-8/2023 (2 yrs.)

APPENDIX D - ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes for SY'2022-2023

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Germinudy Rosario	rosariog1517@gmail.com	Open Position
Charter School Leader	Ralph Carrero	rcarrero@lfdcs.org	No Change
Assistant Charter School Leader	Darshan Thakkar	dthakkar@lfdcs.org	No Change
Principal	Susan Earabino	searabino@lfdcs.org	No Change
Head of School Academy K-1-K-2	Megan Noonan	mnoonan@lfdcs.org	New
Head of School Academy Grades 1-2	Andreina Croes	acroes@lfdcs.org	New
Head of Lower School	Hali Castleman	hcastleman@lfdcs.org	No Change
Head of Upper School	Louise Perry	lperry@lfdcs.org	New
Special Education Director	Sean Reardon	sreardon@lfdcs.org	New
MCAS Test Coordinator	Susan Earabino	searabino@lfdcs.org	No Change
SIMS Coordinator	Jennifer Maria	jmaria@lfdcs.org	Ne Change
English Language Coordinator	Hali Castleman	hcastleman@lfdcs.org	No Change
Comm. Director/Public Records Officer	Susan Lyons	slyons@lfdcs.org	No Change
School Business Official	Susan Perry	sperry@lfdcs.org	No Change
School Nurse Leader	Janetsy Rodriguez	jrivera@lfdcs.org	No Change
SIMS Contact	Jennifer Maria	jmaria@lfdcs.org	No Change

Enrollment

Action	FY'2022-2023
Student Application Deadline	February 24, 2023
Lottery	March 8, 2023

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR	
Date/Time	Location
August 10, 2022, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
September 14, 2022, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
October 12, 2022 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
November 9, 2022, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
January 11, 2023 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
February 8, 2023, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
March 8, 2023, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
April 12, 2023, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
May 10, 2023, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
June 14, 2023, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom

SUBCOMMITTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance	August 3, 2022, 4:45 PM	OW Conference Room, 355 Haverhill Street, Lawrence, MA 01840 or Zoom
Finance	September 7, 2022, 5:30 PM	OW Conference Room, 355 Haverhill Street, Lawrence, MA 01840 or Zoom
Finance	October 5, 2022, 5:30 PM	OW Conference Room, 355 Haverhill Street, Lawrence, MA 01840 or Zoom
Finance	November 2, 2022, 5:30 PM	OW Conference Room, 355 Haverhill Street, Lawrence, MA 01840 or Zoom
Finance	December 7, 2022, 5:30 PM	OW Conference Room, 355 Haverhill Street, Lawrence, MA 01840 or Zoom
Finance	January 4, 2023, 5:30 PM	OW Conference Room, 355 Haverhill Street, Lawrence, MA 01840 or Zoom
Finance	February 1, 2023, 5:30 PM	OW Conference Room, 355 Haverhill Street, Lawrence, MA 01840 or Zoom
Finance	March 1, 2023, 5:30 PM	OW Conference Room, 355 Haverhill Street, Lawrence, MA 01840 or Zoom
Finance	April 5, 2023, 5:30 PM	OW Conference Room, 355 Haverhill Street, Lawrence, MA 01840 or Zoom
Finance	May 3, 2023, 5:30 PM	OW Conference Room, 355 Haverhill Street, Lawrence, MA 01840 or Zoom
Review of Services provided by Management Company	May 3, 2023, 5:30 PM	OW Conference Room, 355 Haverhill Street Lawrence, MA 01840 or Zoom
Finance	June 7, 2023, 5:30 PM	OW Conference Room, 355 Haverhill Street, Lawrence, MA 01840 or Zoom

APPENDIX E: CONDITIONS, COMPLAINTS AND ATTACHMENTS

Complaints

There were two written complaints submitted to the LFDCS Board of Trustees during FY'2021-2022. One complaint, also submitted to DESE's Problem Resolution System, is ongoing and has not been resolved regarding violation of LFDCS's attendance policy. The other complaint was an anonymous letter in regards to several allegations sent to a Board Trustee. The Board of Trustees met with Sr. Leadership who provided their professional interpretation and explanation of the allegations in the letter, and the Board of Trustees were satisfied with their responses and no further action is needed.