

Lawrence Family Development Charter School



SY'2017-2018 ANNUAL REPORT

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AUGUST 1, 2018

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 and staff, students and families, which are served by Lawrence Family Development Charter School (LFDSC), we present this Annual Report which covers July 1, 2017 to June 30, 2018. This year LFDSCS educated 734 students in grades Kindergarten 1 through 8. The school effectively managed its enrollment growth, which increases to 800 students by the year 2020. This SY'2017-2018 Annual Report reflects our unwavering commitment to our mission: *strengthening families and building community.*

This was a year of many external reviews. I am pleased to report that LFDSCS did well with its reviews and the accountabilities which were audited. In October 2017, Lawrence Family Development Charter School had its Mid-Charter Review which was conducted by four members of the Department of Elementary and Secondary Education and two practitioners from Boston area charter public schools. During the visit the Charter School Performance Criteria was monitored in three guiding areas of charter school accountability: faithfulness to charter, academic program success and organizational viability. Following the submission of dozens of documents, LFDSCS earned “meets” in all areas, which helps LFDSCS prepare for the submission of its sixth charter application in the fall of 2019. Special attention in the Mid-Charter Review included monitoring of criteria subsets: Mission and Key Design Elements, Access and Equity, Student Performance, Instruction, Supports for Diverse Learners, Contractual Relationships and Governance. The site visit team prepared for the visit by reviewing the school’s Annual Report, the Year 20 Summary of Review, the school’s accountability plan, board materials and minutes and recent assessment data. While onsite, the team reviewed safety documents, ESL curriculum samples, recruitment materials, the special education and ESL policies and procedures manuals and other information provided by LFDSCS. Lastly, the Mid-Charter Review team conducted thirty-six classroom observations as well as interviewed five board trustees, ten administrators and ten teachers. As a result of the recent Mid-Charter Review and based on questions from the committee about roles, responsibilities and the relationship between LFDSCS as a public entity and its management organization, Lawrence Family Development, Inc. as a 501(c)(3), the two organizations engaged with the law firm Krokidas and Bluestein to help document organizational responsibilities and interactions between two distinct organizations. This process aimed at mitigating risk of perceived conflict of interest by staff members and/or board trustees. For compliance purposes, the process audited staff and/or Board responsibilities, and the signing of disclosures clarified roles, responsibilities, actions and Board votes. All of the legal recommendations and steps to bring into compliance job descriptions and disclosures were reviewed and voted upon by the Board before these new protocols were executed. These steps strengthen the foundation of LFDSCS and allow not only for compliance but also for future growth as recommended and approved.

Also this year, LFDSCS in February 2018 had its Consolidated Program Reviews in: ESL, SPED, Title 1 and Civil Rights. LFDSCS was very proud that for its reviews of ESL and Title 1 there were no Consolidated Program Review findings. SPED and Civil Rights Consolidated Program Reviews have four items to work on in FY'19 which are documented by the Department of Elementary and Secondary Education in the LFDSCS Corrective Action Plan.

This past year LFDSCS's 734 students became more adept at using technology and LFDSCS increased the number of Chromebooks available to students, which benefited the school with successful testing online for Commonwealth of Massachusetts “high-stakes” assessments in ACCESS (for ELLs) and for Next-Gen MCAS tests (grades 3-8). In the Spring of 2017, LFDSCS’ MCAS scores in English Language Arts and Mathematics reflected that instruction as the school prepares students to demonstrate mastery of the Massachusetts Curriculum Frameworks. MCAS academic testing measured LFDSCS student achievement in English Language Arts, Math and Science. We are very pleased that Lawrence Family Development Charter School had an overall Spring 2017 MCAS ranking at the 82nd percentile for both English Language Arts and for Math on the Next-Gen MCAS tests which places LFDSCS as a top Commonwealth of Massachusetts performer for the sixth year in a row.

LFDSCS continues to move forward with goals of professionalism and excellence in all aspects of its work. I hope that the highlights found in this SY'2017-2018 Annual Report prompt readers and the Board of Trustees to share my enthusiasm for what the next year offers for our students and staff.

Sincerely,

Raquel Bauman, EdD, Chair, LFDSCS 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	740*	Current Enrollment as of 6/30/2018	734
Chartered Grade Span	K-1-Grade 8	Current Grade Span	K-8
# of Instructional Days per school year	180	Students on Waitlist as of 6/30/2018	239
School Hours	K-1-Gr. 1 7:45am-3:10pm Grs. 2-4 7:45am-3:20pm Grs. 5-8 7:45am-3:30pm	Age of School	23 years

*800 students by 2020

Mission Statement

Strong families, working in partnership with the school as advocates for academic achievement, will create an environment where every child has the opportunity to acquire the foundation skills and habits of mind that foster life-long learning, citizenship participation and personal fulfillment.

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

I. Faithfulness to Charter

Mission and Key Design Elements

LFDSCS, in its 23 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** - LFDSCS 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** - LFDSCS hires certified teachers in required fields who also hold high expectations for all students. LFDSCS 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** - LFDSCS 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 LFDSCS. A thirteen-member board, comprised of directors of LFD, Inc., the Management Organization, seven parents of students enrolled at the school, alumnus of the school, alumnus parents of the school and/or community stakeholders with knowledge of the school. A parent 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.

The key evidence of how LFDCS implemented these design elements was demonstrated in SY'2017-2018 by:

- **Parent satisfaction** which was cultivated and evaluated through use of annual parent surveys and parent participation at School Site Council and Special Education PAC evening meetings and morning coffees which provide important ways in which parents can be involved with the school.
- **Parents worked in partnership for academic achievement** this past year at Math Title Three workshops for ELL students, a Grade 4 State Fair, Science Fairs and the High School Fair, while 100% of parents participated in report card conferences.
- **Parents obtained citizenship attainment, English language skills and personal fulfillment** by taking advantage of reduced cost ESL and citizenship classes at the Maria del Pilar Quintana Family Center.
- **ELL/RTI (Response to Intervention) Protocols**, led by the ELL/RTI Coordinator, organized and facilitated instructional offerings and benchmarking to assure that LFDCS met the needs of all students. The Coordinator assisted teachers in recommending needs-based groupings and students' participation in Summer Academy, which provided beyond-the-school-day specialized instruction for students in grades 1-6. Additionally, RTI practices are adopted at LFDCS and at the Lawrence Family Development, Inc.'s school turnaround project with the Lawrence Public Schools.
- **Professional development** for staff this past year focused on the foundational skills for all students. Of key importance each year is the one full week of Teachers' In-service offerings which included: How to use MAP testing to inform instruction; instruction for teachers on the use of *Schoology* (the adopted Learning Management System), instruction for teachers on the new ELA curriculum *Journeys* reading and writing resources. Throughout the year, and school-wide, professional development sessions were offered for both ELA and Math curriculum by the Principal with the formation of Math & ELA Curriculum Teams. Another focus, which will continue into SY'2018-2019, is a Technology Integration teacher committee where the Digital Instructor works with teachers in their classrooms, organizes professional learning sessions and leads a *Technology Committee* made up of teachers who create and model exemplar lessons.
- **Partnerships** infused the STEM curriculum and offered applied learning and interdisciplinary practices while meeting curriculum standards. LFDCS expanded its use of the STEM Center (Science, Technology, Engineering, Math) for in-school and after-school instruction by offering multiple new activities for project-based learning. After School programs included a STEM-focused Girl Scouts program, robotics and engineering efforts with the Latino STEM Alliance and a new partnership with the Iyer Foundation for moving students from beginning levels in coding and robotics to the intermediate levels.

Amendments to the Charter

There were not amendments for SY'2017-2018.

Access and Equity

Lawrence Family Development Charter School aims to minimize suspensions as a consequence. Suspensions are reserved for infractions that are repeated and/or harmful to others. When suspension is necessary, the procedures in the Parent/Student Handbook are carefully followed. The Principal and Heads of School have addressed the use of suspensions as a consequence by providing more in-class support, focusing on logical consequences for behaviors, providing opportunities for a break or a walk and working with parents on an ongoing basis. With few exceptions, suspension rates have remained stable, with no subgroup reaching 5%.

DISSEMINATION EFFORTS

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
<ul style="list-style-type: none"> • partnerships with another school implementing key aspects of the charter school's program • active participation in district turnaround efforts • sharing resources or programs developed at the charter school • hosting LPS educators at the charter school 	<p>Lawrence Family Development, Inc. shared its charter school innovative practices with the Lawrence Public Schools' Lawrence Family Public Academy (LFPA). The Lawrence Public Schools' School Turnaround/Targeted Assistance Project is in its fourth year.</p>	<ul style="list-style-type: none"> • LFDCS Asst. Superintendent • LPS Principal • Early Childhood Lead Teachers • K-1 and K-2 lead teachers from LFDCS (one additional teacher during a maternity leave) 	Instruction	<p>Lawrence Public Schools' Lawrence Family Public Academy (LFPA), Lowell St., Lawrence Public Schools' School Turnaround/Targeted Assistance Project 4-year contract</p>	<ul style="list-style-type: none"> • Monthly meeting agendas and minutes which are held by both organizations • City-wide MAP test results • FY18 Budgets for School Turnaround/Targeted Assistance Project • Calendars of dates for LPS and LFDCS collaboration • Disclosures/job descriptions showing the work done by LFDCS employees involved in turnaround efforts by Lawrence Family Development, Inc.
<ul style="list-style-type: none"> • partnerships with other schools implementing key successful aspects of the charter school's program • active participation in district turnaround efforts sharing resources or programs developed at the charter school 	<p>LFDCS organized its RTI (Response to Intervention) effort for the Lawrence Public Schools' School Turnaround/Targeted Assistance Project at LPS' Lawrence Family Public Academy.</p>	<ul style="list-style-type: none"> • LFPA Principal • Early Childhood teachers for mentoring • ELL/RTI Coordinator from LFDCS • K-1 and K-2 lead teachers from LFDCS 	Professional Climate	<p>Lawrence Public Schools' Lawrence Family Public Academy (LFPA), Lowell St., Lawrence Public Schools' School Turnaround/Targeted Assistance Project 4-year contract</p>	<ul style="list-style-type: none"> • RTI results (DIBELS & MAP assessment); data charts for groups and RTI folders for each student • RTI monthly meeting agendas and minutes held by both organizations LFD, Inc (a 501(c)(3) non-profit and LFDCS's management organization) • Annual Reports for FY'15, FY'16 and FY'17

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
<ul style="list-style-type: none"> • partnerships with other schools implementing key successful aspects of the charter school's program • active participation in district turnaround efforts 	<p>Rotation of 2 LFDSCS lead teachers who taught their Lawrence Public School colleagues how to collaborate on lesson plan development and use of <i>Schoology</i>.</p>	<p>two LFDSCS lead teachers on loan from LFDSCS to Lawrence Public Schools</p>	<p>School Leadership</p>	<p>Lawrence Public Schools' (LFPA), LPS Turnaround/Targeted Assistance Project 4-year contract</p>	<ul style="list-style-type: none"> • Team Leadership and teachers' use of <i>Schoology</i> meetings/organizational charts • ESE evaluation rubrics for lead teachers • Impact of LFDSCS curriculum • Calendar of activities
<ul style="list-style-type: none"> • partnerships with other schools implementing key successful aspects of the charter school's program • active participation in district turnaround efforts • sharing resources or programs developed at the charter school 	<p>In FY'17, LFDSCS adopted the LFPA assessment tool by using MAP, adding a common benchmark assessment</p> <ul style="list-style-type: none"> • adding <i>Schoology</i> as common lesson planning tool at LFPA 	<ul style="list-style-type: none"> • LFPA Principal • Early Childhood teachers for mentoring • ELL/RTI Coordinator • two LFDSCS lead teachers on loan from LFDSCS to Lawrence Public Schools 	<p>Curriculum</p>	<p>Lawrence Public Schools' Lawrence Family Public Academy (LFPA), Lowell St., Lawrence Public Schools' School Turnaround/Targeted Assistance Project 4-year contract</p>	<ul style="list-style-type: none"> • Team Leadership mtgs./organizational charts • Lesson Plan artifacts in <i>Schoology</i> • Effect of implementation of LFDSCS curriculum

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
<ul style="list-style-type: none"> • partnerships with other schools implementing key successful aspects of the charter school's program • hosting other educators at the charter school 	<p>Lawrence Family Development Charter School shared RTI practices with Massachusetts charter school leaders to learn components of LFDCS' effective Response to Intervention (RTI)</p>	<p>ELL/RTI Coordinator</p>	<p>Professional Climate</p>	<p>Massachusetts Charter School Association (Community of Practice Professional Development Sessions)</p>	<ul style="list-style-type: none"> • RTI session agenda and slides • RTI resources and registration for <i>Schoology</i> access • Videotape of RTI to see a live session • Requests for support to support other schools with the RTI process/implementation
<ul style="list-style-type: none"> • presented at professional conferences about its innovative school practices 	<p>During 2017-18 submitted proposals to MASSCUE and National Charter School Association Conference. Selected for the MASSCUE Conference.</p>	<ul style="list-style-type: none"> • Digital Instructor • Teachers of the LFDCS Technology Committee 	<p>Professional Climate</p>	<p>Conference attendees at MASSCUE sessions</p>	<ul style="list-style-type: none"> • Conferences' bios of presenters, slides, agenda • TechTalk resources, handouts and Videotapes • <i>Schoology</i>-housed artifacts • Participants conferences registration and session evaluations
<ul style="list-style-type: none"> • sharing resources or programs developed at the charter school • designed and administered a one-day professional development workshop on the essentials of Response to Intervention (RTI) 	<p>Brookhaven Innovation Academy located in Norcross, GA</p>	<ul style="list-style-type: none"> • ELL/RTI Coordinator • Head of Lower School 	<p>Professional Climate</p>	<p>School leaders, classroom teachers and support staff (SPED, ESL, Title 1)</p>	<ul style="list-style-type: none"> • RTI materials shared (recommendations on DIBELS & MAP assessment collections); examples of data charts for groups and RTI folders for each student. • RTI monthly meeting agendas and minutes as models for replication. • Surveys of participants in the workshops

II. Academic Program Success

Student Performance

Next Generation MCAS data for Spring 2017 Assessments

LFDSC's Report Card link is:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04540205&fycode=2017&orgtypecode=6&>

2017-2018 Student Performance on Internal Assessments Campus Level Data

Measures of Academic Progress (MAP) Spring 2018 Students at or Above Benchmark:

- Reading (grades K-2 to 8) - 80%
- Math (grades K-2 to 6) - 79.6%
- Science (grades 4 to 8) - 82.6%
- 76.3% of students in grades 3-8 scored at or above grade level on spring ELA L-FAST (internal) assessments.
- 70.6% of students in grades 3-8 scored at or above grade level on spring Math L-FAST (internal) assessments.
- 82% of students in grades 4-8 scored at or above grade level on spring Science L-FAST (internal) assessments.
- 79.1% of students in grades K-1-8 scored at or above grade level on spring Spanish L-FAST (internal) assessments.

Program Delivery

Curriculum and Instruction

Lawrence Family Development Charter School is aware that the Board of Elementary and Secondary Education voted in March of 2017 to adopt revised learning standards for Mathematics and English Language Arts and Literacy (ELA). Because of the revised standards, and because Lawrence Family Development Charter School continues to look for ways to strengthen teaching and learning, LFDSC has been studying possible revisions to its Mathematics and ELA curricula.

Since September 2016 two teams, one each for Mathematics and English Language Arts/Literacy, have been meeting with the following objective: review current curriculum strengths and weaknesses in reference to standards and LFDSC students' needs, using data to support findings. By spring 2016 the teams had:

- met regularly with each other and the Principal;
- learned how to do a curriculum review;
- reviewed lesson plans and curriculum maps against the standards;
- analyzed current programs for strengths and weaknesses;
- solicited information from grade level or specialist colleagues;
- used data to support their findings; and
- created and presented a report of findings to the full staff.

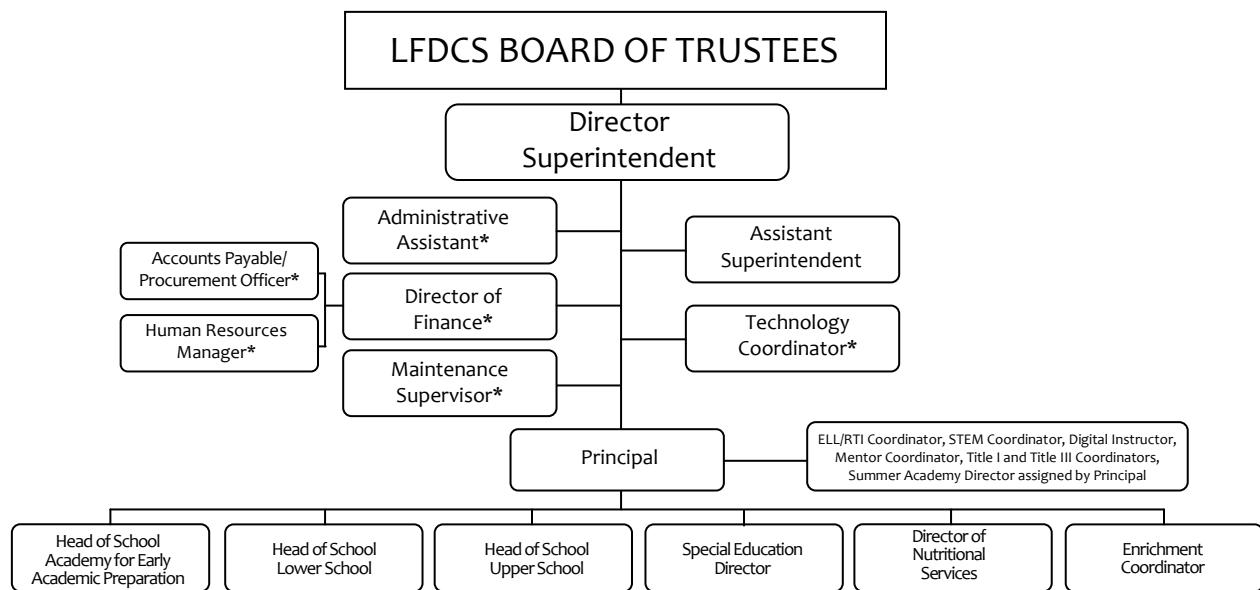
One curricula change was implemented this year. In August 2016 LFDSC began its adoption of a new ELA curriculum: *The Big Day* (K-1) and *Journeys* (K-2-Grade 4), both published by Houghton-Mifflin Harcourt. This replaces the publisher's previous version of the program, *Trophies*, which was out of print.

The program is more current, more rigorous and better connected to the standards. It has caused teachers to modify their planning and instruction to accommodate more small group and individualized reading. The program includes connections to Writing, Science and Social Studies. The program was implemented with fidelity this first year, and any modifications that are needed based on student progress will be planned before the new school year begins in August.

III. Organizational Viability

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

There were no major changes to the SY2017-2018 Organizational Chart.



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

Teacher Evaluation

Lawrence Family Development Charter School uses the Teacher Evaluation System of the Massachusetts Department of Elementary and Secondary Education. The only change in the teacher evaluation system is that the Teacher Compensation System, which outlines teacher salaries, includes information from a teacher's evaluation to increase his/her salary, including Progress Toward Goals and Proficiency levels on the four standards.

BUDGET AND FINANCE

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL

Statements of Activities and Changes in Net Assets (unaudited) and FY'2019 Budget

(approved by LFDCS Board of Trustees 6/13/18)

Year ended June 30, 2018

	<u>2018</u>	<u>APPROVED 2019 BUDGET</u>
REVENUES AND SUPPORT		
Tuition and Fees	\$9,257,143	\$9,595,000
State grants	\$9,020	\$9,000
Federal grants	\$1,082,047	\$1,140,000
Donations	\$118,680	\$148,000
Food Service	\$10,936	\$10,000
Catering	\$88,840	\$15,000
Investment Return	\$6,500	\$10,000
Participant Fees	\$478,432	\$425,000
Pension revenue from state	\$757,024	<u>\$750,000</u>
Temporarily Restricted	0	0
TOTAL REVENUES AND SUPPORT	\$11,808,622	\$12,102,000
EXPENDITURES		
Salaries, taxes and benefits	\$7,903,145	\$8,410,830
Administrative Expenses	\$844,602	\$898,525
Instructional Expenses	\$602,467	\$411,000
Student Services	\$510,976	\$560,700
Facilities	\$1,780,393	\$1,795,000
TOTAL EXPENDITURES	\$11,641,583	\$12,076,055
Net Ordinary Income	\$167,039	\$25,945
Depreciation	\$113,655	\$119,000
CHANGE IN NET POSITION	\$53,384	(\$93,055)
NET POSITION		
BEGINNING OF YEAR	<u>\$3,332,742</u>	<u>\$3,386,126</u>
NET POSITION, END OF YEAR	<u>\$3,386,126</u>	<u>\$3,293,071</u>

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL

Statements of Net Assets (unaudited)

June 30, 2017 and 2018

	<u>ASSETS</u>	<u>2018</u>	<u>2017</u>
Current Assets:			
Cash and Cash Equivalents	\$3,429,229	\$2,556,024	
Accounts Receivable, deemed fully collectible	\$238,365	\$1,046,101	
Related Party Receivable	\$44,447	\$25,000	
Prepaid Expenses/Deposits	0	\$15,924	
Total Current Assets	\$3,712,041	\$3,643,049	
 Property and Equipment:			
Leasehold Improvements	\$727,376	\$727,376	
Furniture and Equipment	\$326,358	\$305,840	
Technology	\$503,666	\$503,666	
Vehicles	\$108,764	\$86,863	
Total Property and Equipment	\$1,666,164	\$1,623,745	
Less: Accumulated Depreciation	(\$1,372,214)	(\$1,258,560)	
Property and Equipment, Net	\$293,949	\$365,185	
TOTAL ASSETS	\$4,005,990	\$4,008,234	
 LIABILITIES AND NET ASSETS			
LIABILITIES			
Current Liabilities:			
Accounts Payable and Accrued Expenses	\$72,142	\$91,899	
Related Party Payable	0	0	
Wages and Related Payable	\$547,722	\$583,593	
TOTAL LIABILITIES	\$619,864	\$675,492	
 COMMITMENTS AND COUNTERING LIABILITIES			
 NET ASSETS			
Unrestricted	\$3,386,126	\$3,272,441	
Temporarily Restricted	0	\$60,301	
	\$3,386,126	\$3,332,742	
 TOTAL LIABILITIES AND NET ASSETS	\$4,005,990	\$4,008,234	

CAPITAL PLAN FOR SY'2018-2019

Lawrence Family Development Charter School has an approved student growth plan to 800 students. In FY'18, LFDCS added an additional fifth grade classroom, and in FY'19 adds an additional sixth grade classroom to the Upper School at 400 Haverhill Street. The student growth hitting the Upper School housed at 400 Haverhill Street is managed because the Upper School has the needed number of regular education classrooms to accommodate this growth. This needed space was acquired when the STEM Center was developed in FY'16, which moved Upper School science classes to the 34 West Street campus. Further, as an Upper School upgrade due to a growing student population, LFDCS purchased new student lockers at a \$26,000 cost. As these additions to the student population occur, LFDCS budgets yearly for materials and furniture at \$5,000 per classroom. This budget is also supported by fundraising for supplementary resources from private foundations, corporate donations and individual donors. Additionally, LFDCS benefits from a relationship with *The Furniture Trust* which provides LFDCS access to high-quality, discarded corporate equipment and furniture donations.

During SY'2017-2018, as our enrollment grew to 734 students, LFDCS needed to search for additional art, music and gym classroom space. Lawrence Family Development contemplated constructing a new gymnasium building at 34 West Street, but the design and cost of the needed space proved to be estimated between \$2.6-\$2.9M. It was then decided that locating gymnasium space to rent would be more cost effective. In January 2018, following extensive discussions on adding a new gymnasium to meet the charter school's space needs, Lawrence Family Development Charter School's Board of Trustees approved the Director/Superintendent's commitment to sign a lease with the Lawrence Housing Authority for the rental of a gymnasium and additional classroom and storage space at 580 Haverhill Street, Lawrence, MA. The term for the agreement to rent 580 Haverhill Street by Lawrence Family Development Charter School is January 15, 2018-December 31, 2027. The building was assessed by the Lawrence Family Development Facilities Committee, and as a rental, presents an excellent alternative to constructing a building at 34 West Street. The FY'18 budget reflected additional rent for more space. In January 2018, 580 Haverhill Street became available through a long-term lease of \$86,037 per year for use of the building. For the balance of FY'18, the building was prepared for students by cleaning and painting. It is anticipated that the use of the building in FY'19 will be primarily for our early childhood program (grades kindergarten through grade 1) for instruction in gym, art and music. These students are currently bused from the early childhood location to 400 Haverhill Street, and in FY'19 they will be bused to 580 Haverhill Street. As a rental, 580 Haverhill Street presents as an excellent alternative to constructing a building at 34 West Street.

Past annual reports highlighted the savings garnered by solar panels on all school buildings, and in FY'18, as an extension to this savings, Lawrence Family Development (LFD) did an energy audit to its Railroad Street building. By following the recommendations of lighting and other changes, LFD received a Mass Saves rebate of \$8,000 for its Railroad Street site. Also at this site (which is one of the generously-gifted buildings owned by the management organization) a new heating and air conditioning system was purchased at \$68,000 which moved an antiquated oil burning heating system to an energy-efficient gas heating and hot water system. This replacement was financed as a capitalized maintenance project (as described below for maintenance with funds on reserve through Enterprise Bank). Also at the Academy (Railroad Street site), due to the growing number of students and so that additional children could use the space at the same time, a new playground was installed at a cost of \$26,000 with labor provided by parent volunteers.

Financing for Maintenance Projects

In June, 2015 the building debt for the campus buildings and improvements were refinanced through a Mass. Development Bond and debt package at a rate of 3.4% with Enterprise Bank. The remaining balance of the Mass. Development Bond to Enterprise Bank of approximately \$500,000 is in an escrow account and is in reserve to fund build-outs for physical education and multipurpose room space.

Capital Reserve Account

All buildings used by Lawrence Family Development Charter School in SY'2017-2018 are assessed for renovations annually by the maintenance staff of Lawrence Family Development, Inc. Lawrence Family Development Charter School has a reserve fund which could be used for build-outs and maintenance; however, because Lawrence Family Development Charter School rents from Lawrence Family Development, Inc., most facilities and expenses are handled by LFD, Inc. versus LFDCS.

ADDITIONAL INFORMATION

ACCOUNTABILITY PLAN PERFORMANCE FOR SY'2017-2018

I. Faithfulness to Charter

	2017-2018 Performance	Evidence
Key Design Elements: Parent Engagement		
Objective: Lawrence Family Development Charter School parents are meaningfully and consistently involved in educational decisions; participate in trainings and satisfaction surveys and have roles in school governance.		
Measure: (Reach Goal) 1. Annually, for each of the first three academic terms, 100% of parents participate in parent conferences.	Met	100% Teachers' Sign-in Sheets
Measure: 2. Parents of grade K-1 students will have a home visit by the Academy Head of School and Parent Liaison to ensure successful student transition to school. School target will be to visit 95% of parents of grade K-1 students each year.	Met	100% Home Assessment and social/emotional data collected
Measure: 3. Each year, 90% of grade K-1 parents will attend a "Right from the Start" training and receive a certificate of completion.	Met	90% Parent Sign-In Sheet Certificates of completion

II. Academic Program Success

	2017-2018 Performance	Evidence
Key Design Element: Dual Language		
Objective: As demonstrated on formative and summative assessments, LFDCS fosters academic language acquisition on all WIDA standards in a dual-language Spanish language program and through ESL in the standards-based curriculum.		
Measure: 1. Each year, 85% of students in grades 3-8 will demonstrate at least 50% growth on an internally-designed Spanish language benchmark assessment.	Met	More than 70% of students in grades 3-8 scored at or above grade level on the spring Spanish language benchmark assessment (L-FAST)
Measure: (Reach Goal) 2. Each year, 85% of students in grades 3-8 will score at or above grade level on spring ELA and Math L-FAST assessments.	Met ELA: 4-8 Math: 4-6, 8 Not Met ELA: 3 Math: 3, 7	Internally-designed assessment based on released questions (L-FAST)
Key Design Element: Effective Teaching		
Objective: LFDCS hires certified teachers in required fields who also hold high expectations for all students. Teachers grow in effectiveness through in-house sponsored professional development, professional readings, teacher-led workshops and tuition reimbursement for advanced degrees.		
Measure: 1. Each year, 100% of teachers who are new to the school will successfully complete a 2-year mentoring program with a trained mentor.	Met	100% - Attendance sheets, Meeting Agendas, Certificates of Completion, LFDCS Mentor Program Summary Report in accordance with 603 MMR 7.12

Measure: 2. Through an annual survey distributed to 100% of new teachers, with a 90% return rate, 90% will report satisfaction on a question asking if they were satisfied or highly satisfied with the quality and quantity of mentoring activities offered their first year.	Met	Survey Results 100% return rate 100% rated highly satisfied or satisfied with the quality and quantity of mentoring activities offered their first year.
Measure: 3. Each year, 100% of teachers will participate in monthly <i>Tech Talk</i> professional learning sessions and integrate at least 2 (a total of 10 or more strategies after five years) new blended learning strategies into their instruction.	Met	100% Agendas, Sign-in sheets Heads of School Walkthrough Notes, Lesson Plans Learning Management System (LMS) artifacts in course shells
Measure: 4. Beginning in November 2015 (after SEI Planning Group Project), 95% of all teachers will include SEI strategies into all of their Lesson Plans.	Met	100% Lesson Plans posted on <i>Schoology</i> . All lesson plans included SEI strategies using WIDA Model Performance Indicators
Key Design Element: Partnerships		
Objective: LFDCS engages community partners to bring additional learning, enrichment and opportunities to our students, and LFDCS is consistent in inviting partners who support growth and achievement.		
Measure: 1. Each year, at least one community partner and one higher education partner will be engaged for STEM activities.	Met	University of Lowell, Latino STEM Alliance, Museum of Science, Phillips Academy Andover, Iyer Foundation and Girl Scouts of Eastern Massachusetts
Measure: 2. Each year, 80% of students in grades 4-8 will score at or above grade level on spring Science L-FAST assessments.	Partially Met Measure Met in all grades except grade 6, 7 & 8	Science assessments (L-FAST)

III. Organizational Viability

	2017-2018 Performance	Evidence
Key Design Elements: Governance and Leadership Structure		
Objective: Lawrence Family Development Charter School parents are meaningfully and consistently involved in educational decisions; participate in trainings and satisfaction surveys; and have roles in school governance.		
Measure: 1. Through an annual parent survey distributed to 100% of families, with a 75% return rate, 85% of parents will report satisfaction with the effectiveness of the faculty in areas of academic challenge, support and communication.	Met	75% Return Rate 96% reported satisfaction School-developed questionnaires and surveys aligned to 10 ESE criterions tracked by the Parent Liaison
Measure: 2. Each year, two parents from the School Site Council are voting members of the School Board of Trustees and will vote on every vote required item on the agenda.	Met	Meeting Agendas Meeting Minutes

Key Design Element: Partnerships

Objective: LFDSCS works with partners to prepare students for acceptance at admissions-based high schools with scholarships and financial aid.

Measure: (Reach Goal) 1. Each year, 85 % of students who apply to admissions-based high schools will be accepted at one or more admissions-based high schools.	Met	96% Acceptance letters from admissions-based schools
Measure: 2. Each year, LFDSCS will increase the number of admissions-based secondary schools that attend the High School Fair for Grade 8 parents and students.	Met	11 additional high schools attended the High School Fair in 2017-2018
Measure: .(Reach Goal) 3. Each year, 85% of students accepted to tuition-based high schools will receive financial aid and/or merit scholarships	Not Met	72% Scholarship Letters Financial Aid Letters 32 students were accepted, 6 students chose not to attend and 23 students received financial aid and/or merit scholarships

Dissemination

Objective: The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located as well as beyond the district.

Measure: Over the course of the next charter, LFDSCS will disseminate best practices related to academic, social and/or parent engagement models during three or more activities per year for different educational organizations.	Met	Massachusetts Charter Public Schools Association (MCPSA) Professional Development Workshops, Brookhaven Innovation Academy Workshop (October 2017), Lawrence Family Public Academy (School Turnaround Project to disseminate best instructional practices to the Lawrence Public Schools)
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RECRUITMENT AND RETENTION PLAN

Recruitment Plan: 2017-2018 Implementation Summary

Success and challenges of implementing the school's recruitment strategies from the 2017-2018 Recruitment Plan

LFDCS' success with recruitment for 2017-2018 is demonstrated by the number of students interested in enrollment at the school due to its reputation for excellence, dual-language capacity, encouragement of parent involvement and a strong academic program. For 2017-2018, LFDCS successfully reached out to all sections of the City of Lawrence through lottery advertisements in prevalent languages (English, Spanish and French), and posted lottery application details on its website in these prevalent languages. Recruitment success is demonstrated by LFDCS' substantial waiting list. In preparation for the March 2018 lottery, the Assistant Superintendent and Parent Liaison visited with posters to dozens of community daycare sites, churches and neighborhood food markets. For recruitment, LFDCS used its revised recruitment strategies approved by ESE in November 2017. As a member of the gateway cities group of the Massachusetts Charter School Association, LFDCS shared its practices and reviewed other schools' practices via a state-wide compendium of strategies. Due to its staffing of bilingual/bicultural professionals, recruitment is done by the school's leadership team and by a bilingual/bicultural Superintendent, as the school demonstrates its commitment to culture and access in a number of ways, including being a dual-language school. LFDCS showcases its 8th grade graduating students' portfolios in both English and Spanish to show the community its content/curriculum and language outcomes of a Level 1 school. Despite oversubscription for enrollment, LFDCS works hard each year on its recruitment plan in order 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). Despite these efforts, the subgroups for Students with Disabilities, Low Income and High Needs remain lower than desired as the school's enrollment grows to 800 students. LFDCS' recruitment is significantly influenced by sibling preference and a charter which limits acceptance after grade 4. Although the 2017-2018 CHART reflects lower quartile and comparison index scores for low income and high needs students, this year ESE commended LFDCS on its Title 1 Coordinated Program Review for the quality of its school-wide programs for economically-disadvantaged students.

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

On the 2017-2018 CHART, the special education subgroup reflects lower quartile and comparison index scores, yet as LFDCS grows its enrollment to 800 students, the SPED subgroup of 6.2% is higher than the LFDCS baseline in 2010-2011 of 5.7%. On the 2017-2018 CHART, the high needs and low income subgroups also reflect lower quartile and comparison index scores. For high needs students, a strong RTI program, full-day, two-year kindergarten and the school's dual-language capacity help significantly with language acquisition and addressing the learning and social needs of urban, economically-disadvantaged students—for example, LFDCS combines Sheltered English Immersion with daily ESL classes taught by ESL-certified teachers. The English Language Learner subgroup appears low at 28.8%; however, approximately 69% of the entering students are ELL students; 80.7% of the students have a first language other than English based on home language surveys. Yet, because the majority of ESL students who enter as ELLs reach English proficiency by third grade, the overall school average of 28.8% appears low. A full analysis of home language surveys for incoming K-1 students has not been done because home visits are still occurring for the K-1 entering class, but LFDCS anticipates the number of ELLs entering K-1 in the fall of 2018 will be similar to the past two years (approximately 50 of 72 students – 69%). Additionally, despite its outreach to all subgroups, the number of siblings entering K-1 increased from 33% (FY'16) to 44% (FY'17) to 47% (FY'18) for students entering school in FY'19, which further skews the school's CHART data for certain subgroups. LFDCS' recruitment is influenced by sibling preference.

Incoming Class of K-1 students – SY'2018-2019

LFDCS hosted its yearly lottery in March 2018 for 72 K-1 seats. Of those 72 seats, 34 (47%) of the available seats were earmarked for applicants who have siblings currently attending the charter school. There were 150 applications for 72 openings. Of these students, LFDCS anticipates three (5%) incoming K-1 special education students. LFDCS anticipates that the number of ELLs entering K-1 in the fall of 2018 will be similar to the past two years (approximately 50 students or 70% of the entering K-1 class).

General Recruitment Activities for SY'2018-2019

For recruitment for 2018-2019, Lawrence Family Development Charter School (LFDSC) used revised recruitment strategies approved by ESE in November 2017. As a member of the gateway cities group of the Massachusetts Charter School Association, it shares its practices and reviews other schools' practices via a state-wide compendium of strategies. Due to its staffing of bilingual/bicultural professionals, whenever possible and through its leadership by a bilingual/bicultural Superintendent, the school demonstrates its commitment to culture and access in several ways, including being a dual-language school. LFDSC showcases its 8th grade graduating students' portfolios in both English and Spanish to show the community its content/curriculum and language outcomes of an urban Level 1 school. Recruitment also highlights differentiation of instruction using technology, which adds access for teaching all students. LFDSC successfully reached out to all sections of the City of Lawrence through lottery advertisements in prevalent languages (English, Spanish and French). It posted lottery application details on its websites in these prevalent languages. Its success with recruitment is best demonstrated by its substantial waiting list which is generated yearly. In preparation for the March 2018 lottery, the Assistant Superintendent and Parent Liaison visited with posters to dozens of community daycare sites, churches and neighborhood food markets. The new LFDSC parent liaison began in July 2017 and formerly worked at the YMCA, therefore the visibility of the lottery increased through her work, community contacts and visits to a variety of community locations. The Director/Superintendent is bilingual/bicultural, and remains visible in the community at events such as neighborhood block parties and is a participant on Spanish talk-radio shows. Recruitment activities showcase that students from all subgroups are invited and welcome to the LFDSC's lottery. The school is fully-handicapped accessible, and technology is used to differentiate instruction. Also to build programs and enrollment, LFDSC participates in Community Pathways, a non-profit group. At its School Site Council meetings and monthly parent coffees, LFDSC families were educated on how to "spread the word" about the LFDSC lottery and about openings at its Lawrence Public Schools' Project for School Turnaround/Targeted Assistance (Lawrence Family Public Academy). With support from the Parent Liaison and Special Education Director, LFDSC continued sharing information about the lottery at Special Education PAC meetings and by running a series of evening parent workshops. The availability of seats was announced at School Board of Trustees' meetings and at the board of directors' meetings of the non-profit Lawrence Family Development, Inc., which is the management organization of the charter school and an aspiring community development corporation. To build awareness of its recruitment period, LFDSC distributed posters in the community and at special events with announcements to families at its Summer Family Fiesta and through LFD, Inc.'s adult ESL, citizenship and community education programs at the Maria del Pilar Quintana Family Center. With neighborhood stakeholders, foundation funders and the business community, its 2018 lottery was well-promoted. It also worked with the Lawrence Public Schools for a summer National Family Night-out for families for recruitment, and via its position as a school-turnaround operator, with the Lawrence Public Schools' Family Resource Center. LFDSC 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 LFDSC is meaningfully impacted by sibling preference in its enrollment strategy, the district strives to comply with ESE expectations for the targets of first quartile and comparison indexes for all subgroups. Lawrence Family Development Charter School seeks to make progress for enrollment of subgroups above the first quartile and comparison index as compared to Lawrence Public Schools and Community Day Charter School (Prospect). It also commits to making progress toward its GAP goals for SPED and ESL. Again for SY'2017-2018, for First Language not English (80.7%), LFDSC is above the first quartile and the comparison index. Students with Disabilities is at 6.2% for FY'18, a slight drop from 6.4 % in FY'17. While we remain below the comparison index, we have increased the percentage from our Students with Disabilities baseline (5.7%). Despite new and enhanced recruitment strategies and a new parent liaison, the increases for the Students with Disabilities subgroup were not maintained. The number of Students with Disabilities in the Lawrence Public Schools equals 16.7% appears to impact the comparison index, while Community Day Prospect is 10.0% for the Students with Disabilities subgroup. The Low Income subgroup for LFDSC in FY'18 is at 59.7% and higher than 54.7% in FY'17, which is slightly below the index of 60.3%. Additionally, results are influenced by Lawrence Family Development Charter School's enrollment increasing overall, as well for its sibling preference in K-1 which had increased from 33% (FY'16) to 44% (FY'17) to 47% (FY'18). Attention in the SY'2018-2019 Lawrence Family Development Charter School Recruitment and Retention Plan will again be on enrollment of English as a Second Language Learners (currently at 28.8% in FY'18 as an increase from 26.4% in FY'17 and above the first quartile, but below the comparison index). At a glance, the English Language Learner subgroup appears low at 28.8%.

However, it is important for reviews to note that approximately 69% of the entering students at Lawrence Family Development Charter School are ELL students when entering LFDSCS. Eighty point seven percent (80.7%) of the entering LFDSCS students have a first language other than English based on home language surveys. Yet, because the majority of ESL students who enter as ELLs reach English proficiency by third grade, the overall school average of 28.8% appears low. A full analysis of home language surveys for incoming K-1 students has not been done because home visits are still occurring for the K-1 entering class, but LFDSCS anticipates the number of ELLs entering K-1 in the fall of 2018 will be similar to the past two years (approximately 50 of 72 students – 69%). LFDSCS sees its students' early childhood achievement as a relative strength because these ELL students, in most cases, fully transition out of ESL by third grade to not needing ESL support. All teachers are currently SEI endorsed for FY'19, based on the offering of an onsite SEI course in the Spring of 2018. LFDSCS prioritizes SEI (Sheltered English Immersion) strategies in all of its classrooms. LFDSCS 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.

Recruitment Plan –Strategies

Special education students/students with disabilities

<p>(a) CHART data</p> <p>LFDSCS percentage - 6.2% GNT percentage - 8.9% CI percentage - 11.2%</p> <p>LFDSCS is below goal on the CHART but is experiencing growth to its overall school enrollment (to 800 in 2020) and siblings entering increased from 44% to 47%.</p> <p>LFDSCS Baseline = 5.7% so some progress has been made since the baseline was set.</p> <p>Summary from “Chart” LFDSCS remains below the comparison index of 11.2% in 2017-18 and first quartile 10.4%.</p> <p>LFDSCS has made progress over the years with GNT/CI, but not this year</p>	<p>(b) Continued 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Did not Meet GNT/CI: enhanced/additional strategies needed</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 and impacts LFDSCS' numbers. In SY2018-2019, the Recruitment Strategies will include both current and enhanced strategies with information available in Lawrence's prevalent languages of Spanish, English and French.</p> <p>Current strategies</p> <ul style="list-style-type: none"> • Build videos of SPED teaching practices and share and access through <i>Schoology</i>, LFDSCS' Learning Management System. • Invite parents to bring friends and neighbors who have children with disabilities to evening parenting sessions. • Show technology use of the school and 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. • Outreach through social service agencies supplemented by expanded outreach through Blueskies Wellness to reach students with disabilities. • Host School Site Council and PAC meetings with parents discussing LFDSCS' services to special education students--these sessions will be conducted in the prevalent languages of Lawrence. • Make available representatives from the school's SPED PAC to prospective families at the lottery to discuss special education support. • Provide information about available instructional and assessment services for children with special needs at LFDSCS' Food Fiesta & Family Movie Nights. • As a Provider of Targeted Assistance to the Lawrence Public Schools, LFDSCS staff members, on loan for that project,-will build awareness of supporting all learners. • The SPED Director will conduct information sessions about the transition to pre-kindergarten for students with disabilities. • Parent Advisory Meetings (PAC) will be posted at the Lawrence Public Schools' Family Resource Center to attract parents of children with students with disabilities.
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	<ul style="list-style-type: none"> The Parent Liaison will link with the YMCA's childcare programs to explain the lottery and services for students with disabilities. <p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies)</p> <p><u>Enhanced strategies</u></p> <ul style="list-style-type: none"> Form a relationship for collaboration with the Director of the Professional Center for Handicapped Students (PCHS). Offer a rental incentive to PCHS for co-locating in adjacent space next to the LFDSCS Academy. Make presentation to PCHS' parents about the LFDSCS lottery.
Limited English Proficient students/English learners	
<p>(a) CHART data</p> <p>Limited English-proficient students</p> <p>Measure #1: First Language Not English</p> <p>LFDSCS percentage - 80.7% <i>above goal</i></p> <p>GNT percentage not given CI percentage - 63.4%</p> <p>LPS is 71.3% and Comm. Day Prospect is 72.0% Above or equal to the first quartile (62.3 %) and comparison index (63.4%)</p> <p>Measure #2: English Language Learners</p> <p>LFDSCS percentage - 28.8% GNT percentage not given CI percentage -29.8%</p> <p>above first quartile, but slightly below comparison index <u>an increase over 2016-17, 2015-16 and 2014-15 which were:</u> <u>26.4%, 24.3% and 21.2%</u></p> <p>Below first quartile (26.6%) and comparison index (29.8 %)</p> <p>(Note: Results impacted by LFDSCS' effective ESL and SEI supports.)</p>	<p>(b) Continued 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed for First Language Not English (Measure #1)</p> <p><input checked="" type="checkbox"/> Did not Meet GNT/CI: for English Language Learners (Measure #2)</p> <p><u>Current strategies-Measure #1</u></p> <p>LFDSCS will maintain many current recruitment strategies for First Language not English students as we are above the first quartile and comparison index. Because we are a dual-language school, all listed activities will be done in English and in Spanish (the Lawrence community's prevalent languages). 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 4. Our ELL CPR is in full compliance.</p> <p><u>Current strategies-Measure #2</u></p> <p><i>(LFDSCS is edging closer to meeting this target and 1% point away from GNT!)</i></p> <p>We are pleased with our progress, although we are slightly below our targets. LFDSCS shows progress over the past three years with small increases. We want to continue our community outreach done in English, Spanish and French and want ESE to understand our smaller K-8 population, which is dramatically influenced by effective ELL transitions which are generally by grade 4. New students do not enter after grade 4, 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. Outreach includes:</p> <ul style="list-style-type: none"> Provide School Site Council and PAC meetings with information delivered in English and in Spanish for parents to share in their neighborhoods to increase awareness about LFDSCS' services for non-English speakers. Begin planning for sharing with parents and the community the LFDSCS Learning Management System, including its dual-language content in English and in Spanish. Build resources and professional development mechanisms to show other parents at School Site Council meetings how the process of language acquisition in English and in Spanish can be enhanced for shorter timelines. If outreach to French speaking families is successful, that language will be added as well. Continue neighborhood visibility with summer home visits for incoming students with continued promotion of ESL services, Family Movie and Math Nights and conducting such activities in English and in Spanish. Outreach through the LPS—especially the Lawrence Family Public Academy—with ads at community sites. Translation services will be conducted in Spanish at parent engagement activities.

- Provide Family Math Night and other parent participation events with materials to bring to their neighborhoods to share with prospective families that will encourage non-English speakers to pursue the LFDCS lottery which will be communicated in Spanish and French.
- Outreach through the LPS—especially the Lawrence Family Public Academy—with ads in Spanish newspapers.
- Translation services will be conducted in Spanish at parent engagement activities. Provide Family Math Night and other parent participation events with materials to bring to their neighborhoods to share with prospective families that will encourage non-English speakers to pursue the LFDCS lottery which will be communicated in Spanish and in French.

(c) 2018-2019 Additional Strategy(ies)

Enhanced strategies- Measure #1 – not needed

Enhanced strategies- Measure #2 – continue to build progress of items begun

- Using the after school program, provide more enrichment activities which are conducted in foreign languages and invite the community to culminating events to showcase language and culture.
- Build on success by increasing the number of staff members who are bilingual/bicultural in FY'19 through external activities conducted by newly-hired bilingual/bicultural staff members.
- Continue to leverage the relationships of a new bilingual/ bicultural Parent Liaison who 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.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

(a) CHART data

LFDCS percentage – 59.7%
An increase from 2016-17
of 54.7%

GNT percentage – 59.8%
CI percentage – 60.3%

(This is slightly below first quartile (61.5% and the comparison index 60.3%)

(b) Continued 2017-2018 Strategies

**Did not meet GNT/CI: additional and/or enhanced strategies below:
Current strategies**

- For recruitment, LFDCS does service projects including Thanksgiving baskets for families and collections for a nearby shelter. Information about its meals program will be shared through a Board trustee who works at a nearby neighborhood shelter. Where needed, LFDCS will share information at community service centers and mobilize its 8th graders for community service projects.
- LFDCS will disseminate application materials and, whenever possible, host information sessions at locations and organizations serving Lawrence's most needy families: WIC and DTA centers; various Head Start locations; and the offices of the Department of Children and Families.
- LFDCS will participate in the Community Pathways group and build awareness among social service agencies of our school and free lunch program who in turn can share information with their clients and/or members in an informed manner.

(c) 2018-2019 Additional Strategy(ies)

Enhanced strategies (.1% lower than the GNT – almost there!)

- Explore accepting vouchers for after school child care in the school's enrichment program, which may stimulate additional low income families to participate in the annual lottery.

	<ul style="list-style-type: none"> Streamline methods of transportation for current students who are homeless to build a reputation with community organizations about the school's responsiveness to low income or homeless families. Actively promote summer enrichment vouchers for current students who are homeless or economically disadvantaged to build a reputation with community organizations and families in need about the school's responsiveness to low-income families.
Students who are sub-proficient	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <p>The MCAS, GMADE and GRADE test scores at LFDSCS are strong for a district enrolling at a low-income, minority population. The school has lengthened its summer enrichment programs, added an ELL Summer full-day program for students meeting benchmark in order to prevent learning losses and increased its focus on health and nutrition. For recruitment, there are no strategy changes with the languages of English, Spanish and French .</p> <ul style="list-style-type: none"> In all recruitment materials, we will explicitly state that our school is open to all students regardless of prior academic performance. Additionally, we will be 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. We will collaborate with the Lawrence Public Schools' leadership so that they are aware that a central element of our mission is recruiting and serving students who may need more intensive academic supports than they are receiving and can encourage the families of such students to apply.
Students at risk of dropping out of school	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> Not applicable, we do not enroll students who are age-eligible to drop out.
Students who have dropped out of school	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> To assure high school retention and to track outcomes over time, LFDSCS also employs two Secondary School Coordinators to work with 7th and 8th grade students on admission and retention at high schools. The management organization of LFDSCS has a program for teen drop-outs, and some of the issues related to this population are shared with parents of the charter school. Also, sessions are run for teachers on engagement and student behavior as well as for parents on discipline. LFDSCS is in an urban neighborhood with close ties to the Department of Children and Families and the Department of Transitional Assistance Through the Community Pathways workgroup; information about students at risk and retention strategies are shared.
Retention Plan: 2018-2019	
<u>2017-2018 Implementation Summary</u>	
LFDSCS establishes a retention goal in its charter of 95-100% for all students and in SY'2017-18 achieved 97.0%. Its goal for SY'2018-19 remains the same of 95-100% retention which is equal to Community Day Prospect, which shows an overall student retention rate of 97.1%. For kindergarten students the levels were: Kindergarten-97.0%, Grade 1-95.2%, Grade 2-97.6%, Grade 3-96.4%, Grade 4-97.6 %, Grade 5-100%, Grade 6-100%, Grade 7-96% and Grade 8-not applicable as they exit in June for high school. According to the "the Chart," all grades were at or above target. LFDSCS is proud that all measured subgroups were at or above 95%. The results are: English Language Learners at 97.1%, High Needs at 97.2%, Low Income at 97.5% and Students with Disabilities at 97.7%.	
*It is acknowledged here that Lawrence's prevalent languages are listed as English, Spanish and French. If French-speaking families are added in the future to the student base, all retention strategies will apply to them as they do to speakers of English and Spanish.	

Annual goal for student retention (percentage) – 95%	
Special education students/students with disabilities	
<p>(a) CHART data Special education students</p> <p>Attrition rate for SY'2017-18= 2.3%</p> <p>Retention Rate for SY'2017-18= 97.7%</p> <p>Goal for SY'2018-19 remains: 95% or better</p> <p>third quartile= 13.7</p>	<p>(b) Continued 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile; no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Build professional development and demonstrate best practices through the Massachusetts Charter School Association's Model Special Education Model School Project as well as guest access to the LFDSC Learning Management System (<i>Schoology</i>). Provide all students with technology support (hardware and software) and differentiate teaching techniques. Build SPED capacity through an expanded inventory of assessment options. Evaluate SPED referrals and needs in a timely way, assure that all SPED staff receives professional development and possesses certification. Maintain paraprofessional support at the early childhood level and maintain small class size for all grade levels. 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	
<p>(a) CHART data Limited English-proficient students</p> <p>Attrition rate for SY'2017-18= 2.9%</p> <p>Retention Rate for SY'2017-18= 97.1%</p> <p>Goal for SY'2018-19 remains: 95% or better</p> <p>third quartile= 23.1</p>	<p>(b) Continued 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile; no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Maintain Title Three 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 (<i>Schoology</i>). Provide full translation services to parents at meetings, family events and SPED PAC meetings. Through Spanish translations, maximize participation of non-English speaking parents with: bilingual websites, letters, support services at Quintana Family Center and at parent conferences and by using Spanish- translated “One Call” messages.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data Low Income (Students eligible for free or reduced lunch)</p> <p>Attrition rate for SY'2017-18= 2.5%</p> <p>Retention Rate for SY'2017-18= 97.5%</p> <p>Goal for SY'2018-19 remains: 95% or better</p> <p>third quartile= 16.7</p>	<p>(b) Continued 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Below 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 LFDSC 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 LFDSC's summer Food Fiesta and other special events. Maintain the diversity of parent involvement activities and involve low-income parents in leadership opportunities.

<p>High Needs (Students who are sub-proficient)</p> <p>Attrition rate for SY'2017-18=2.8%</p> <p>Retention Rate for SY'2017-18= 97.2%</p> <p>Goal for SY'2018-19 remains: 95% or better</p> <p>third quartile= 17.7</p>	<p>(d) Continued 2017-2018 Strategies</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>	<p>(e) 2017-2018 Strategies</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, LFDSCS will continue to support the social/emotional needs of all of its students. Continue the high performance of the restructured Opening Doors programs with Secondary School Coordinators increasing the connections between high school admissions and retention. Continued increased data tracking of scholarships and high school progress from the Superintendent’s office for results monitoring. LFDSCS’ Parent Liaison (who is its Homeless Liaison) and the School Nurses (all bilingual) provide support to students and families by identifying warning signs for students who may be at risk of dropping out of school when age-eligible. Provide scholarships and transportation for homeless students to Summer Academy, work with parents to provide transportation when parents need to leave their homes in an emergency and work with a neighborhood homeless shelter for student support. Provide remote access and a webcam in the classroom to students who are hospitalized or homebound for an extended period of time.
<p>Students who have dropped out of school</p>	<p>(f) 2017-2018 Strategies</p> <ul style="list-style-type: none"> No change; LFDSCS is a Kindergarten to grade 8 school.

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, 2018 SIMS report.

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	6	0.8%
Asian	0	0.0%
Hispanic	722	98.4%
Native American	0	0.0%
White	6	0.8%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	0	0.0%
Special education	54	7.4%
Limited English proficient	213	29.0%
Economically Disadvantaged	438	59.7%

ADMINISTRATIVE ROSTER FOR SY'2017-2018			
Name, Title	Brief Job Description	Start Date	End Date
Ralph Carrero Superintendent	Chief Executive Officer – Responsible for implementation of mission, policies & budget	8/07	
Judith Marley, EdD Asst. Superintendent	Responsible for Administration, Reporting and Compliance; Serves as Superintendent's designee	9/14	
Susan Earabino, EdD Principal	Head of Educational Program – Hiring, supervision, training, evaluation of staff/curriculum	7/14	
Janis Brodeur Special Education Director	Special Education program: staffing, IEPs, establish procedures, etc.	8/13	
Jennifer Barnhill 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 Academy for Early Academic Preparation	Building operations, student behavior and discipline, schedules, parent communication	7/14	
Justin Hodgkins Director of Nutritional Services	Food services	7/16	
Sacha Lu Enrichment Coordinator	After-school enrichment program	8/17	
George Masterson STEM Coordinator	Science curriculum and partnerships	8/15	
Hali Castleman ELL/RTI Coordinator	ELL/RTI program	9/13	
Anna Yuen Digital Instructor	Blended Learning Program	8/17	

Please Note: The Director of Finance, Technology Coordinator and Maintenance Supervisor all do work for the Lawrence Family Development Charter School but are employed by Lawrence Family Development, Inc., the management organization for Lawrence Family Development Charter School.

TEACHERS AND STAFF ATTRITION FOR SY'2017-2018				
	Number last day of SY'2017-2018	Departures during SY'2017-2018	Departures end of SY'2017-2018	Reason for departure
Teachers	59	16	6	18 resigned 2 relocated 2 non-renewals
Other Staff	48	10	4	2 non-renewals 2 relocated 6 dismissed 4 resigned

BOARD OF TRUSTEES – SY'2017-2018				
Name	Position	Committee Affiliation	Area of expertise and/or additional role at school	Number & length of term(s) including date of election and expiration of term
Raquel Bauman	President	Community Stakeholder	Retired	3 rd term 2/2011-8/2020
Joan Thompson	Vice President	Community Stakeholder	Professor Endicott College	2 nd term 9/2013-8/2019
Anne Hemmer	Treasurer	Community Stakeholder	Retired East Boston Savings Bank	3 rd term 2/2010-8/2019
Beilis Soto	Clerk	Parent representative	Site Services Supervisor Cummings Properties	2 nd term 9/2013-8/2019
Rafael Abislaiman	Trustee	LFD, Inc. representative	Executive Director Merrimack Valley WIB	2 nd term 9/2014-8/2020
Rita Almanzar	Trustee	Parent representative	Tech Assistant Lowell General Hospital	2 nd term 9/2013-8/2019
Agustina Lopez	Trustee	School Site Council Representative/Parent representative	Glove Box Operator Straumann	1 st term 10/2017-8/2020
Lynnette McRae	Trustee	Parent representative	Admissions Counselor Cambridge College	1 st term 6/2018-9/2021
Ana Medina	Trustee	LFD, Inc. representative	Discipline Coordinator Greater Lawrence Vocational High School	2 nd term 9/2014-8/2020
Ilonka Mora	Trustee	Parent representative	Quality Control Clerk The Gem Group	3 rd term 12/2010-8/2019
Yokasta Perez	Trustee	Parent representative	HIM Scanner Lead Clerk Greater Lawrence Family Health Center	2 nd term 9/2013-8/2019
Mercedes Silia	Trustee	Parent representative	Training Coordinator Charles River	1 st term 3/2018-8/2021
Victor Vega	Trustee	Alumni representative	Engineer Beta Group Inc.	1 st term 9/2015-6/2018

Board Member Information	
Number of commissioner-approved board members as of August 1, 2018	13
Minimum number of board members in approved bylaws	6
Maximum number of board members in approved bylaws	13

Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	N/A
Charter School Leader	N/A
Assistant Charter School Leader	N/A
Principal	N/A
Head of School Academy for Early Academic Preparation	N/A
Head of Lower School	N/A
Head of Upper School	N/A
Special Education Director	N/A
MCAS Test Coordinator	N/A
SIMS Coordinator	N/A
English Language Coordinator	N/A
Communications Director/Public Records Officer	N/A
School Business Official	N/A
SIMS Contact	Judith Marley

Enrollment

Action	For SY'2019-2020
Student Application Deadline	February 22, 2019
Lottery	March 6, 2019