

Lawrence Family Development Charter School



SY'2014-2015 ANNUAL REPORT

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JULY 31, 2015

Lawrence Family Development Charter School

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A MESSAGE FROM THE CHAIR OF THE BOARD OF TRUSTEES

SY'2014-2015 was Lawrence Family Development Charter School's (LFDCS) twentieth year operating as a Commonwealth public charter school. This was an outstanding year and one which will stand out among our many successful years.

The highlights of SY'2014-2015 were:

- Obtaining our *5th charter (to the year 2020)* as a Commonwealth public charter school.
- Opening our *first partnership school for Targeted Assistance* via the Lawrence Family Development and Education Fund, Inc. to disseminate the practices of the LFDCS. The partnership began in the fall of 2014 with the Lawrence Public Schools and is the management of an early childhood academy (Kindergarten 1 and 2) known in the Tower Hill neighborhood as the *Lawrence Family Public Academy*.
- Receiving a *gift* from the Fournier Family to the Lawrence Family Development and Education Fund, Inc. of the *22 Railroad/10 May Street* property which is part of a rented building housing the LFDCS Academy. The gift helps with current expenses and provides additional campus space for future rental or expansion.
- Adding new leadership positions to support our efforts with excellence and innovation by establishing the positions of *Assistant Superintendent for Administration, Compliance and Reporting* as well as adding a *Digital Instructor* to support professional development for teaching with technology and an *ELL/RtI Coordinator*.
- Welcoming a *new Principal* (due to retirement) and a *new Academy of Early Academic Preparation Head of School* (due to a staffing need caused by the new partnership with the Lawrence Public Schools).
- Achieving *Level 1 School status on MCAS testing* for the third year in a row. Only 19% of districts and 26% of public schools across the Commonwealth of Massachusetts earned Level 1 status this year. The largest gap between the Commonwealth of Massachusetts and LFDCS was in third grade Math. Across the state 68% of third grade students scored *Proficient or Higher*. At LFDCS, 93% of third grade students scored Proficient or Higher in the Math MCAS test and of that 93%, *58% of LFDCS third graders scored Advanced in Math and twelve third grade students earned perfect scores*.
- Graduating fifty-seven (57) students from the eighth grade and eighty-seven (87) students from the Kindergarten-2 program. Collectively, this year's eighth grade graduates earned *over \$2,400,000 in scholarships and financial aid to four-year tuition-based high schools*.
- Selected to participate in the Massachusetts Charter School Association's *Special Education Model Demonstration Schools* to showcase statewide the practices used at LFDCS to support all learners.
- Securing through successful *fundraising \$118,500 for the technology and construction* needs of a *STEM Center* (Science, Technology, Engineering and Math) at 34 West Street which will open in the fall of 2015.
- Sharing best practices with visits from key leadership mentors at SchoolWorks (who are contracted coaches in New York City) and ten leadership team members of the Denver, Colorado school district. *Denver, Colorado Public Schools* "intend to use LFDCS best practices in their newest Innovation Schools."

This year we *submitted our re-chartering document, earned our 5th charter* and provided *The Conditions for School Effectiveness (CSEs)* per regulations of the Massachusetts Board of Elementary and Secondary Education in 2010. The conditions are our "scorecard" as we assess, plan and build upon our strong performance as one out of fourteen of the first Massachusetts public charter schools. As the Strategic Planning process 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 Comptroller (due to a retirement) and a new LFDEF Program Manager.

Lawrence Family Development Charter School (LFDCS), now in its twentieth year, has been afforded many opportunities including funding resources. We continue to pursue and receive entitlement and foundation grants. LFDEF, Inc. hosted in May 2015 our most profitable spring scholarship event, netting, after expenses, over \$47,000.

As we close SY'2014-2015, it is with great pride that I serve as Chair of the Lawrence Family Development Charter School's Board of Trustees. I have been associated with this organization for many years and am proud of our accomplishments, which seem to multiply yearly. These twenty years as a Commonwealth public charter school have provided us the opportunity to show that all children can succeed, no matter the zip code in which they live. I am confident that our past and present efforts will help us not only sustain but also grow our successes.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Raquel Bauman', with a long horizontal flourish extending to the right.

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	800	Current Enrollment	673
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 7:45am-2:55pm K-2-Gr. 4 7:45am-3:05pm Grs. 5-8 7:45am-3:15pm	Age of School	20 years
<p><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>			

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

I. Faithfulness to Charter

Mission and Key Design Elements

LFDCS, in its 20 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 members of LFDEF, Inc., the Management Organization, six parent members and the parent chair of the School Site Council (ex officio), is regularly informed through monthly board meetings on all aspects of curriculum, programs, student academic growth and any need for new policies.

The key evidence of how LFDCS implemented these design elements was demonstrated in SY’2014-2015 by:

- **Parent satisfaction**, cultivated and evaluated through use of annual parent surveys and parent participation at School Site Council and Special Education PAC meetings (evenings) and morning coffees which provide important ways in which parents can be involved with the school.
- **Parents worked in partnership for academic achievement** this past year in new Title Three workshops, an Engineering Celebration, Family Write Nights and the High School and Science Fairs, while 100% of parents participated in report card conferences.
- **Parents obtained citizenship attainment and personal fulfillment** and took advantage at no cost to themselves (due to Title One support for fees) ESL and citizenship classes at the Maria del Pilar Quintana Family Center (over 450 adult learners, including parents, improved literacy skills over the past year).
- **Created an ELL/RtI (Response to Intervention) Coordinator position** responsible for organization and facilitation of these programs. The Coordinator assists teachers in recommending students for Summer and Saturday Academies which provides, beyond the school day, specialized instruction for students in grades 1-7.
- **Professional development** for staff this past year assured the foundational skills for students which included Sheltered English Immersion (SEI) endorsement workshops for teachers and administrators. During this past school year, the LFDCS' Superintendent, Assistant Superintendent and Principal all completed the SEI endorsement program. We also focused on fine-tuning the evaluation process, effective planning with a new Lesson Plan Template and an increase in informal learning walks with a new tool for providing teachers with feedback. Another focus, which will continue into SY'2015-16, is Blended Learning. A new Digital Instructor works with teachers in their classrooms, through monthly *Tech Talk* professional learning sessions and a committee made up of teachers create and model exemplar lessons.
- **Partnerships** infused the STEM curriculum with Northern Essex Community College, Mechanical and Civil Engineering Societies from UMass Lowell, Quarrybrook Outdoor Science Center and the Museum of Science; all offered applied learning and interdisciplinary practices while meeting curriculum standards.

AMENDMENTS TO THE CHARTER

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

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

This amendment is pending ESE approval due to the fact that during SY'2014-2015, ESE requested and was provided language clarification on the details of the above amendment request. ESE was also in the process of refining and updating the Board of Trustees Bylaws Checklist. After the Board of Trustees Bylaws Checklist was updated, changes were made to reflect our current bylaws and submitted to ESE for approval.

DISSEMINATION EFFORTS

During the five years of the 2010-2015 charter, LFDCS provided varied models for replication of its best practices. Of special note is that in SY'2014-2015, LFDCS' best practices were disseminated through a Targeted Partnership agreement with the Lawrence Public Schools which began in the fall of 2014 with a three-year contract for an early childhood academy. The forums and activities through which our school has disseminated its practices and updates to these activities are listed below for SY'2014-2015 (only):

2014-2015	Partnership with Merrimack College – two graduate students one-year internships.
2014-2015	MPCSA Special Education Model Dissemination School – participated in varied activities and collected demonstration video clips on LFDSC practices in action.
2014-2015	Partnership with the Lawrence Public Schools, an early childhood targeted-assistance model. The Lawrence Family Public Academy has two LFDSC lead teachers onsite for curriculum sharing and mentoring. The project also includes sharing of the LFDSC curriculum drive.
2014-2015	Visits by the Denver, Colorado leadership team and SchoolWorks personnel as a validation of LFDSC’s best practices and to share materials and techniques.
2014-2015	Establishment of new processes with Teaching with Technology by hiring a Digital Instructor and by forming a teacher-led Technology Team (Learning Management System subscription purchased for FY’16 to move this project to phase 2).

STUDENT PERFORMANCE AND PROGRAM DELIVERY

1. Student Performance: MCAS data for Spring 2014 Assessments Lawrence Family Development Charter School’s Report Card link is:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04540205&fycode=2014&orgtypecode=6&>

2. Student Performance SY’2014-2015

Student performance on formative and summative assessment provides the school the opportunity to maintain strong performance on MCAS. Data and charts are found in the Attachments (Optional) section of this document. LFDSC’s academic program meets all criteria for success as we have attained the following:

- Annual Yearly Performance (AYP) every year of charter in Math, and for ELA every year but SY’2009-2010;
- Attained Level One status in 2012 for closing the achievement gap and was recognized as a Commendation School for making “high progress in narrowing proficiency gaps;”
- Attained Level One status in 2013 and 2014 for narrowing the gap for proficiency goals;
- Created a system (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. As illustrated in the chart on page 27, the RtI program resulted in consistent growth over the last 5 years through internal assessments of GRADE and GMADE, increasing Tier I students. A new ELL/RtI Coordinator oversees the RtI system.

3. Program Delivery

Teacher attention to student improvement has raised outcomes in internal and external assessments with achievement on MCAS resulting in Level One status in SY’2013-2014 and SY’2014-2015. In ELA students at LFDSC outperformed the state average in 5 of 6 grade levels with a school-wide 76% in ELA and 68% in Math at Proficient/Advanced and only 4% (or 13 students) at Warning (page 26). LFDSC’s academic achievement in SY’2014-15 continues to reflect positive trends. LFDSC uses data to identify its academic priorities and refine its embedded instructional practices. In SY’2014-15 results from DIBELS, GRADE (Group Reading Assessment Diagnostic Evaluation) and GMADE (Group Math Assessment Diagnostic Evaluation) (pages 24-25) allowed teachers and administrators to manage data, look at trends and determine resource needs. A key component of decision-making for resources happens in the RtI process. This guides instructional practices and teacher planning through the use of shared files. LFDSC prioritizes: rigorous academic program, standards-based curriculum, school-wide lesson plan templates; a professional climate of training and leadership opportunities for teachers and building capacity within our teaching staff. LFDSC’s priorities have allowed LFDSC to maintain a Level 1 status for three consecutive years. LFDSC expanded its RtI model to track all instructional interventions and create a clear pathway for special education referrals as needed for Tier IV level students identified with learning disabilities. Saturday Academy provided twelve weeks of small group instruction in ELA, Math and Science for all Tier III students in grades 3-8. As a result of Saturday Academy 81% (39 of 48)

students made growth of at least one level on the L-FAST. Additionally, LFDSCS expanded the goals and number of students served in Summer Academy, providing academic support for Tier III students while providing an enrichment component integrating ELA, Math and Science. Expanded summer enrichment also supported family child care needs by adding a full-day program to provide enrichment and prevent learning loss over the summer months. All Academy (K-1 and K-2) ESL students attend a full-day summer program at no cost to their parents. LFDSCS provides financial support to teachers for advanced degrees and uses internal ESE-approved practicums for add-ons of the English as a Second Language (ESL) license which increases LFDSCS' capacity to analyze needs and respond to a large English Language Learners (ELLs) population. Based on data trends and students' needs, LFDSCS provides significant, embedded internal professional development. Additionally, we have accepted seven teaching fellows from Merrimack College and hired eight teachers from Teach for America. Our attention to meeting the needs of diverse populations is documented by having nine licensed ESL teachers and enrolling more teachers and administrators in RETELL this past year to earn Sheltered English Immersion (SEI) endorsement, including the Superintendent, Assistant Superintendent and Principal.

Curriculum

LFDSCS' curriculum is aligned to the Massachusetts Common Core. 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 LFDSCS 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 standard Lesson Plan Template provides consistency of instruction and accountability of standards.
- Lesson plans are created by grade-level teams ensure alignment across classrooms at each grade.
- Lesson plans are available online 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 ensure vertical alignment of curriculum K-8 and assisted in re-designing the standards-based report card with the Common Core and WIDA standards.

Instruction

LFDSCS 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 standard Lesson Plan Template which requires explicit planning of all lesson components. In SY'2015-2016 Lesson Plans will include SEI strategies and Language Objectives. In-depth professional development focuses on curriculum and instruction. LFDSCS has invested in technology to improve instruction, placing interactive boards in every classroom to integrate technology and Blended Learning strategies to support technology in instruction.

Assessment and Program Evaluation

The school uses a balanced system of formative and summative benchmark assessment, reinforced through our philosophy of either a support service or program delivery model for student interventions. In addition to evaluating curriculum, the school offers an array of supplementary programs which support the diverse needs of students: Saturday Academy (Title One funded), Summer Academy (partially Title One, Title Three and private foundation funded), After School “Science as a Verb” (funded through Title One and workforce development grants), “Opening Doors” Workshops and Support Services (funded primarily by foundation grants) and “Right from the Start” (funded largely by Title One grants). LFDSCS assesses all curriculum and programs in an annual survey completed by our most valued stakeholders—our parents. The results are documented under the Organizational Viability section of this report.

Special attention in the academic program is given to:

Support for Diverse Learners

During SY'2014-2015, LFDCS provided services for all students including ELLs and Special Education students. LFDCS provides a tiered level of instruction that includes needs-based groups with specialized instruction and strategies identified through RtI monthly meetings of all instructional and student services staff. The school's schedule is also designed to provide weekly common planning time for grade-level teams to plan lessons on how they will differentiate to meet students' needs.

English Language Learners (ELLs)

LFDCS enrolls a student body that is 98.7% Hispanic, 84.5% of whom were identified that English was not their first language. LFDCS recruits and enrolls at K-1 (4 year olds) and enrolls from the waitlist for K-2 to grade 3. Fifty percent of K-1 and K-2 students are ELLs, and LFDCS places the majority of ESL staff and resources at the Academy for Early Academic Preparation. The ESL program has both a "pull-out" and a "push-in" component. The ELL/RtI Coordinator is a certified ESL teacher and a teacher/mentor for ESL teacher certification. A number of teachers and key administrators have become SEI endorsed. LFDCS has ongoing success, preparing a high number of ELLs to transition out of ESL and succeed in their classrooms. Strategies included: the use of SEI strategies; using the WIDA Standards in planning; utilizing the data from ACCESS Testing and ESL staff participation in the RtI Process.

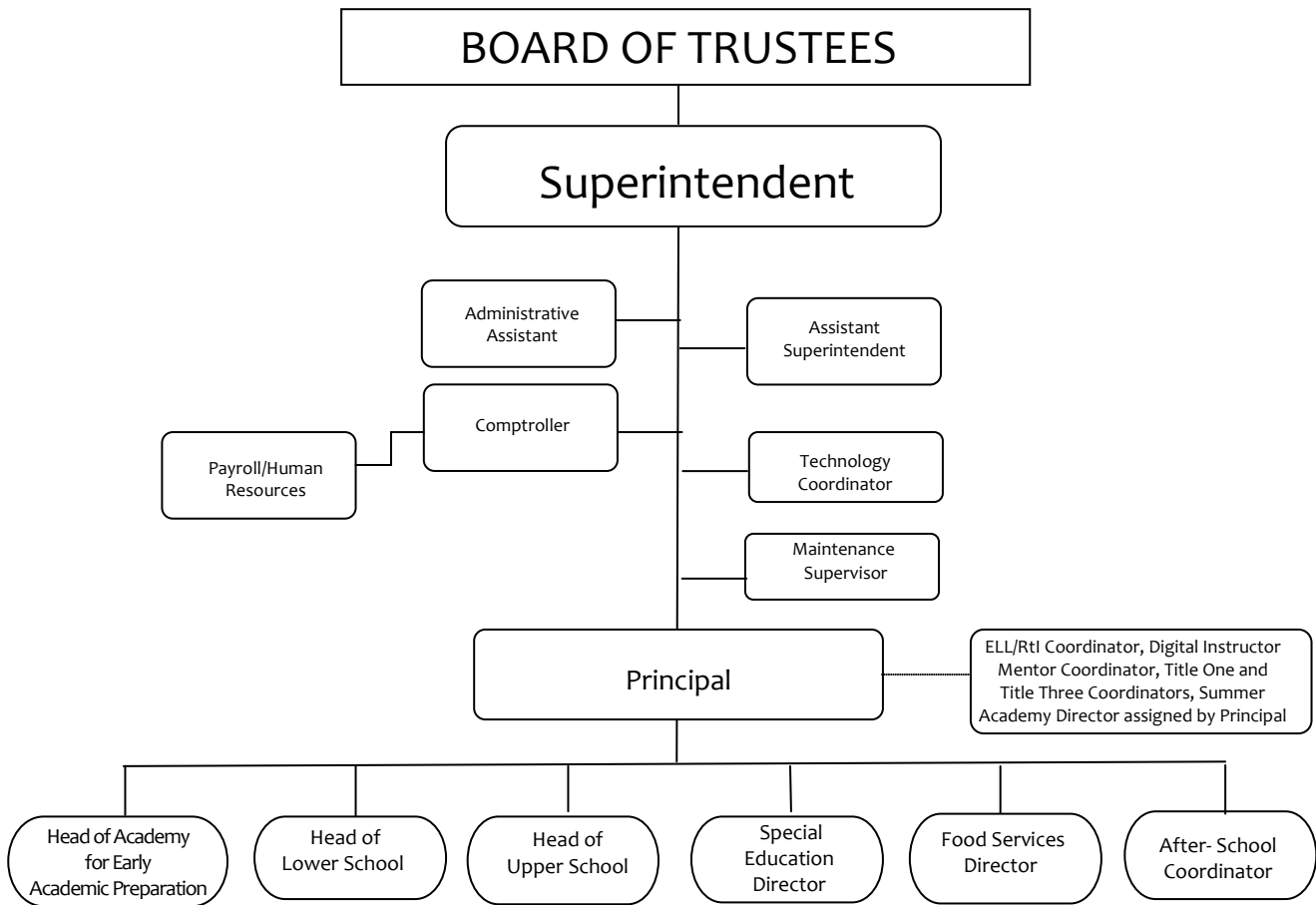
Special Education

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. There are special components of the RtI program at the Academy for Early Academic Preparation focusing on the social-emotional needs of students. 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. In SY'2014-15 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.

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

As referenced in the letter from the Board Chair, SY'2013-2014 was a year of Strategic Planning. In the spring of 2014, LFDEF, Inc. was approved by the Massachusetts DESE as a *Preferred Provider for Targeted Assistance*. Due to these updates, the administrative and infrastructure changes not only expanded LFDCS but also the administrative and infrastructure needs of LFDEF, Inc. as a new *Preferred Provider for Targeted Assistance* and the long- and short-term planning needs were documented following an analysis. The job descriptions of senior management members were reviewed to assure that functional responsibilities were defined and assigned effectively between the two structures. This was done for accountability and to fairly distribute costs especially for the professionals involved with facilities, technology and fiscal integrity to funding sources.

Final approval of the plans, costs and functional responsibilities for the senior managers of the School and the Fund were approved by the Fund's Board of Directors and the School's Board of Trustees as part of the FY'2014-2015 budget process. Updates to the organizational chart were also done and is shown on the following page.



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.

The Superintendent, who evaluates the Principal and Assistant Superintendent, is evaluated by the Board of Trustees.

BUDGET AND FINANCE

FY'2014-2015
Statement of Revenues
and Expenditures (unaudited)

Balance Sheet (unaudited)

Revenue

Tuition	\$8,557,663
Grant Income	1,032,511
Food Services	478,425
Miscellaneous Income	147,749
Total Revenue	\$10,216,348

Assets

Cash & Equivalents	\$2,916,850
Accounts and Grants Receivable	45,891
Prepaid Expenses	45,177
Net Property & Equipment	543,334
Total Assets	\$3,551,252

Expenditures

Salaries	\$5,675,975
Benefits & Payroll Taxes	1,083,514
Contracts & Fees	839,511
Office Expenses	129,386
Occupancy	1,715,015
School Supplies & Equipment	140,902
Professional Services	137,100
Food Services	295,083
Depreciation	135,005
Other	29,378
Total Expenditures	\$10,180,869

Liabilities

Accounts Payable	\$71,481
& Accrued Expenses	
Wages & Related Payables	710,364
Total Liabilities	781,845

Unrestricted Net Assets	2,670,902
Temporarily Restricted Net Assets	98,505
Total Net Assets	2,769,407

Total Revenue Over Expenditures **\$35,479**

Total Liabilities And Net Assets **\$3,551,252**

Private Funds Received

LFDCS received **\$386,000** in private funds during SY'2014-2015. In this total is \$50,000 from Wood/Bank of America earmarked for high school scholarships for the class of 2015.

Education Grants Received

Public Funds in SY'2014-2015 and grants and carryovers equaled **\$703,257**.

SY'2015-2016 BUDGET (UNAUDITED)

Revenue

Tuition	\$8,978,038
Grant Income	\$1,011,623
Food Service	\$471,897
Miscellaneous Income	\$158,600
Total Revenue	\$10,620,158

Expenditures

Salaries	\$5,944,521
Benefits & Payroll Taxes	\$1,180,703
Contracts & Fees	\$868,139
Office Expenses	\$138,522
Occupancy	\$1,728,277
School Supplies & Equipment	\$124,500
Professional Services	\$193,004
Food Services	\$334,906
Other	\$44,976
Total Expenditures	\$10,558,148

Total Expenditures Under Revenue **\$62,010**

Final FY'16 Budget was approved by the LFDCS Board of Trustees on June 10, 2015.

Approved Budgets - FY'2012-2016

	FY'2012	FY'2013	FY'2014	FY'2015	FY'2016
REVENUE					
Tuition/Busing	\$7,734,558	\$8,051,800	\$8,206,587	\$8,623,747	\$8,978,038
Grant Income/Contributions	\$705,000	\$650,000	\$690,000	\$700,000	\$1,011,623
Cash from Net Assets					
Food Services	\$350,000	\$370,000	\$440,000	\$480,000	\$471,897
Miscellaneous Income	\$150,000	\$112,000	\$112,000	\$210,225	\$158,600
TOTAL REVENUE	\$8,939,558	\$9,183,800	\$9,448,587	\$10,013,972	\$10,620,158
EXPENDITURES					
Salaries	\$4,877,420	\$5,057,773	\$5,190,194	\$5,531,241	\$5,944,521
Benefits & Payroll Taxes	\$1,171,507	\$1,132,780	\$1,147,757	\$1,138,350	\$1,180,703
Contracts and Fees	\$764,728	\$779,590	\$758,329	\$769,016	\$868,139
Office Expenses	\$190,000	\$201,500	\$193,500	\$151,000	\$138,522
Occupancy	\$1,171,506	\$1,571,360	\$1,627,060	\$1,642,000	\$1,728,277
School Supplies & Equipment	\$130,000	\$115,000	\$83,000	\$83,000	\$124,500
Professional Services	\$308,500	\$300,500	\$230,500	\$202,000	\$193,004
Food Services	\$240,000	\$275,000	\$290,000	\$307,000	\$334,906
Other	\$69,500	\$66,500	\$46,500	\$41,000	\$44,976
TOTAL EXPENSES	\$8,922,751	\$9,500,003	\$9,566,840	\$9,864,607	\$10,558,148
Total Revenue Under/Over Expenditures	\$16,807	(\$316,203)	(\$118,253)	\$149,365	\$62,010

Reserve Assets

2011-\$3,199,443 2012-\$3,196,390 2013-\$2,671,840 2014-\$2,599,703d 2015- \$2,635,422
unaudited

CAPITAL PLAN FOR SY'2015-2016

Overview:

In 2010, LFDSC 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, LFDSC 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, this site was donated to the Lawrence Family Development and Education Fund, Inc., (LFDEF) becoming the third of its five campus buildings to be donated. The gift of 10 Railroad Street occurred in the same school year as the Targeted Assistance contract with the Lawrence Public Schools to disseminate best practices. This gift from the Fournier Family not only benefits the Academy, which occupies one-half of the property, but can also house a future rental with the benefits of additional financial and collaborative opportunities. This additional space could be used as a future income stream for the Lawrence Family Development and Education Fund, Inc. and establish a new Lawrence Public School partnerships.

As the early childhood population grew from the Academy to impact the Lower School and to eventually impact the Upper School, additional classroom space needs to be prepared first at the Lower School and then at the Upper School. This allows LFDSC to fully utilize existing space and to develop expanded space. LFDSC school 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, LFDSC budgets materials and furniture at \$5,000 per classroom. This budget is also supported by corporate donations and equipment and furnishings from its partner, *The Furniture Trust*. 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, which is now only used for after school programs and will house STEM in an existing building behind 34 West Street. The STEM project is presently under construction. As enrollment grows, a large assembly room and gymnasium will be needed at the Lower School for art, music and physical education classes. A 'Butler Building' is now being investigated for the 34 West Street site for projected construction in the spring of 2016.

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

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM) CENTER

Description of Project and Current Status

The STEM Center at LFDSC will ensure 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 at 34 West Street, now under construction, will challenge students to be ready for the 21st century workplace through inquiry-based science investigations and in-depth project-based learning. The vision of the STEM project was guided by a STEM steering committee which defined the use and needed space for the overarching goals and interdisciplinary vision of the curriculum for all grades. This committee was comprised of members of the higher education community, our business and community partners for engineering and science projects, and staff members of Quarrybrook Learning Center and the Museum of Science. The building details include: The Atrium - The entrance to the STEM Center includes several displays to explain the term STEM and how the facility accommodates LFDSC stakeholders with a new "meta-discipline" that will combine science, technology, engineering and mathematics subject areas. The Triangle or Delta Room - The Physical Science lab will include balances, Vernier probes, glassware, chemicals, LEGO Chemistry Kits. The focus is matter (physical and chemical properties, energy, light, etc.). The Circle or Infinity Room - A classroom for teaching concepts, engineering challenges/student project demonstrations and research presentations; faculty and students will showcase their work and publications. The Square Room - A functional area to be named after further discussion; the earth science and life science room; includes an exit to the raised bed gardens; will also have seed germination function; earth science room.

ADDITIONAL STEPS TO BE COMPLETED BY FALL 2015 FOR THE STEM CENTER

- Add 10 sinks for lab work and corridor counters for computer work space; remodel early childhood bathrooms to accommodate older students. (estimated \$35,000).
- Fully install all technology, including servers, computers, wireless access, and smart boards. (estimated \$70,000).
- Build all storage areas and complete all purchases of materials, lab supplies, student and teacher lab stools and movable carts for use by STEM teachers and partners. (estimated \$55,000).
- Update HV/AV systems

Final Cost of Project –\$160,000-\$170,000 The Board of Trustees will approve a budget for renovations and authorized expenditures from grants, capital reserve funds, and June 2015 mortgage refinancing. Of this cost, about \$120,000 was gathered in donation and foundation grants in FY15, with the balance coming from building loans or other contributions.

ADDITIONAL MAINTENANCE PROJECTS TO BE PLANNED AND DEVELOPED AS PART OF 2014-2020

Project Financing – LFDEF, Inc. /LFDCS will pay for cost of renovations as leasehold improvements from the capital reserve funds, through foundation grants and support from individual donors. Loan funds from a June, 2015 refinance of properties will be used to complete this project.

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

STRATEGIC PLAN (DONE BY LFDEF, THE 501(C) 3 MANAGEMENT ORGANIZATION OF THE CHARTER SCHOOL THROUGH ITS CAPITAL PLAN AND PROPERTY REFINANCING IN JUNE 2015):

Location	Description	Estimated Amount Required
Upper School	New Windows – <i>ongoing maintenance</i>	\$170,000
Quintana Center	New Windows/Classroom Remodeling – <i>ongoing maintenance</i>	\$20,000
STEM Center	Remaining Costs of Building Construction (described above)	\$50,000
May Street	New Roof and HVAC System	\$ 350,000
May Street	Acquisition Costs (for environmental and legal support)	\$48,000
Lower School	New Gymnasium	\$400,000
Lower School	Classroom additions and HVAC System	\$ 80,000
All Facilities	Fire and Alarm Updates	\$ 20,000
TOTAL		\$1,138,000

ADDITIONAL INFORMATION

I. Faithfulness to Charter

ACCOUNTABILITY PLAN OBJECTIVES AND MEASURES

	2014 - 2015 Performance	Evidence
Objective 1: <i>The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).</i>		
Measure: 1. Parents of K-1 students will have a home visit by the Student and Family Support personnel to ensure successful student transition to school. School target will be to visit ninety percent (90%) of parents of K-1 students each year.	Met	100% Home Visits Home Visit Surveys/ Staff Observation Forms
Measure: 2. Ninety percent (90%) of K-1 parents will attend “Right from the Start” training resulting in eighty percent (80%)	Met	98% - “Right from the Start”

of K-1 students meeting Letter Naming and First Sound Fluency as measured by DIBELS next Spring benchmark each year.	Met Met	95% - LNF 91% - FSF
Objective 2: <i>The school establishes an academic program that includes the pedagogical approach, curriculum, assessment and other unique elements defined in the charter application and any subsequent approved amendment(s).</i>		
Measure: 1. Ninety percent (90%) of graduating eighth graders will apply to admissions-based high schools.	Met	92%
Measure: 2. Ninety percent (90%) of students who apply to admissions-based high schools will be accepted at one or more admissions-based high schools.	Not Met see below	88%

Objective 2 – Measure 2: Eighty-eight percent of applicants were accepted at one or more high schools; therefore, this goal was not met. In SY'2015-2016 students will apply to a tier of schools, so that if they don't get into their "reach" school, they will have other alternatives. A focus will be on matching students to schools most suitable for their abilities and interests and in working with parents. Monthly meetings between the Principal and Placement Counselor will focus on case management to assess: application flow, support for parents and students, and ensure that staff members are meeting student and parent needs

II. Academic Program Success

ACCOUNTABILITY PLAN OBJECTIVES AND MEASURES

	2014-2015 Performance	Evidence
Objective 1: <i>Students at the school demonstrate proficiency or progress toward meeting proficiency targets on state standards as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels.</i>		
Measure: 1. For each year the MCAS is given, LFDCS will have a CPI gain of 1.5 points in ELA based on the previous year's CPI.	Met	2013/2014 MCAS Report Card/Chart (see pg. 23) 89.2 to 91.1 CPI Gain 1.9
Measure: 2. For each year the MCAS is given, LFDCS will have a CPI gain of 1.5 points in Math based on the previous year's CPI.	Not Met see below	2013/2014 MCAS Report Card/Chart (see pg. 23) 86.6-87.5 CPI Gain: .9
Objective 2: <i>The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant subgroups in all subject areas tested for accountability purposes.</i>		
Measure: 1. For each year the MCAS is given, LFDCS will have a SGP of 40 or higher in ELA.	Met	2013/2014 MCAS Report Card/Chart (see pg. 23) SGP: 68
Measure: 2. For each year the MCAS is given, LFDCS will have a SGP of 40 or higher in Math.	Met	2013/2014 MCAS Report Card/Chart (see pg. 23) SGP: 54

Objective 3: <i>If externally developed assessments other than the MCAS are administered, student performance is strong and demonstrates improved over time on those assessments.</i>		
Measure: 1. 85% of students who complete K-2 through grade two will be at or above grade level according to benchmark indicators as established by DIBELS Next.	Met Met Not Met see below	2015 DIBELS (see pg. 24) K-2 (92%) Gr. 1 (90%) Gr. 2 (81%)
Measure: 2. Each year grades one and two will achieve a mean stanine of 5 on the GRADE assessment with growth toward reaching a mean stanine of 6 by 2015 as evidenced by Spring benchmark GRADE data.	Met Met	2015 GRADE (see pg. 24) Gr. 1 (7) Gr. 2 (6)
Measure: 3. Each year grades one and two will achieve a mean stanine of 5 on the GMADE assessment annually with growth toward reaching a mean stanine of 6 by 2015 as evidenced by Spring benchmark GMADE data.	Met Met	2015 GMADE (see pg. 24) Gr. 1 (6) Gr. 2 (7)
Objective 4: <i>The school student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.</i>		
Measure: 1. Each year classes in grades three through six will demonstrate 80% proficiency by the Spring L-FAST.	Partially Met see below	2015 Spring L-FAST (see pg. 24)
Objective 5: <i>The school established a professional climate resulting in a purposeful learning environment and reasonable rates of retention for school administrators, teachers and staff.</i>		
Measure: 1. Teachers at LFDACS will annually meet or exceed a 95% attendance rate.	Met	Teacher Attendance/SIMS 97.17%
Measure: 2. LFDACS will retain 80% of teachers who meet or exceed annual student performance measures as reported in their summative evaluation.	Met	Teacher Evaluations Renewal Contracts Signed 100%
Objective 6: <i>The school uses qualitative and quantitative evidence to inform, guide and improve instructional planning and practice.</i>		
Measure: 1. At each grade level 50% of students identified as performing below benchmark on the Fall GRADE will grow at least 13 NPR percentage points as measured by the Spring GRADE.	Partially Met (Grade 4) see below	Fall-Spring GRADE Comparisons (see pg. 25)
Measure: 2. At each grade level, 50% of students identified as performing below benchmark on the Fall GMADE will grow at least 13 NPR percentage points as measured by the Spring GMADE.	Partially Met (Grade 8) see below	Fall-Spring GMADE Comparisons (see pg. 25)
Measure: 3. At each grade level 50% of students identified as performing below benchmark on the Fall GRADE will grow at least 13 NPR percentage points as measured by the Spring GRADE.	Partially Met (Grade 4) see below	Fall-Spring GRADE Comparisons (see pg. 25)
Measure: 4. At each grade level, 50% of students identified as performing below benchmark on the Fall GMADE will grow at least 13 NPR percentage points as measured by the Spring GMADE	Partially Met (Grade 8) See below	Fall-Spring GMADE Comparisons (see page 25)

Measure: 5. 90% of eighth grade students will be at or above benchmark as measured by the Spring GRADE.	Did not Meet see below	2015 Spring GRADE (see pg. 25)
Measure: 6. 90% of eighth grade students will be at or above benchmark as measured by the Spring GMADE.	Did not Meet see below	2015 Spring GMADE (see pg. 25)

Objective 1 - Measure 2: In 2014 LFDCS gained .9 CPI points in Mathematics. While not the 1.5 CPI points required by the state, LFDCS outperformed the state in grades 3, 4, 6, 7 and 8. Overall, 68% of students scored Proficient or higher on the Math MCAS. Strategies to improve Math achievement include: using manipulatives and visuals for concept understanding and building capacity for multi-step problems. We are changing our supplemental mathematics program from VMATH to IXL Math because changes in the VMATH program caused students not to want to use the program.

Objective 3 - Measure 1: The school met the K-2 goal with 92% of students at this grade level reaching the Benchmark in Nonsense Word Fluency (NWF). In Grades one and two the DIBELS benchmark is DIBELS Oral Reading Fluency (DORF). Grade one met this goal with 90% of students reaching benchmark. Grade two did not meet the goal of 85% of students reaching benchmark; 81% of students met this goal. To increase fluency of students going into grade 2, teachers continue the FUNdations program into second grade to provide practice in decoding, leading to better fluency. The RtI process will track interventions.

Objective 4 - Measure 1: This year, classes in grades three, four and six all demonstrated well above 80% proficiency by the Spring L-FAST Benchmarks in ELA and Math. Grade five did not meet either ELA or Math with 76.6 and 72.4 respectively, most likely due to a change in teachers mid-year. These students will be tracked through the RtI process and needed interventions will be implemented.

Objective 6 - Measure 1: A minimum of 50% of students identified as below benchmark on the Fall GRADE grew at least 13 NPR percentage points as measured by the Spring GRADE in all grades K-2 - 8 except for grade four. As the fourth grade transitions to fifth grade, teachers will review data and target individual student's needs for daily needs-based groups that will focus on improving students' reading skills.

Objective 6 - Measure 2: In grades K-2 -grade 7 a minimum of 50% of students identified as performing below benchmark on the Fall GMADE grew at least 13 NPR percentage points as measured by the Spring GMADE. Thirty-six percent of these students below benchmark in grade eight made this growth. In this grade level only four students (9%) were determined to be below benchmark on the fall GMADE. This small number of students led to skewed data in the spring, when only two of the four students made the required growth. These students will have targeted interventions as they begin grade five this year.

Objective 6 - Measure 3: 87% of eighth grade students (49/57) were at benchmark as measured by the Spring GRADE. Going forward, we will focus on needs-based groupings for reading and writing interventions in addition to assigning students to Saturday Academy.

Objective 6 - Measure 4: 81% of eighth grade students (46/57) were at benchmark as measured by the Spring GMADE. This success is likely due to strong teaching practices, the support of the Placement Counselor and Alumni Coordinator and programs such as "Opening Doors" (SSAT and HSPT). Going forward, we will focus on needs-based groupings for mathematics interventions in addition to assigning students to Saturday Academy.

III. Organizational Viability

ACCOUNTABILITY PLAN OBJECTIVES AND MEASURES

	2014-2015 Performance	Evidence
Objective 1: <i>The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievements.</i>		
Measure: 1. The school's annual budget sustained by enrollment.	Met	SY'2014-2015 Budget (See page 9)

Measure: 2. Each year the school will demonstrate a history of positive net assets, adequate cash flow to sustain operations and support the academic program and consistently operates within budget.	Met	SY'2010-2016 Budgets See Page 10
Measure: 3. LFDCS's annual independent audit will be free of material or repeated findings.	Met	SY'2013-2014 Audit Walsh & Co. Ind. Audit SY'2014-2015 - Unaudited
Objective 2: <i>The school implements the student recruitment, retention and enrollment process intended in the charter, with recruitment and retention plans are defined by statute regulations.</i>		
Measure: 1. For each year of the charter, LFDCS will maintain an average daily student attendance of at least 95%.	Met	SY'2014-2015 SIMS Report 97.68%
Objective 3: <i>Families and students are satisfied with the school's program.</i>		
Measure: 1. Through an annual parent survey distributed to 100% of families of LFDCS, with a 50% return rate, 80% of parents responding will report satisfaction with the effectiveness of the faculty in areas of academic challenge, support and communication.	Met	Annual Survey Results 100% of surveys distributed 81% Survey Return 95.5% Parent Satisfaction
Measure: 2. 80% of the parents of the graduating eighth graders will attend high school orientation night in preparation of applying to admissions-based high schools resulting in 80% of students applying.	Met	90% Parent Attendance High School Orientation 90% applied

RECRUITMENT AND RETENTION PLAN

As defined in MGL c. 71 § 89 and 603 CMR 1.00, Lawrence Family Development Charter School (LFDCS) writes and seeks approval of the Department for a recruitment and retention plan which is updated annually. This plan considers the data and a comparative analysis to the Lawrence Public Schools and Community Day Charter School (Prospect). Entering its 5th charter (2015-20), LFDCS' past recruitment and retention plan was a factor in the Department making a positive 5th charter renewal decision. As a dual language school with a strong commitment to: parent engagement, equity and access, and culturally-responsive practices, the school's recruitment and retention strategies include a variety of outreach efforts in the district's prevalent languages.

RECRUITMENT PLAN - 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 all requirements and the lottery application on its website in both English and Spanish. Although LFDCS' recruitment is *influenced by sibling preference and a charter which limits acceptance after grade 3*, to build awareness of its recruitment periods, LFDCS distributes posters in the community, at special events such as its Summer Family Fiesta and its Maria del Pilar Quintana Family Center (for adult/ community education). With neighborhood stakeholders, Foundation funders, the business community and the Lawrence Exchange Club's service association, presentations were made this school year about the March 2015 lottery. The Exchange Club's President served to pull applicants at the charter school's March 2015 lottery. In SY'2014-2015, LFDCS displayed posters and participated in the Community Pathways non-profit group regarding the school's programs and enrollment. It worked with the Mayor's office to communicate with new immigrants and arrivals in Lawrence, showcased its capacity in local newspapers including Spanish publications, at the early childhood centers in the City of Lawrence, and at the Lawrence Public Schools' Parent Information Center. Due to its new partnership for targeted assistance to the Lawrence Public Schools, LFDCS built its visibility through talk radio, at fundraising events, and in local newspapers. 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 new 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, at School Site Council meetings. In order to increase access for homeless children, LFDCS students did a community service project to benefit homeless children, a subgroup to be targeted to reduce the achievement gap.

General Recruitment Activities:

In the upcoming year, Lawrence Family Development Charter School (LFDCS) will continue recruitment strategies used in SY'2014-2015 (see Implementation Summary above). 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. 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. In 2014-15, LFDCS was selected as a 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 (84.5%) and Low Income (59.6) (note using the new ESE calculations). Attention in the SY'2015-16 Recruitment and Retention Plan will be on English as a Second Language Learners (21.23% for 2014-15) and on Students with Disabilities (6.2% for 2014-15) 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 made with an increase over 2013-14 for ELL for a total of +1.9% and SPED +.5%. 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 place above the first quartile and comparison index for all subgroups for its early childhood programs and special education programs.

Recruitment Plan –Strategies

Demographic Group	Strategies
<p>Special education students LFDCS – 6.2% - below goal but increased the number in 2014/15 over 2013/14.</p> <p>Summary from “Chart” Despite a gain from 5.7% to 6.2%, remains below the comparison index of 27.7% and first quartile 24.5%</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’2015-2016, the Recruitment Strategies <u>will include these enhanced strategies:</u></p> <ul style="list-style-type: none"> • Outreach through social service agencies supplemented by expanded outreach through Blue Skies Wellness to reach students with disabilities. • Flyer distribution at DCF and MSPCC to complement lottery ads in local (Spanish) newspapers with home visits describing special education service. • Promote its “Model Special Education School” and add grant funding to purchase assessment materials to assess specific disabilities. • Host SY’2015-2016 School Site Council and PAC meetings with parents discussing LFDCS’ services to special education students. • Make available representatives from the school’s SPED PAC to prospective families at the lottery to discuss special education support. • LFDCS’ Summer Food Fiesta & Family Movie Nights will have information available about instructional and assessment services for children with special needs. <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 (84.5%)- <u>above goal</u> Above or equal to the first quartile (59.8%) and comparison index (63.3%)</p> <p>Measure #2: English Language Learners 21.2% - <u>below goal</u> Below first quartile (24.5%) and comparison index (27.7%)</p> <p>2014/15 increase of 1.9%, thus showing progress (Note: The Chart does not account for the effectiveness of our ESL programs and SEI supports after ESL services.)</p>	<p>LFDCS advertises and enrolls at the K-1 level for 4 year olds and enrolls from the K-2-grade 3 waitlist. ELL effectiveness at the early childhood levels usually allows students to successfully transition out by grade 3. We will maintain many current recruitment strategies for Limited English Proficient Students.</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): A smaller K-8 population, influenced by effective ELL transitions which are generally by grade 3. LFDCS only advertises and enrolls at the K-1 level for 4 year olds and its 2-year kindergarten program. 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. Activities: 1) Outreach through social service agencies in the City with presentations at the LPS—especially the new Lawrence Family Public Academy – with ads in Spanish newspapers and 2) Summer home visits for incoming students will include a flyer about ESL services and the Parent Liaison will introduce Title Three activities and staff.</p> <ul style="list-style-type: none"> • School Site Council and PAC meetings will have materials for parents to share in their neighborhoods to increase awareness about LFDCS' services for non-English speakers. • Translation services will be conducted at all parent engagement activities. Family math and other parent participation nights will provide parents with extra copies of materials to bring to their neighborhoods to share with prospective families that will encourage non-English speakers to pursue the LFDCS lottery. • Maintain RtI records to demonstrate the timelines to FLEP its ESL students and will compare these to other schools in the comparison index. • Build resources and professional development mechanisms to show other schools how the process of language acquisition can be enhanced for shorter timelines.
<p>Low Income/Students eligible for free or reduced lunch</p> <p>LFDCS – 59.6%, slightly below first quartile, higher than comparison index 85.9%</p>	<p>For recruitment, LFDCS will provide a brochure from local food pantries or homeless shelters regarding services in the community. Where needed, it links family to community services. It also supports the local food pantry through its students' 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 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, no strategy changes.</p>
<p>Students at risk of dropping out of school</p>	<p>To recruit students who would be at risk of dropping out, LFDCS works with the community and various stakeholders such as the Department of Children and Families and the Department of Transitional Assistance. It lets professionals know that all families are eligible to apply to the LFDCS lottery. To assure high school retention and to track outcomes over time, LFDCS also employs an alumni counselor who tracks 8th grade graduates for their 4 years of high school.</p>
<p>Students who have dropped out of school</p>	<p>Not applicable – we do not enroll students who are age-eligible to drop outs.</p>

<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>For recruitment, no strategy changes will be made to target demographic. Achievement is strong for a district enrolling a low income, minority population which is comprised of these demographics: First Language not English (84.5%) and Low Income (59.6). LFDCS also works with accommodating homeless students living out of town, including offering scholarships for summer school. Improvements in levels made in 2014-15: SPED: 5.7-6.2%; ELL: 19.3%-21.2%.</p>
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RETENTION PLAN - 2015-2016

Implementation Summary:

LFDCS established a retention goal in its charter of 95% and for all students in SY'2014-2015 achieved 98.4%. For kindergarten students the levels were: K-1: 98.4% and K-2: 99.4% and for first grade students the level was at 98.8%. According to the “the Chart,” grades 3 -7 were at 98% with 100% of the 8th graders transitioning upon graduation to high school. According to “The Chart” LFDCS’ work with students with disabilities, support at parent meetings, and the PAC earned LFDCS 100% retention for this population. LFDCS’ retention of ELLs, low income and high needs populations during this year was above a level of 98% for all categories.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95% or higher

Retention Plan –Strategies

Demographic Group	Strategies
<p>Special education students Attrition rate for SY'2014-15 = 2.4%; Retention Rate for SY'2014-15= 97.6%. Goal for SY'2015-2016 is: 95% or better</p>	<ul style="list-style-type: none"> • 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. • Build professional development through the Massachusetts Charter School Association’s Model Special Education Model School Project. • 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.
<p>Limited English-proficient students Attrition rate for SY'2014-15 = 2.9%; Retention Rate for SY'2014= 97.1%. Goal for SY'2015-16 is: 95% or better</p>	<ul style="list-style-type: none"> • 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 website, letters, support services at Quintana Family Center, at parent conferences, and by using Spanish-translated “One Call” messages. • Maintain Title Three activities for parents and review quarterly the ELL Coordinated Program Review expectation.
<p>Low Income (Students eligible for free or reduced lunch) Attrition rate for SY'2014-15 = 1.6%; Retention Rate for SY'2014= 98.4%. Goal for SY'2015-16 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.

<p>High Needs (Students who are sub-proficient) Attrition rate for SY'2014-15 = 1.6%; Retention Rate for SY'2014= 98.4%. Goal for SY'2015-2016 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, LFDACS will continue to support the social/emotional needs of all of its students. • LFDACS’ 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 school and 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; LFDACS is a Kindergarten to grade 8 school.
<p>Other subgroups of students who should be targeted to eliminate the achievement gap Numbers for All Students Attrition rate for SY'2014-15 = 1.6%; Retention Rate for SY'2014= 98.4%. Goal for SY'2015-16 is: 95%</p>	<ul style="list-style-type: none"> • Appropriate strategies are defined through the LFDACS’ RtI, SPED and ELL plans and operations; LFDACS is in full compliance in all areas.

SCHOOL AND STUDENT DATA

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

Listed below is student demographic and subgroup information from the June, 2015 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	664	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	6.7%
Limited English proficient	140	20.8%
Low income	624	92.7%

TEACHERS AND STAFF ATTRITION FOR SY'2014-2015			
	Number as of the last day of SY'2014-2015	Departures during SY'2014-2015	Departures at the end SY'2014-2015
Teachers	55	1 dismissed, 1 resigned	5 non-renewals, 2 resigned
Other Staff	49	2 dismissed, 5 resigned	2 non-renewals, 2 resigned

ADMINISTRATIVE ROSTER FOR SY'2014-2015			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Ralph Carrero, Superintendent	Chief Executive Officer – Responsible for implementation of mission, policies & budget	8/07	
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 and 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	
David Hildt, After-School Coordinator	After-school program	8/12	
Stephanie Cross, Science Department Head	Science curriculum and partnerships	8/11	5/15
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.

BOARD OF TRUSTEES FOR SY'2014-2015				
Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
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	2 nd term 10/09-8/2015
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
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
Miguelito Saldaña	Member	Parent representative	Small Business Owner	1 st term 9/2012-8/2015
Bellis 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

Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Raquel Bauman, EdD
Charter School Leader	N/A
Assistant Charter School Leader	Judith Marley, EdD
Principal	Susan Earabino, EdD
Head of School Academy for Early Academic Preparation	Erica Crescenzo
Jennifer Fanning	N/A
Stephanie Cole	N/A
Special Education Director	N/A
MCAS Test Coordinator	Susan Earabino, EdD
SIMS Coordinator	N/A
English Language Coordinator	Susan Earabino, EdD

Enrollment

Action	Date(s)
Student Application Deadline	February 26, 2016
Lottery	March 9, 2016

Complaints

There were no complaints during SY'2014-2015.

Attachments (Optional)

I. FAITHFULNESS TO CHARTER - OBJECTIVE 1, MEASURE 2

K-1 DIBELS	LNF Goal = 28 Letters a Minute	FSF Goal = 30 First Sounds a Minute
Spring Benchmark 2015	95%	91%

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 1, MEASURE 1

ELA MCAS Performance
GOAL = ANNUAL CPI GAIN OF 1.5

Year 1	CPI	Year 2	CPI	Gain
2010	81.3	2011	83.5	+2.2
2011	83.5	2012	89.9	+6.4
2012	89.9	2013	89.2	-.7
2013	89.2	2014	91.03	+1.83
2014	91.03	2015		

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 1, MEASURE 2

Math MCAS Performance
GOAL = ANNUAL CPI GAIN OF 1.5

Year 1	CPI	Year 2	CPI	Gain
2010	79.1	2011	82.7	+3.6
2011	82.7	2012	86.6	+3.9
2012	86.6	2013	86.6	-
2013	86.6	2014	87.4	+.8
2014	87.4	2015		

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 2, MEASURE 1

ELA MCAS Student Growth
GOAL: SGP OF 40 OR HIGHER

Goal Year	Actual SGP
2011	54.0
2012	75.0
2013	61.0
2014	68.0
2015	

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 2, MEASURE 2

MATH MCAS STUDENT GROWTH
GOAL: SGP OF 40 OR HIGHER

Goal Year	Actual SGP
2011	66.0
2012	72.0
2013	56.0
2014	54.0
2015	

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 3, MEASURE 1

EXTERNAL ASSESSMENT/DIBELS SPRING BENCHMARK

K-2-GRADE 2

ANNUAL GOAL: 85%

Year	Grade	Benchmark	Score	Grade	Benchmark	Score	Grade	Benchmark	Score
2011	K-2	NWF	100%	1	DORF	96%	2	DORF	85%
2012	K-2	NWF	97%	1	DORF	93%	2	DORF	86%
2013	K-2	NWF	94%	1	DORF	77%	2	DORF	88%
2014	K-2	NWF	92%	1	DORF	83%	2	DORF	82%
2015	K-2	NWF	92%	1	DORF	90%	2	DORF	81%

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 3, MEASURE 2

GRADE ELA Spring 2013 Mean Stanine

GOAL = STANINE 5/6 BY 2015

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

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 3, MEASURE 3

GMADE Math Spring 2013 Mean Stanine

GOAL = STANINE 5/6 BY 2015

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

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 4, MEASURE 1

Internal Assessments of Student Achievement

L-FAST Benchmark CPI

GOAL = 80% PROFICIENCY

Year	ELA				Math			
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 3	Grade 4	Grade 5	Grade 6
2011	79.2	87	81.4	84.21	84.18	80.74	87.9	77.0
2012	89.47	93.86	90.18	94.15	83.22	92.33	80.33	90.31
2013	84.7	95.61	86.1	93.56	96.07	91.02	94.8	102.32
2014	96	96	94	100	108	88	86	93.8
2015	84.3	91.3	76.6	90.7	82.6	89.7	72.4	86.8

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 6, MEASURE 1

GRADE - Accountability Goal: 50%

Grade Level	# of Students Below Benchmark (36 NPR and lower) Fall 2014	# of Students Making 13 NPR* gain Fall 2014 to Spring 2015	% of Students Making 13 NPR* gain Fall 2014 to Spring 2015
K-2	2	84	97%
Grade 1	2	67	82%
Grade 2	15	48	61%
Grade 3	7	46	75%
Grade 4	7	22	40%
Grade 5	5	55	94%
Grade 6	4	34	60%
Grade 7	5	31	50%
Grade 8	8	43	75%

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

II. ACADEMIC PROGRAM SUCCESS - OBJECTIVE 6, MEASURE 2

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

Grade Level	# of Students Below Benchmark (36 NPR and lower) Fall 2014	# of Students Making 13 NPR* gain Fall 2014 to Spring 2015	% of Students Making 13 NPR* gain Fall 2014 to Spring 2015
K-2	7	69	79%
Grade 1	5	72	88%
Grade 2	12	68	86%
Grade 3	7	53	87%
Grade 4	1	53	95%
Grade 5	6	48	81%
Grade 6	4	34	60%
Grade 7	2	41	67%
Grade 8	11	21	36%**

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

***low # of total students influenced the statistics*

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

ELA/GRADE

Year	Spring Goal	GRADE Achieved
2011	90%	88%
2012	90%	89%
2013	90%	100%
2014	90%	90%
2015	90%	87%

MATH/GMADE

Year	Spring Goal	GMADE Achieved
2011	90%	94%
2012	90%	96%
2013	90%	88%
2014	90%	90%
2015	90%	81%

III. ORGANIZATIONAL VIABILITY – OBJECTIVE 2, MEASURE 1

Year	Attendance Goal	Actual Student Attendance
2010-2011	95%	97.8%
2011-2012	95%	98.07%
2012-2013	95%	97.89%
2013-2014	95%	97.72%
2014-2015	95%	97.68%

2014 ELA MCAS COMPARISONS

# STUDENTS	GRADE	GROUPS	PROF+	ADVANCED	PROFICIENT	NEEDS IMPROVEMENT	WARNING
57	3	LFDCS	72%	16%	56%	21%	7%
		STATE-ALL	57%	12%	46%	33%	10%
		STATE-HISPANIC	34%	4%	30%	45%	21%
59	4	LFDCS	63%	17%	46%	6%	2%
		STATE-ALL	54%	13%	41%	33%	13%
		STATE-HISPANIC	29%	5	26	42	27
59	5	LFDCS	68%	13%	55%	23%	8%
		STATE-ALL	55%	18%	46%	26%	10%
		STATE-HISPANIC	40%	6	34	39	21
61	6	LFDCS	79%	24%	55%	19%	2%
		STATE-ALL	68%	16%	52%	23%	9%
		STATE-HISPANIC	45%	6	39	36	20
57	7	LFDCS	90%	24%	66%	7%	3%
		STATE-ALL	72%	11%	61%	21%	7%
		STATE-HISPANIC	49%	3	46	34	16
49	8	LFDCS	88%	6%	82%	12%	0%
		STATE-ALL	79%	14%	65%	14%	8%
		STATE-HISPANIC	58%	4	54	24	17
LFDCS All Grades			76%	17%	59%	20%	4%

2014 MATH MCAS COMPARISONS

# STUDENTS	GRADE	GROUPS	PROF+	ADVANCED	PROFICIENT	NEEDS IMPROVEMENT	WARNING
57	3	LFDCS	93%	58%	56%	7%	0%
		STATE-ALL	68%	31%	38%	21%	11%
		STATE-HISPANIC	41%	16	34	30	20
59	4	LFDCS	59%	29%	31%	41%	0%
		STATE-ALL	52%	20%	32%	36%	12%
		STATE-HISPANIC	33%	9	24	45	22
59	5	LFDCS	55%	27%	28%	38%	7%
		STATE-ALL	61%	30%	30%	25%	15%
		STATE-HISPANIC	28%	7	21	45	28
61	6	LFDCS	71%	29%	42%	26%	3%
		STATE-ALL	60%	29%	31%	25%	15%
		STATE-HISPANIC	39%	13	24	34	29
57	7	LFDCS	61%	27%	34%	29%	10%
		STATE-ALL	50%	17%	33%	26%	24%
		STATE-HISPANIC	26%	6	20	28	46
49	8	LFDCS	69%	16%	53%	29%	2%
		STATE-ALL	52%	19%	33%	29%	19%
		STATE-HISPANIC	79%	7	22	33	38
LFDCS All Grades			68%	31%	37%	28%	4%

Other Achievement, Improvement or Assessment Measures:

Response to Intervention

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

