

Lawrence Family Development Charter School



SY'2016-2017 ANNUAL REPORT

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

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

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

WEBSITE: WWW.LFDCS.ORG

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

AUGUST 1, 2017

Lawrence Family Development Charter School

Table of Contents

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES	1
INTRODUCTION TO THE SCHOOL	2
SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION	2-12
I. Faithfulness Charter	2-6
• Mission and Key Design Elements	2-3
• Amendments to the Charter	3
• Dissemination Efforts	4-6
II. Academic Program Success	7-9
• Student Performance	7
• Program Delivery	7-9
• Social, Emotional and Health Needs	9
III. Organizational Viability	9-12
• Organizational Structure of the School	9
• Teacher Evaluation	9
• Budget and Finance	10-11
- FY'2017 Statement of Revenues, Expenses and Change in Net Assets (unaudited)	10
- Statement of Net Assets for FY'2017 (unaudited)	11
- FY'2018 Approved School Budget	10
• Capital Plan for FY'2018	12
ADDITIONAL INFORMATION	13-26
• Accountability Plan for SY'2016-2017	13-15
• Recruitment and Retention Plan	16-23
• School and Student Data	24-25
• Additional Required Information	26
- Key Leadership Changes	26
- Enrollment	26

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 (LFDCS), we present this Annual Report which covers July 1, 2016 to June 30, 2017. This year LFDCS educated 714 students in grades Kindergarten 1 through 8. The school effectively managed growth which increases to 800 students by the year 2020. This SY'2016-2017 Annual Report reflects our unwavering commitment to our mission: *strengthening families and building community*. Our major efforts and accomplishments this year are described below:

MCAS (2016) - Lawrence Family Development Charter School (LFDCS) once again earned outstanding results on Spring 2016 MCAS tests. Across public schools in the Commonwealth of Massachusetts, MCAS academic testing measures student achievement in English Language Arts, Math and Science. For the fifth year in a row, based on the Spring 2016 results, LFDCS ranked as a Level 1 School. Only 20% of districts and 32% of public schools across the Commonwealth of Massachusetts earned Level 1 status in 2016.

STEM - LFDCS expanded its use of our new STEM Center (Science, Technology, Engineering, Math) for in-school and after-school instruction. New STEM partnerships offered multiple new activities for project-based learning, and our after school programs included a new STEM-focused Girl Scouts program as well as new robotics and engineering efforts with the Latino STEM Alliance.

BYOT (Bring Your Own Technology Device), CHROMEBOOKS, SCHOOLGY - Lawrence Family Development Charter School continued to review, revise and expand its 3-year Technology Plan. LFDCS initiated projects and policies for grades 7 and 8 students to bring their own devices to school and access *Schoolgy*, the school's LMS (Learning Management System), while grades 5 and 6 students also gained access to Chromebook devices and *Schoolgy*. This year the school allowed all Upper School students (grades 5-8) to use 1:1 devices for instruction. In total this year, LFDCS purchased an additional **191** Chromebooks for students' use. LFDCS also executed fully online testing in SY'2016-2017 for students' benchmark tests and conducted online state-mandated assessments (ACCESS and MCAS).

SUCCESSION PLANNING/LEADERSHIP ACADEMY - In order to prepare for future (planned or emergency) departures from the organization of senior management, LFDCS, at the requests of its Lawrence Family Development, Inc. (Management Organization for LFDCS) Board Chair and its Lawrence Family Development Charter School Board Chair, prepared and voted on a formal succession plan. The key development aspect of succession planning preparation is offered through career pathing which was established in FY'2015 with the inauguration of LFDCS's Leadership Academy. From 2014-2017, through the systematic development of ESE certification and mentoring opportunities, LFDCS' Leadership Academy has invested in six current and emerging school leaders.

DISSEMINATION - Once again this year, Lawrence Family Development, Inc. shared its charter school innovative practices with the Lawrence Public Schools' Lawrence Family Public Academy (LFPA). This school turnaround project is in its third year. Mentoring of LFPA teachers by LFDCS teachers continued for a second year. This year reflected new aspects of collaboration which included LFDCS adopting the LFPA's MAP assessment tool. By LFDCS and Lawrence Public School's LFPA using a common benchmark assessment and sharing of LFDCS' curriculum, new opportunities for learning and teaching arose. Additionally, instructional technology was added to the partnership when the LFDCS' Learning Management System, *Schoolgy*, became a lesson planning tool at LFPA. In June 2017, to extend its commitment to dissemination and action research, LFDCS submitted proposals and was selected to provide nationally-visible sessions at the National Charter School Conference and at the EdMedia Conference. Both sessions took place in Washington, DC in June 2017.

Lawrence Family Development Charter School 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'2016-2017 Annual Report prompt readers and the Board of Trustees to share my enthusiasm for what the future holds for our students and staff.



Sincerely,

Raquel Bauman, EdD, Chair, LFDCS Board of Trustees

INTRODUCTION TO THE SCHOOL

Type of Charter	Commonwealth	Location	Lawrence, MA
Regional or Non-Regional?	Non-Regional	Districts in Region	1
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015
Maximum Enrollment	720*	Current Enrollment as of 6/30/2017	714
Chartered Grade Span	K-1-Grade 8	Current Grade Span	K-8
# of Instructional Days per school year	180	Students on Waitlist as of 6/30/17	535
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	22 years
*800 students by 2020			
<u>Mission Statement</u>			
Strong families, working in partnership with the school as advocates for academic achievement, will create an environment where every child has the opportunity to acquire the foundation skills and habits of mind that foster life-long learning, citizenship participation and personal fulfillment.			

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

I. Faithfulness to Charter

Mission and Key Design Elements

LFDCS, in its 22 years of existence, has maintained the philosophy of its founders based on its Mission (see above) and the Key Design Elements through which it operates its charter and sets its accountability goals. The governance structure exemplifies the mission of the school by ensuring that the board make-up consistently has parents involved at every level of the school including its governance structure.

Key design elements are:

- 1. Parent Engagement** - Parents are engaged as “advocates for their children” as an essential element of our history.
- 2. Dual Language** - LFDCS designs its school with a dual-language mission to respond to the wishes of the founding parents that their language and culture would be taught.
- 3. Effective Teaching is Key** - LFDCS hires certified teachers in required fields who also hold high expectations for all students. LFDCS supports effective teaching through grade-level planning and school-wide lesson plan templates using standards-based instruction. Instructional delivery is organized in grade-level units, and lesson plans are tiered to meet the needs of all students.
- 4. Partnerships** - LFDCS recognizes that community partners bring additional learning, enrichment and opportunities to our students, and we have been consistent in inviting partners who support growth and achievement.
- 5. Governance and Leadership Structure** – Governance supports the vision and mission of LFDCS. A thirteen-member board, comprised of six directors of LFD, Inc., the Management Organization, six parents of students enrolled at the school, alumnus of the school, alumnus parents of the school and/or community stakeholders with knowledge of the school and an additional parent member, ex-officio, which serves as the parent co-chair of the School Site Council, are 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'2016-2017 by:

- **Parent satisfaction** 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, an Engineering Celebration, a Grade 4 State Fair and the High School and Science Fairs, while 100% of parents participated in report card conferences.
- **Parents obtained citizenship attainment, English language skills and personal fulfillment** 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 and Saturday Academies, which provided beyond-the-school-day specialized instruction for students in grades 1-6. Additionally, RTI practices were adopted with success for 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' Orientation offerings which included: How to use MAP testing to inform instruction; instruction for Upper School teachers on the use of *Schoology* (the adopted Learning Management System), instruction for early childhood teachers on ways to develop Fine Motor Abilities, and for elementary teachers the use of "On Demand Writing" and writing resources. Throughout the year, and school-wide, professional development sessions were offered for a Special Education Intervention Team, a Blended Learning Instructional Team and for teachers' readiness to deliver lessons at Spring Math Nights. Due to LFDCS's need to update its curriculum, a professional opportunity for teachers was offered during the school year by the Principal with Math & ELA Curriculum Teams. Another focus, which will continue into SY'2017-2018, is Blended Learning where the Digital Instructor works with teachers in their classrooms, organizes monthly *Tech Talk* professional learning sessions and leads a *Technology Committee* made up of teachers who create and model exemplar lessons.
- **Partnerships** infused the STEM curriculum and offered applied learning and interdisciplinary practices while meeting curriculum standards. LFDCS expanded its use of the new 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 new STEM-focused Girl Scouts program as well as new robotics and engineering efforts with the Latino STEM Alliance.

AMENDMENTS TO THE CHARTER

The following amendment was submitted to ESE for approval during SY'2016-2017:

Date	Amendment Requested	Approved by ESE
4/24/17	Approval of the LFDCS SY'2018-2019 Enrollment Policy and Application	5/8/17

DISSEMINATION EFFORTS

<p>Best Practice Shared <i>ESE examples which apply are listed:</i></p>	<p>Vehicle for Dissemination (describe the method, format, or venue used to share best practices)</p>	<p>Who at the school was involved with the dissemination efforts? (Title)</p>	<p>Criteria that best aligns to the shared best practice (choose from the drop down menu)</p>	<p>With whom did the school disseminate its best practices? (Partners and Locations)</p>	<p>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.)</p>
<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 hosting 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 third of three years.</p>	<ul style="list-style-type: none"> LFDCS Asst. Superintendent Head of Academy for Early Academic Prep. LPS Principal Early Childhood teachers for mentoring ELL/RTI Coordinator 	<p>Instruction</p>	<p>Lawrence Public Schools' Lawrence Family Public Academy (LFPA), Lowell St., Lawrence Public Schools' School Turnaround/Targeted Assistance Project 3-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 for a comparison of progress FY17 Budgets for School Turnaround/Targeted Assistance Project Calendars of dates for LPS visits to LFDCS; calendar of dates for LFDCS to LPS Mentoring stipend letters and 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>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 Lead teachers 	<p>Professional Climate</p>	<p>Lawrence Public Schools' Lawrence Family Public Academy (LFPA), Lowell St., Lawrence Public Schools' School Turnaround/Targeted Assistance Project 3-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. LFDCS's management organization) Annual Reports for FY15 and FY16

<p>Best Practice Shared <i>ESE examples which apply are listed:</i></p>	<p>Vehicle for Dissemination (describe the method, format, or venue used to share best practices)</p>	<p>Who at the school was involved with the dissemination efforts? (Title)</p>	<p>Criteria that best aligns to the shared best practice (choose from the drop down menu)</p>	<p>With whom did the school disseminate its best practices? (Partners and Locations)</p>	<p>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.)</p>
<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 hosting other educators at the charter school 	<p>Rotation of two LFDCS lead teachers who taught their Lawrence Public School colleagues how to collaborate on lesson plan development and how to use a common Learning Management System <i>Schoolology</i>.</p>	<ul style="list-style-type: none"> two LFDCS lead teacher on loan from LFDCS to Lawrence Public Schools 	<p>School Leadership</p>	<p>Lawrence Public Schools' Lawrence Family Public Academy (LFPA), Lowell St., Lawrence Public Schools' School Turnaround/ Targeted Assistance Project 3-year contract</p>	<ul style="list-style-type: none"> Team Leadership meetings/ organizational charts Lesson Plan artifacts in <i>Schoolology</i> Effect of implementation of LFDCS curriculum Mentoring stipend letters and 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 hosting other educators at the charter school 	<p>Mentoring of LFPA teachers by LFDCS teachers (year #2). LFDCS adopted the LFPA assessment tool by using MAP. A common benchmark assessment and sharing adding <i>Schoolology</i> as common lesson planning tool at LFPA.</p>	<ul style="list-style-type: none"> LFPA Principal Early Childhood teachers for mentoring ELL/RTI Coordinator two LFDCS lead teacher on loan from LFDCS 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 3-year contract</p>	<ul style="list-style-type: none"> Team Leadership mtgs./organizational charts Lesson Plan artifacts in <i>Schoolology</i> Effect of implementation of LFDCS curriculum

<p>Best Practice Shared <i>ESE examples which apply are listed:</i></p>	<p>Vehicle for Dissemination (describe the method, format, or venue used to share best practices)</p>	<p>Who at the school was involved with the dissemination efforts? (Title)</p>	<p>Criteria that best aligns to the shared best practice (choose from the drop down menu)</p>	<p>With whom did the school disseminate its best practices? (Partners and Locations)</p>	<p>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.)</p>
<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 its RTI practices with nearly forty Massachusetts charter school leaders to learn components of LFDCS' highly effective Response to Intervention (RTI) program.</p>	<ul style="list-style-type: none"> ELL/RTI Coordinator 	<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>Schoolology</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>In June 2017, LFDCS submitted proposals and were selected to provide nationally-visible sessions at the National Charter School Conference and at the EdMedia 2017 Conference. Both sessions took place in Washington, DC in June 2017.</p>	<ul style="list-style-type: none"> Head of School Digital Instructor Social Studies Upper School Teacher Grade 1 Teacher ELL/RTI Coordinator 	<p>Professional Climate</p>	<p>Conference attendees from across the United States as attendees of these two conferences</p>	<ul style="list-style-type: none"> Conferences' agendas Conferences' bios of presenters and slides RTI resources, handouts and videotapes <i>Schoolology</i>-housed artifacts Participants conference registrations and session evaluations

II. Academic Program Success

1. **Student Performance: MCAS data for Spring 2016 Assessments LFDCS's Report Card link is:**
http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=04540205&orgtypecode=6&Student Performance SY'2016-2017

Student performance on formative and summative assessments provide the school the opportunity to maintain strong performance on MCAS. LFDCS' academic program meets all criteria for success. Benchmark testing results are reviewed in monthly RTI meetings, and differentiated learning and the use of technology benefits all students. In SY'2016-2017 and after a pilot project in SY'2015-2016, LFDCS adopted NEA's MAP testing as a benchmarking system. MAP scores and growth are maintained and analyzed by grade and by teacher. Below is a chart to demonstrate the growth based on benchmarking for students in grades K-2-8.

MAP – LFDCS Growth from Fall 2016 to Spring 2017				
Teacher	Grade	Reading Growth	Math Growth	Science Growth
Average	K-2 – 8	60.1%	65.0%	61.3%

2. **Program Delivery**

During SY'2016-2017, LFDCS remained a Level 1 School: Meeting Gap-Narrowing Goals. In ELA and Mathematics, LFDCS performed at a level that meant the school's Composite Performance Index (CPI) was higher than the state's in ELA and Math by 4.7 and 5.4 respectively. In ELA students at LFDCS outperformed the state average in 5 of a total of 6 grade levels with a school-wide 77% in ELA and 70% in Math at Proficient or Advanced, and only 5% of students were assessed in the Warning category in ELA and 7% in Math.

LFDCS uses data to identify its academic priorities and refine its embedded instructional practices, and this year fully implemented the Measures of Academic Progress (MAP), a computer-based test in ELA and Mathematics for the first time. Aggregate growth from fall 2016 to spring 2017 was 60% in Reading and 65% in Mathematics. Science growth in grades 5 and 8 was 61%. The detailed reports provided by the assessment were used by teachers in planning instruction, providing needs-based groups and making data-driven decisions in Response to Intervention (RTI) meetings.

Implementation of a Learning Management System, *Schoology*, grew to include students. Not only did teachers post lesson plans and lesson materials for shared use but teachers in grades 7 and 8 set up courses for students to access from any device for completing homework, taking quizzes, responding to questions, viewing calendars of due dates and messaging teachers with questions. Teachers have begun recording lessons and uploading their videos to *Schoology* so students can review them at home while studying for a test or doing homework.

Curriculum

LFDCS is aware that the ESE voted in March of 2017 to adopt revised learning standards for Mathematics and English Language Arts and Literacy. Because of the revised standards and because LFDCS continues to look for ways to strengthen teaching and learning, it has been studying possible revisions to its Mathematics and English Language Arts and Literacy 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 LFDCS students' needs by using data to support their findings. To date the teams have:

- 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
- are working as a team to create and present a report of findings to the full staff in August 2017.

The next steps, to be accomplished in SY'2017-2018, are to update all lesson plans and curriculum maps; replace the current reading series with one more current and connected to the standards and identify curricula and instructional strategies that will address student needs and updated standards.

Instruction

LFDCS staff has a commitment to high-quality instruction for all students and continues to improve instruction to meet all students' needs. This year's focus was researching blended learning as a way to differentiate and personalize learning. The Blended Learning Leadership Team experimented and reported on means and methods of increasing technology in instruction during monthly *Tech Talk* professional development. The Digital Instructor, a Head of School and teachers visited a Blended Learning School in Rhode Island to see what is possible in integrating technology to personalize learning. Two teachers piloted blended learning during Saturday Academy, and once MCAS scores are available for those students, we will assess the students' growth on targeted areas.

Assessment and Program Evaluation

New assessments used in SY'2016-2017: Measures of Academic Progress (MAP) in ELA and Math and Spanish benchmark tests. Results were used as part of the discussion of each student at RTI meetings to plan interventions for individual students. This year, LFDCS will have its Coordinated Program Reviews to evaluate program compliance in Title One, Title Three, Special Education and Civil Rights.

Support for Diverse Learners

Teachers were expected to plan for all levels of students including students who may need interventions to reach a standard and students who are already meeting a standard. Special education teachers, ESL teachers, classroom teachers, Title One teachers and support staff met weekly to plan differentiated lessons to reach all learners.

English Language Learners (ELLs)

In SY'2016-2017 LFDCS' student body was 98.2% Hispanic; 57.8% of which were identified that English was not their first language. All teachers plan for addressing these students' needs in every lesson using the common template. English as a Second Language teachers worked in a push-in and pull-out model to strengthen these students' language skills and vocabulary.

Special Education

In SY'2015-2016 a team of regular education and special education teachers worked together as a Special Education Intervention Strategy Team to research and build a portfolio of intervention strategies commonly used by special educators but are also appropriate for all students. They were posted on Schoology for all teachers to use. This past year, a team of different regular education and special education teachers added to these files after researching and developing special education interventions; piloting the intervention and collecting qualitative and quantitative data; developing a master list of special education intervention strategies and posting the interventions on Schoology. This team will present these interventions during August Teacher Orientation Week.

Science

Lawrence Family Development Charter School is aware that the Board of Elementary and Secondary Education has directed the Commissioner to incorporate standards into the 2016 Massachusetts Science and Technology/Engineering Curriculum Framework (January 2016) and that the Board voted to adopt revised learning standards for Mathematics and English Language Arts and Literacy (March 2017). The Lawrence Family Development Charter School (LFDCS) has adopted the Massachusetts 2016 Science and Technology/Engineering Standards and is working to incorporate these standards into the School's Science and Technology/Engineering Curriculum Framework. LFDCS currently uses the Science Crosswalk of 2016 MA STE Standards to 2001/2006 Standards in order to align its K-1-grade 8 science curriculum to the 2016 Science and Technology/Engineering Standards and prepare for the 2018 MCAS Science and Technology Examination.

LFDCS, as requested by ESE, has an integrated approach for grades Pre-K-8 which reflects the multidisciplinary nature of Science and Technology/Engineering and research on science learning, curriculum and instruction. Lawrence Family Development Charter School’s STEM model for SY’2017-2018 recognizes that:

- Science is complex and multidisciplinary;
- Research on learning in science develops through interdisciplinary connections and not through isolated concepts or practices and effective research-based practices for curriculum and instruction in science and engineering.

LFDCS has determined the following for Time on Learning for Science and Technology/Engineering:

- Students in K-1–Grade 1 will spend 2 hours per week on STEM curriculum
- Students in Grade 2-4 will spend 3 hours per week on STEM curriculum
- Students in Grades 5-8 will spend 5 hours per week on STEM curriculum

For assessment of Science and Technology/Engineering standards, students in all grades of LFDCS will participate in computer-based MCAS testing in the spring of 2018 including science and engineering testing in a minimum of grades 4, 5, 7 and 8 for ELA, Mathematics and STE and strives to also use computer-based Science and Technology/Engineering tests in grades 3 and 6.

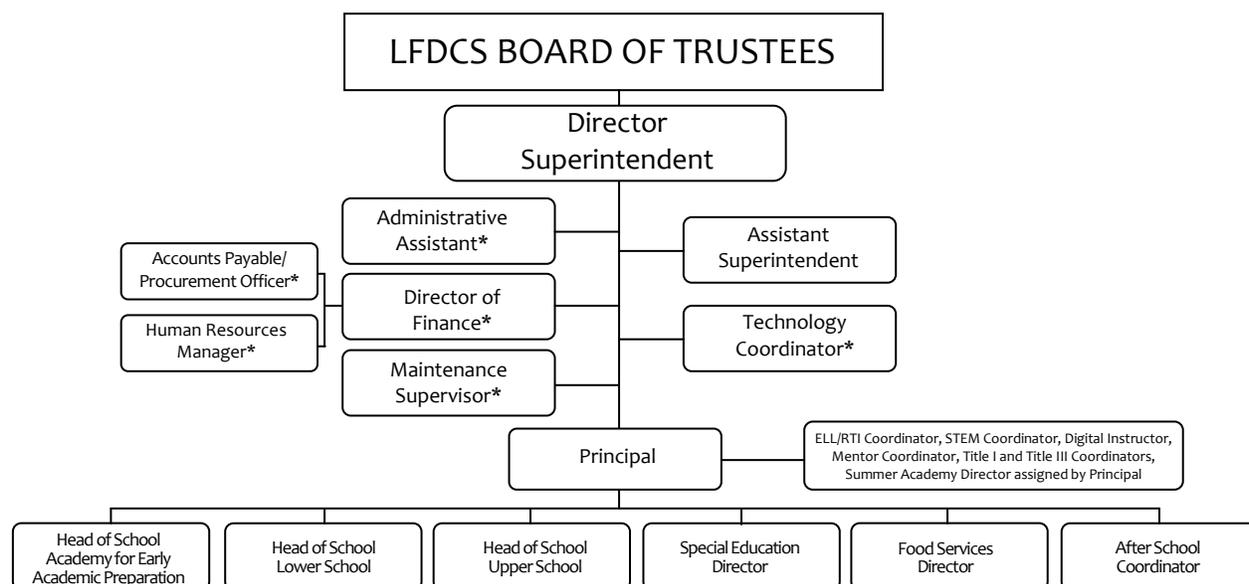
3. Social, Emotional and Health Needs

This past year, special components of the RTI program at the Academy for Early Academic Preparation focused on the social-emotional needs of students. A de-escalation room was built at the Academy as needed for children. During the “Welcome Back” teachers’ orientation, teachers learned de-escalation techniques, and a smaller group of teachers were trained in restraint via CPI training. LFDCS’s Expulsion Policy (required by ESE) is part of the Parent/Student Handbook and accounts for required updates for special education students. Parent workshops on behavior management and contracted services for individual student support was again provided this year through *Blueskies Wellness*.

III. Organizational Viability

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

There were no changes to the SY’2016-2017 Organizational Chart.



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

TEACHER EVALUATION

For SY’2016-2017, LFDCS continued to use the Massachusetts Model System of Educator Evaluation (MA Model) to evaluate certified teachers and other certified educators which now includes the Principal, Assistant Superintendent and Superintendent who require an ESE license.

BUDGET AND FINANCE

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL

Statements of Activities and Changes in Net Assets (unaudited)
and FY'2018 Budget

(approved by LFDCS Board of Trustees 5/10/17)

Year ended June 30, 2017

	<u>2017</u>	<u>APPROVED 2018 BUDGET</u>
REVENUES AND SUPPORT		
Tuition and Fees	\$9,001,285	\$9,303,648
State grants	\$10,173	\$9,000
Federal grants	\$1,111,045	\$1,095,000
Donations	\$127,287	\$148,000
Food Service	\$36,262	\$36,800
Special events, net	0	\$9,000
Investment Return	\$9,063	\$2,000
Participant Fees	\$423,710	\$402,000
Pension revenue from state	\$705,993	\$700,000
Temporarily Restricted	\$60,301	
TOTAL REVENUES AND SUPPORT	<u>\$11,485,119</u>	<u>\$11,705,448</u>
EXPENDITURES		
Salaries, taxes and benefits	\$7,661,876	\$8,081,988
Administrative Expenses	\$821,767	\$949,610
Instructional Expenses	\$539,571	\$353,500
Student Services	\$514,093	\$567,700
Facilities	\$1,535,587	\$1,677,000
TOTAL EXPENDITURES	<u>\$11,072,894</u>	<u>\$11,629,798</u>
Net Ordinary Income	\$412,225	\$75,650
Depreciation	\$110,428	\$120,000
CHANGE IN NET POSITION	\$301,797	(\$44,350)
NET POSITION		
BEGINNING OF YEAR	<u>\$3,030,945</u>	<u>\$3,332,742</u>
NET POSITION, END OF YEAR	<u>\$3,332,742</u>	<u>\$3,288,392</u>

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL

Statements of Net Assets (unaudited)

June 30, 2016 and 2017

	<u>ASSETS</u>	
	<u>2017</u>	<u>2016</u>
Current Assets:		
Cash and Cash Equivalents	\$2,556,024	\$2,959,037
Accounts Receivable, deemed fully collectible	\$1,046,101	\$197,331
Related Party Receivable	\$25,000	\$76,303
Prepaid Expenses/Deposits	\$15,924	\$23,682
Total Current Assets	\$3,643,049	\$3,256,353
Property and Equipment:		
Leasehold Improvements	\$727,376	\$727,376
Furniture and Equipment	\$305,840	\$305,840
Technology	\$503,666	\$487,368
Vehicles	\$86,863	\$68,863
Total Property and Equipment	\$1,623,745	\$1,589,447
Less: Accumulated Depreciation	(\$1,258,560)	(\$1,148,131)
Property and Equipment, Net	\$365,185	\$441,316
TOTAL ASSETS	\$4,008,234	\$3,697,669
<u>LIABILITIES AND NET ASSETS</u>		
LIABILITIES		
Current Liabilities:		
Accounts Payable and Accrued Expenses	\$91,899	\$31,228
Related Party Payable	\$0	\$12,529
Wages and Related Payable	\$583,593	\$622,967
TOTAL LIABILITIES	\$675,492	\$666,724
COMMITMENTS AND COINTINGENT LIABILITIES		
NET ASSETS		
Unrestricted	\$3,272,441	\$3,030,945
Temporarily Restricted	\$60,301	
	\$3,332,742	\$3,030,945
TOTAL LIABILITIES AND NET ASSETS	\$4,008,234	\$3,697,669

CAPITAL PLAN FOR SY'2017-2018

For SY'2016-2017, as our enrollment grew and classroom space was acquired, a large assembly room, gymnasium and art and music rooms were needed. Initially explored was building a new gymnasium on the Lower School site. Although Lawrence Family Development contemplated constructing a new gymnasium building at 34 West Street, the design and cost of the needed space proved to be estimated between \$2.6-\$2.9M, and it was then decided that locating gymnasium space to rent would be more cost effective. Lawrence Family Development, Inc. (Lawrence Family Development Charter School's management organization) was then informed of gymnasium space located on Haverhill Street in Lawrence's upper Tower Hill, currently owned by the Lawrence Housing Authority, and available to rent in SY'2017-2018. The building has been assessed by the Lawrence Family Development Facilities Committee, and as a rental, presents as an excellent alternative to constructing a building at 34 West Street.

In SY'2017-2018, the addition of another 5th grade classroom means growth to the Upper School (400 Haverhill Street). Due to the STEM Center's opening and the relocation of Upper School science teachers and instruction, the Upper School now has space to accommodate the planned student enrollment growth. LFDCS anticipates for 2017 and beyond that we will occupy all available classroom spaces at 404 Haverhill Street. As these additions to the student population occur, LFDCS yearly budgets materials and furniture at \$5,000 per classroom. This budget is also supported by fundraising for supplementary resources from private foundations, corporate donations and individual donors. LFDCS also benefits from a relationship with *The Furniture Trust* which provides access for LFDCS to high-quality, discarded corporate equipment and furniture donations.

Project Financing

Originally \$2.6-\$2.9M to build a new gymnasium, reduced to \$500,000-\$700,000 for build-out of rental space in SY'2017-2018

LFDCS is finalizing a long-term rental agreement with the Lawrence Housing Authority building on Haverhill Street in Lawrence's upper Tower Hill for the use of this building which has adequate space for our gymnasium needs. The Board of Trustees has approved a budget for renovations and authorized expenditures to rent this gymnasium space within existing budgets and reserve funds.

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 – Once the building's build-out as a rental is available, the building will be used in SY'2017-2018 and will be maintained and assessed for renovations annually by the Maintenance staff. Lawrence Family Development Charter School has a reserve of funds 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'2016-2017

I. Faithfulness to Charter

	2016-2017 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	90.4% Parent Sign-In Sheet Certificates of completion

II. Academic Program Success

	2016-2017 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.	N/A	Data collected does not allow for this data comparison
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: 6,7,8 Not Met ELA: 3-5 Math: 3-8	Internally-designed assessment based on released questions (L-FAST)
Key Design Element: Effective Teaching		
Objective: LFDCS hires certified teachers in required fields who also hold high expectations for all students. Teachers grow in effectiveness through in-house sponsored professional development, professional readings, teacher-led workshops and tuition reimbursement for advanced degrees.		
Measure: 1. Each year, 100% of teachers who are new to the school will successfully complete a 2-year mentoring program with a trained mentor.	Met	100% Attendance sheets, Meeting Agendas, Certificates of Completion, LFDCS Mentor Program Summary Report in accordance with 603 MMR 7.12

<p>Measure:</p> <p>2. Through an annual survey distributed to 100% of new teachers, with a 90% return rate, 90% will report satisfaction on a question asking if they were satisfied or highly satisfied with the quality and quantity of mentoring activities offered their first year.</p>	<p>Met</p>	<p>Survey Results 91.6% return rate 100% rated highly satisfied or satisfied with the quality and quantity of mentoring activities offered their first year.</p>
<p>Measure:</p> <p>3. Each year, 100% of teachers will participate in monthly <i>Tech Talk</i> professional learning sessions and integrate at least 2 (a total of 10 or more strategies after five years) new blended learning strategies into their instruction.</p>	<p>Met</p>	<p>100% Agendas, Sign-in sheets Heads of School Walkthrough Notes, Lesson Plans Learning Management System (LMS) artifacts in course shells</p>
<p>Measure:</p> <p>4. Beginning in November 2015 (after SEI Planning Group Project), 95% of all teachers will include SEI strategies into all of their Lesson Plans.</p>	<p>Met</p>	<p>100% Lesson Plans posted on <i>Schoology</i>. All lesson plans included SEI strategies using WIDA Model Performance Indicators</p>
<p>Key Design Element: Partnerships Objective: LFDACS engages community partners to bring additional learning, enrichment and opportunities to our students, and LFDACS is consistent in inviting partners who support growth and achievement.</p>		
<p>Measure:</p> <p>1. Each year, at least one community partner and one higher education partner will be engaged for STEM activities.</p>	<p>Met</p>	<p>Logs of trips to Quarrybrook Outdoor Learning Center (Northern Essex Community College), University of Lowell, Latino STEM Alliance, Museum of Science, Central Catholic High School and Girl Scouts of Eastern Massachusetts</p>
<p>Measure:</p> <p>2. Each year, 80% of students in grades 4-8 will score at or above grade level on spring Science L-FAST assessments.</p>	<p>Partially Met Measure Met in all grades except grade 7 which was 67.3%</p>	<p>Science assessments (L-FAST)</p>

III. Organizational Viability

	2016-2017 Performance	Evidence
<p>Key Design Elements: Governance and Leadership Structure Objective: Lawrence Family Development Charter School parents are meaningfully and consistently involved in educational decisions; participate in trainings and satisfaction surveys; and have roles in school governance.</p>		
<p>Measure:</p> <p>1. Through an annual parent survey distributed to 100% of families, with a 75% return rate, 85% of parents will report satisfaction with the effectiveness of the faculty in areas of academic challenge, support and communication.</p>	<p>Met</p>	<p>90% Return Rate 96% reported satisfaction School-developed questionnaires and surveys aligned to 10 ESE criteria tracked by the Parent Liaison</p>

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: LFDCS 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	90% Acceptance letters from admissions-based schools
Measure: 2. Each year, LFDCS will increase the number of admissions-based secondary schools that attend the High School Fair for Grade 8 parents and students.	Not Met	25 Secondary Schools attended the High School Fair in SY'2016-2017 (fewer than SY'2015-2016) Sign-in Sheet, Survey Results
Measure: (Reach Goal) 3. Each year, 85% of students accepted to tuition-based high schools will receive financial aid and/or merit scholarships	Met	85% - Scholarship Letters Financial Aid Letters - 32 students were accepted, 4 chose not to attend, 1 student did not need or apply for financial aid
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, LFDCS will disseminate best practices related to academic, social and/or parent engagement models during three or more activities per year for different educational organizations.	Met	Agendas, Sign-in Sheets, Partnership Contracts, Visit Descriptions/Press Releases, Reports to School's Board of Trustees, Feedback/surveys from those impacted, Participation in Charter School Pilot Programs

PARTIALLY MET OR NOT MET SY'2016-2017 PERFORMANCE OUTCOMES

Page 13 - ACADEMIC PROGRAM SUCCESS - Key Design Element: Dual Language

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. *Data collected did not allow for this data comparison--Spanish teachers measured growth with CPI at each grade level, and all grade levels made growth. In SY'2017-2018 will adjust to measuring and reporting individual growth.*

Measure 2: Each year, 85% of students in grades 3-8 will score at or above grade level on spring ELA and Math L-FAST assessments (Reach Goal). *This was a Reach Goal which was met in grades 6, 7, and 8 in ELA. It was not met in grades 3-5 in ELA and in grades 3-8 in Math. Those grades that did not meet the goal were above 80% which was a more reasonable goal.*

Page 14 - ACADEMIC PROGRAM SUCCESS - Key Design Element: Partnerships

Measure 2: Each year, 80% of students in grades 4-8 will score at or above grade level on spring Science L-FAST assessments. *This measure was met in all grades except grade 7 which saw a 67.3% growth.*

Page 15 - ORGANIZATIONAL VIABILITY - Key Design Element: Partnerships

Measure 2: Each year, LFDCS will increase the number of admissions-based secondary schools that attend the High School Fair for Grade 8 parents and students. *The day of the high school fair, there were 28 high schools confirmed; unfortunately, 3 high schools were no shows which left us with 25 high schools attending the fair, one less than last year.*

RECRUITMENT AND RETENTION PLAN

Recruitment Plan: 2016-2017 Implementation Summary
<p>Successes and challenges of implementing the school’s recruitment strategies from the 2016-2017 Recruitment Plan:</p>
<p>LFDCS 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 and newspapers in prevalent languages. Its success with recruitment is best demonstrated by its list of students waiting for a seat in the school. The Director/Superintendent, who is bilingual/bicultural, remains visible in the community—at events such as with <i>Semana Hispana</i>, and is a participant on Spanish talk-radio shows. He also writes editorials for the local Spanish newspapers. These activities showcase that students from all subgroups are invited and welcome to the LFDCS’ lottery (as such subgroups are welcome in the Lawrence Public Schools). LFDCS participates in Community Pathways, a non-profit group which builds programs and enrollment. At its School Site Council meetings, LFDCS’ current families were educated on how to “spread the word” about openings at LFDCS and also about openings at its Lawrence Public Schools’ Project for School Turnaround/Targeted Assistance. With support from the Parent Liaison and Special Education Director, LFDCS continued sharing information about the lottery at Parent Coffees, at Special Education PAC meetings and by running a series of parent workshops which were delivered in the evening by counseling services provider <i>Blueskies Wellness</i>. The availability of seats was announced at School Board meetings and at School Site Council meetings. To build awareness of its recruitment period, LFDCS distributed posters in the community and at special events, with announcements to families at its Summer Family Fiesta and through its Maria del Pilar Quintana Family Center for adults which provides ESL, citizenship and community education. With neighborhood stakeholders, foundation funders and the business community, its 2017 lottery was well-promoted when a local Spanish radio station personality pulled names for the March 2017 lottery. It also worked closely 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, Lawrence Family Development’s management organization manages a Lawrence Public School which works with the Lawrence Public Schools’ Family Resource Center.</p>
<p>Context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)</p>
<p>LFDCS’ recruitment is significantly influenced by sibling preference and a charter which limits acceptance after grade 4. Although the 2016-2017 CHART reflects lower quartile and comparison index scores for low income and special education students for 2016-2017 in the same year ESE asked LFDCS to participate in a best practices conference on recruitment and retention of subpopulations based on its progress in the preceding fiscal year. Additionally, despite its outreach to all subgroups, the number of siblings entering K-1 increased from 33% to 44% further skewed its CHART data for low income and special education. LFDCS’ recruitment is significantly influenced by sibling preference and a charter which limits acceptance after grade 4. For the K-1 lottery of students entering for SY’2017-2018, 48% were siblings. LFDCS’ class size helps to support all learners and limits the need for excessive SPED referrals due to needs-based grouping and teachers looping. A strong RTI program, a full-day, two-year kindergarten and the school’s dual-language capacity help significantly with academic language acquisition, thus providing most ESL students assessment scores which are adequate (level 5) for them to FLEP by (generally) 3rd grade. We expect that new state and federal regulations will impact such FLEP transitions in FY18.</p>
<p>Input about flaw for First Language other than English – data accuracy</p>
<p>The data analysis for this year’s CHART information for recruitment and retention/enrollment purposes for First Language not English was entered by LFDCS into an incorrect field. When the error was found in June 2017, it was fixed at LFDCS, and James DiMaio, ESE Data Systems Analyst was notified. Per James DiMaio, ESE Data Systems Analyst, this certified information cannot be changed. “Unfortunately, certified data cannot be changed. They should be fixed on subsequent March/June SIMS, as you’ve done, however I’ve learned from the Data department that October SIMS (which is what populates state profiles and subsequent reports such as CHART) cannot be retroactively updated.</p>

Please make note of the misreported data in your reports. With that said, we will be tracking these discrepancies within our office for future accountability purposes.” For the sake of analysis, LFDCS is using what it is calculating at its end-of-year SIMS data which is 82.9% versus the CHART number of 31.4%.

Incoming class of K-1 students – SY’2017-2018

Lawrence Family Development Charter School hosted its yearly lottery on Wednesday, March 8, 2017 for 80, K-1 seats. Of those 80 seats, 38 (48%) of these available seats were earmarked for applicants who have siblings currently attending the charter school. There were 152 applications for 80 openings. Of these students, LFDCS estimates that 14% of them will have special services/IEPs when entering. This compares favorably to the year before which was 8%.

Lawrence Family Development Charter School General Recruitment Activities for SY’2016-2017

Lawrence Family Development Charter School (LFDCS) used its revised recruitment strategies approved by ESE in the fall of 2016. As a member of the gateway cities group of the Massachusetts Charter School Association, it shared its practices and reviewed 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 a number of ways, including being a dual-language school. LFDCS showcases its 8th grade graduating students’ portfolios in both English and Spanish to show the community its content/curriculum and language outcomes of a Level 1 school.

Beginning in FY’17, LFDCS expanded its recruitment and retention activities in the Vietnamese language and in FY18 will add French for recruitment and retention activities. 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 (Prospect). It will also commit to making progress toward its GAP goals for SPED and ESL. Lawrence Family Development Charter School seeks to continue its work for enrollment of subgroups above the first quartile and comparison index as compared to Lawrence Public Schools and Community Day Charter School (Prospect): First Language not English (82.9% per our records vs. the chart versus 31.4% -footnote above and with the number at 83.9% in FY16 - we believe we are above comparison index again for SY’2016-2017); Students with Disabilities (6.4 % in FY17 which is between 6.7% in FY16 and 6.2% in FY15, but still below the comparison index but influenced by our enrollment increasing overall as well as sibling preference in K-1 (moving from an entering class of 31% siblings for FY17 to 44% siblings in FY18) and Low Income (stable at 54.7% in FY17 which is the same as the 54.7% in SY’2015-2016, which is slightly below the index of 60.2%).

Attention in the SY’2017-2018 Recruitment and Retention Plan will again be on enrollment of English as a Second Language Learners (currently at 26.4% which is above the first quartile and which will increase with new guidelines for FLEP FY18) and on Students with Disabilities to assure ELL and Students with Disabilities students’ recruitment fall into reasonable progress to monitor the school’s below-the-first-quartile standing.

In the past years, overall progress was made, and in FY17, LFDCS was asked to share at a state conference its best practices with recruitment of ESL and Students with Disabilities subpopulations. The Students with Disabilities student increases of two years in FY15 (6.2%) and FY16 (6.7%) was not maintained in FY17 with a percent of 6.4%. Changes in number of the Lawrence Public School rates (SPED equals 19.4% also appears to be impacting the comparison index). LFDCS sees its students’ early childhood achievement as a relative strength because these ELL students, in most cases, fully transition by third grade to not needing ESL support. LFDCS works with parents and students on recruitment and identification of students with disabilities and offers small classes and other supports to maximize the success of all students. Although LFDCS is meaningfully impacted by sibling preference in its enrollment strategy, the district strives to comply with ESE expectations for the targets of first quartile and comparison indexes for all subgroups. As a prevalent Lawrence language, LFDCS includes French in its language groups for outreach purposes.

Recruitment Plan –Strategies

Special education students/students with disabilities

(a) CHART data

LFDCS – 6.4 %
 - below goal on the CHART but LFDCS is experiencing growth to its overall school enrollment (to 800 in 2020) and siblings entering increased from 33% to 44%. The Schools SIMS report for June 30th shows the students with disabilities number to be 7.1%, so LFDCS thinks it has continued to make progress in this area. Until 2016-17, the school percentage on the CHART for this subgroup was increasing each year (2016-17= 6.2%, 2015-16= 6.7%, 2014-15=6.2%, 2013-14= 5.7%)

Summary from “Chart”
 Despite a loss from 6.7% to 6.4% LFDCS remains below the comparison index of 13.7% in 2016-17- (12.2% in 2015-16) and first quartile 12.8%. It has made progress with GNT/CI until this year. It is also influenced by the dramatic increase of this number from the Lawrence Public Schools.

(b) 2016-2017 Strategies

Did not Meet GNT/CI: enhanced/additional strategies needed

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 LFDCS’ numbers. In SY’2017-2018, the Recruitment Strategies will include both current and enhanced strategies with information available in Lawrence’s prevalent languages of Spanish, English and French.

Current strategies

- Build videos of SPED teaching practices and share and access through *Schoology*, a new LFDCS Learning Management System.
- Invite parents to bring friends and neighbors who have children with disabilities to evening parenting sessions.
- Buy an ad in the local Spanish newspaper to promote the annual lottery and status ability to serve all students.
- Show technology use of the school and benefits of iPads for students with disabilities.
- Host socials for alternative MCAS assessment portfolios and allow parents to bring neighbors to this event to show assessment materials for specific disabilities.
- Outreach through social service agencies supplemented by expanded outreach through Blueskies Wellness to reach students with disabilities.
- Host SY’2017-2018 School Site Council and PAC meetings with parents discussing LFDCS’ 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 LFDCS’ Summer Food Fiesta & Family Movie Nights.
- 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.

(c) 2017-2018 Additional Strategy(ies), if needed

Enhanced strategies

- The SPED Director will link with Head Start sites to offer 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.
- The Parent Liaison will link with the YMCA’s childcare programs in Lawrence and in Methuen to explain the lottery and services for students with disabilities.

Limited English-proficient students/English learners

(a) CHART data

Limited English-proficient students

Measure #1: First Language Not English
 (82.9 based on SIMS, CHART data is incorrect and can't be edited)--we believe we are above goal. LPS is 71.2% and Comm. Day Prospect is 73.5% Above or equal to the first quartile (N/A %) and comparison index (N/A %)

Measure #2: English Language Learners
 26.4% - below goal despite an increase over 2015-16 and 2014-15 which were 24.3 and 21.2%

Below first quartile (23.6%) and comparison index (27.8 %)

2016-17 - increase of 2.1% and 2015-16 - increase of 1.1% complements 2014-15 which increased by 1.9%, thus showing progress (Note: Results impacted by LFDCS' effective ESL and SEI supports.)

(b) 2016-2017 Strategies

Met GNT/CI: no enhanced/additional strategies needed for First Language Not English (Measure #1)

Did not Meet GNT/CI: for English Language Learners (Measure #2)

Current strategies-Measure #1

LFDCS advertises in Spanish and enrolls at the K-1 level for 4 year olds and enrolls from the K-2 - grade 4 waitlist. Beginning in FY'17, Vietnamese was added as a language for advertisements and in FY18 LFDCS will add French. ELL effectiveness at the early childhood levels usually allows students to successfully transition out by grade 3, however new ELL requirements will likely change patterns moving forward. SIMS data used to calculate current level per suggestion from James DiMaio related to a data error in the CHART.

- LFDCS will maintain many current recruitment strategies for First Language not English students as we are above the first quartile and comparison index. Because we are a dual-language school, all listed activities will be done in English and in Spanish (the Lawrence community's prevalent languages with Vietnamese added in FY'17 and French will ne added in FY '18).
- 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.

Current strategies-Measure #2

Although we are below the goal, we showed some progress over the past three years with small increases as listed in the left column. We want to continue our community outreach done in English and in Spanish and in FY'18 in French with ESE understanding our smaller K-8 population, influenced by effective ELL transitions which are generally by grade 3. New students do not enter after grade 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. Other forms of outreach will include:

- Provide School Site Council and PAC meetings with information delivered in English and in Spanish for parents to share in their neighborhoods to increase awareness about LFDCS' services for non-English speakers.
- Begin planning for sharing with parents and the community the LFDCS Learning Management System, including its dual-language content in English and in Spanish.
- Build resources and professional development mechanisms to show other parents at School Site Council meetings how the process of language acquisition in English and in Spanish can be enhanced for shorter timelines. If outreach to 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 new Lawrence Family Public Academy—with ads in Spanish newspapers. Translation services will be conducted in Spanish at parent engagement activities.

	<ul style="list-style-type: none"> • 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 new Lawrence Family Public Academy—with ads in Spanish newspapers. • Translation services will be conducted in Spanish at parent engagement activities. Provide Family Math Night and other parent participation events with materials to bring to their neighborhoods to share with prospective families that will encourage non-English speakers to pursue the LFDCS lottery which will be communicated in Spanish and in French. <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p>Enhanced strategies- Measure #1 – not needed</p> <p>Enhanced strategies- Measure #2</p> <ul style="list-style-type: none"> • Increase number of staff members who are bilingual/bicultural In FY17 through external activities conducted by the newly-hired bilingual/bicultural HR manager. • A new bilingual/bicultural Parent Liaison 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. • Increase the number of events by two which have a multicultural theme and communicate these events in the media.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p style="text-align: center;">(a) CHART data</p> <p style="text-align: center;">LFDCS – 54.7% (No change from 2015-16 and slightly lower than 2014-15 of 59.6%. This is slightly below first quartile (63.4% and the comparison index 60.2%)</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <p><u>Current strategies</u></p> <ul style="list-style-type: none"> • For recruitment, LFDCS does service projects including Thanksgiving baskets for families and collections for a nearby shelter. Information about its meals program will be shared through a Board member who works at a nearby neighborhood shelter. Where needed, LFDCS will share information at community service centers and mobilize its 8th graders for community service projects. <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><u>Enhanced strategies</u></p> <ul style="list-style-type: none"> • We 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. • We will participate in the Community Pathways group and build awareness among social service agencies of our school and free lunch program and they can share information with their clients and/or members in an informed manner. • We will explore becoming a summer meals program site in order to feed economically disadvantaged children in the neighborhood.

<p>Students who are sub-proficient</p>	<p align="center">(d) 2016-2017 Strategies</p> <p>The MCAS, GMADE and GRADE test scores at LFDCS are strong for a district enrolling at a low-income, minority population. The school has lengthened its summer enrichment programs, added an ELL Summer full-day program for students meeting benchmark in order to prevent learning losses and increased its focus on health and nutrition. For recruitment, there are no strategy changes with the exception of adding French as a needed language for the populations represented in the student population (i.e. dominant city languages).</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.
<p>Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> • Not applicable, we do not enroll students who are age-eligible to drop out.
<p>Students who have dropped out of school</p>	<p align="center">(f) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • To assure high school retention and to track outcomes over time, LFDCS also employs two Secondary School Coordinators to work with 7th and 8th grade students on admission and retention at high schools. • The management organization of LFDCS has a program for teen drop-outs, and some of the issues related to this population are shared with parents of the charter school. Also, sessions are run for teachers on engagement and student behavior as well as for parents on discipline. • LFDCS is in an urban neighborhood with close ties to the Department of Children and Families and the Department of Transitional Assistance. Through the Community Pathways workgroup, information about students at risk and retention strategies is shared.

Retention Plan: 2016-2017 Implementation Summary

LFDCS establishes a retention goal in its charter of 95-100% for all students and in SY’2016-2017 achieved 97.5%. Its goal for SY’2017-2018 remains the same of 95-100% retention which was stronger than Community Day Prospect, which shows an overall student retention rate of 94.9%. For kindergarten students the levels were: Kindergarten-97.5%, Grade 1-98.8%, Grade 2-96.4%, Grade 3-100%, Grade 4-94.9 % (below by 0.1% which when rounded is 95%), Grade 5-96.4%, Grade 6-96.4%, Grade 7-98.2%, 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. LFDCS is proud that all measured subgroups were at or above 95%. The results are: English Language Learners at 98.4%, High Needs at 96.8%, Low Income at 95.9% and Students with Disabilities at 95.9%. ***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. ***

<p align="center">Overall Student Retention Goal</p>	
<p>Annual goal for student retention (percentage):</p>	<p align="center">95%</p>

Special education students/students with disabilities	
<p>(a) CHART data</p> <p>Special education students</p> <p>Attrition rate for SY'2016-17= 4.1; Retention Rate for SY'2016-17= 95.9. Goal for SY'2017-2018 remains: 95% or better</p> <p>third quartile= 17.1 “Below third quartile: no enhanced/additional strategies needed”</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below median and 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 LFDACS Learning Management System (<i>Schoolology</i>). • Provide all students with technology support (hardware and software) and differentiate teaching techniques. • Build SPED capacity through an expanded inventory of assessment options. • Evaluate SPED referrals and needs in a timely way, assure that all SPED staff receives professional development and possesses certification. • Maintain paraprofessional support at the early childhood level and maintain small class size for all grade levels. • 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 all programs.
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>Limited English-proficient students</p> <p>Attrition rate for SY'2016-17= 1.6%; Retention Rate for SY'2016-17= 98.4%. Goal for SY'2017-2018 remains: 95% or better</p> <p>third quartile= 20.0 “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. • Fully integrate SEI techniques into professional development resources available on our Learning Management System (<i>Schoolology</i>). • Provide full translation services to parents at meetings, family events and SPED PAC meetings. • Through Spanish translations, maximize participation of non-English speaking parents with: bilingual websites, letters, support services at Quintana Family Center and at parent conferences and by using Spanish-translated “One Call” messages.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>Low Income (Students eligible for free or reduced lunch)</p> <p>Attrition rate for SY'2016-17= 4.1%; Retention Rate for SY'2016-17= 95.9%. Goal for SY'2017-2018 remains: 95% or better</p> <p>third quartile= 17.2 “Below third quartile: no enhanced/additional strategies needed”</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Continue to align activities for access, diversity and equity to the charter and LFDACS 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 LFDACS’ summer Food Fiesta and other special events. • Maintain the diversity of parent involvement activities and involve low-income parents in leadership opportunities.

<p>High Needs (Students who are sub-proficient) Attrition rate for SY2016-17= 3.2%; Retention Rate for SY2016-17= 96.8%. Goal for SY2017-2018 remains: 95% or better</p> <p>third quartile= 17.5 “Below third quartile: no enhanced/additional strategies needed”</p>	<p>(d) 2016-2017 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) 2016-2017 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, LFDCS 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. • LFDCS’ Parent Liaison (who is its Homeless Liaison) and the School Nurse (both bilingual) provide support to students and families by identifying warning signs for students who may be at risk of dropping out of school when age-eligible. • Provide scholarships and transportation for homeless students to Summer Academy, work with parents to provide transportation when parents need to leave their homes in an emergency and work with a neighborhood homeless shelter for student support. • Provide remote access and a webcam in the classroom to students who are hospitalized or homebound for an extended period of time.
<p>Students who have dropped out of school</p>	<p>(f) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • No change; LFDCS is a Kindergarten to grade 8 school.

SCHOOL AND STUDENT DATA

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04540205&fycode=2016&orgtypecode=6&>

Listed below is student demographic and subgroup information from the June, 2017 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	701	98.2%
Native American	0	0.0%
White	8	1.1%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	0	0.0%
Special education	51	7.1%
Limited English proficient	189	26.5%
Economically Disadvantaged	360	50.4%

ADMINISTRATIVE ROSTER FOR SY'2016-2017			
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 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 Academy for Early Academic Preparation	Building operations, student behavior and discipline, schedules, parent communication	7/14	
Justin Hodgkins Food Services Director	Food services	7/16	
David Hildt After-School Coordinator	After-school program	8/12	6/17
George Masterson STEM Coordinator	Science curriculum and partnerships	8/15	
Hali Castleman ELL/RTI Coordinator	ELL/RTI program	9/13	
June Kim, EdD Digital Instructor	Blended Learning Program	7/14	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'2016-2017				
	Number last day of SY'2016-2017	Departures during SY'2016-2017	Departures end of SY'2016-2017	Reason for departure
Teachers	63	3	5	3 resigned, 1 relocated, 4 non- renewals
Other Staff	49	3	8	1 disability, 4 non-renewals, 1 relocated, 5 resigned
BOARD OF TRUSTEES – SY'2016-2017				
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	LFD, Inc. representative	Retired	2 nd term 2/2011-8/2017
Joan Thompson	Vice President	LFD, Inc. representative	Professor Endicott College	2 nd term 9/2013-8/2019
Anne Hemmer	Treasurer	LFD, Inc. representative	Retired East Boston Savings Bank	3 rd term 2/2010-8/2019
Henry Vargas	Clerk	Parent representative	Paraprofessional St. Anne's School	3 rd term 10/09-8/2017
Rafael Abislaiman	Member	LFD, Inc. representative	Executive Director Merrimack Valley WIB	1 st term 9/2014-8/2017
Rita Almanzar	Member	Parent representative	Tech Assistant Lowell General Hospital	2 nd term 9/2013-8/2019
Joe Figuereo	Member	Alumni representative	Registered Nurse Concord Behavioral Health	1 st term 9/2015-8/2018
Ana Medina	Member	LFD, Inc. 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	3 rd term 12/2010-8/2019
Yokasta Perez	Member	Parent representative	HIM Scanner Lead Clerk Greater Lawrence Family Health Center	2 nd term 9/2013-8/2019
Beilis Soto	Member	Parent representative	Site Services Supervisor Cummings Properties	2 nd term 9/2013-8/2019
Greg Spurr	Member	LFD, Inc. representative	Senior Lender Middle Market Lending TD Bank N.A	1 st term 9/2014-8/2017
Victor Vega	Member	Alumni representative	Engineer Beta Group Inc.	1 st term 9/2015-8/2018

Additional Required Information

Key Leadership Changes

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

Enrollment

Action	For SY'2018-2019
Student Application Deadline	February 23, 2018
Lottery	March 7, 2018*

* Lottery date moved up to first Wednesday in March due to the fact that adequate time is needed to compile and submit pre-enrollment and waitlist data by the March 15 deadline.

Complaints –There were no complaints during SY'2016-2017.



Lawrence Family Development Charter School

**K-1: 404 Haverhill Street
Lawrence, MA 01841**

Tel: (978) 738-0609 - Fax: (978) 738-0634

**K-2 – Grade 4: 34 West Street
Lawrence, MA 01841**

Tel: (978) 689-9863 - Fax: (978) 689-8133

**Grades 5 – 8: 400 Haverhill Street
Lawrence, MA 01841**

Tel: (978) 738-0609 - Fax: (978) 738-0634

*website: www.lfdcs.org
E-mail: rcarrero@lfdcs.org*