

Lawrence Family Development Charter School



FY'2022-2023

ANNUAL REPORT

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AUGUST 1, 2023

Lawrence Family Development Charter School

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A MESSAGE FROM THE CHAIR OF THE BOARD OF TRUSTEES

On behalf of the Board of Trustees, administration, teachers, staff, students and families who are served by Lawrence Family Development Charter School (LFDCS), we present this Annual Report that covers July 1, 2022 to June 30, 2023. This year LFDCS educated 854 students in Kindergarten-1 through grade 8 and effectively managed its enrollment growth plan of 860 students. This FY'2022-2023 Annual Report reflects our unwavering commitment to our mission: *strengthening families and building community*.

Beginning August 17, 2022, LFDCS' new staff had three days of professional development that focused solely on acclimating them to their new school. The following week all school staff returned and attended one week of professional development that focused primarily on required compliance topics—such as, the FY'2022-2023 Opening Plan, Health and Safety, CPI and Restraint Training, Blood Borne Pathogens Training and Review of Policies and Procedures in Special Education, ELL, Civil Rights, Bullying and Suicide Prevention. During this week, there was also training on technology programs available for instruction and a presentation on the Teacher Evaluation Rubric and Career Ladders, Overview of the Mentor Program and a Question and Answer time for Response to Intervention (RTI) questions. Training was provided to staff again this year on the Social-Emotional Learning Programs embedded into the curriculum for each school building that included: Academy: *Positive Action*, Lower School: *Everyday Speech* and Upper School: *Random Acts of Kindness*. All three programs address and support the five core CASEL (Collaborative for Academic, Social and Emotional Learning) competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

In November 2022, LFDCS once again launched an Extended Day Academic Academy, a data driven after-school program that provided additional academic support for students in grades 1-8 who tested in Tier 3 in ELA and/or Math based on LFDCS's 2022 ELA and Math MCAS and MAP assessment scores in the fall. This program, taught and split amongst ten teachers across grade levels, focused on Math (grades 3-8) and ELA (grades 1-2) and was attended by ninety-two students who were recommended for this program by their Head of School where students were separated by overall RIT scores and not by grade level. Out of these ninety-two students who attended the program, twenty-five students tested out of the program in the spring of 2023.

In January, 2023, after a long process and extensive search, Hali Castleman was appointed the new Principal for LFDCS. Hali began her career at LFDCS twelve years ago as an ESL teacher and also served as the Response to Intervention (RTI) Coordinator/English Language Learner (ELL) Coordinator for grades K-1 to eight. Through her efforts, she identified at-risk students and designed personalized interventions and supports for students. For the past four years, she led the Lower School as its Head of School/ELL Coordinator. Ms. Castleman is certified as a Principal, has a Bachelor's degree in Psychology, a Master's degree in Curriculum and Teaching and is fluent in Spanish. Her work has been recognized throughout the country by presenting at school conferences in Massachusetts, Georgia and the National Charter School Conference in Washington, DC. Last year the Massachusetts Department of Elementary and Secondary Education asked her to conduct a statewide professional development program on best practices to make hands-on learning more effective for ELL students.

Ms. Castleman's vision for extending learning opportunities through an interdisciplinary approach and using blended learning and project-based methodology further solidifies that she is the right leader to advance the great work of teachers and staff at LFDCS. Her commitment to parent engagement exemplifies the mission of LFDCS, and her commitment to the school is driven by her belief that all children are entitled to an excellent education regardless of where they live.

In April, 2023, another successful professional development/employee appreciation day was held on the day before April vacation. Topics included: Community Building, *Schoolology* Course Materials I & II, Paraprofessional Training, Needs-Based Groups, ThinkCentral (a self-paced renaissance course), Classroom Management and Exploring Curriculum ELA/Spanish. There were also two one-hour Zoom meetings with a representative from PowerSchool, our new Student Information System for FY'2023-2024, on Unified Classroom Curriculum & Instruction (UCCI), part of PowerSchool's educational platform. The PowerSchool representative showed teachers how to navigate, edit, collaborate and analyze curriculum and set up, create, modify, collaborate and analyze lesson plans in PowerSchool. After a half-day of professional development, staff were treated to a nice luncheon by the Nutritional Services Department followed by an awards presentation that included certificates, pins and Amazon gift cards for those employees who have completed five, ten, fifteen and twenty years of service.

With full recognition of the importance of the Board of Trustees' responsibility to monitor its effectiveness in overseeing policies and performance of LFDCS leadership, the Board embarked on several areas during FY'2022-2023. Subcommittee meetings included Nominating and Governance Subcommittee Meetings that oriented and recommended to the full board the election of one new Parent Representative Board Trustee and two new Community Stakeholder Board Trustees. Other subcommittee meetings held during FY'2022-2023 were the Superintendent's Evaluation Subcommittee who met with the Superintendent to review the Superintendent's annual goals. They presented their recommendation to renew and approve the Superintendent's contract for three more years to the full board at the June 14, 2023 LFDCS Board of Trustees meeting. The Board also completed their annual end-of-year Board survey that included individual board goals and whole-board goals to be incorporated into the strategic plan.

For FY'2023-2024, LFDCS looks forward to getting back to more in-person events and meetings. Lawrence Family Development Charter School continues to move forward in its goals of professionalism and excellence in all aspects of its work with staff, students and parents.

We hope that the highlights found in this FY'2022-2023 Annual Report prompt readers and the Board of Trustees to share our enthusiasm for what the next year offers for our students and staff.

A handwritten signature in cursive script that reads "Germinudy Rosario".

Germinudy Rosario, Chair, LFDCS Board of Trustees

Type of Charter	Commonwealth	Location of School	Lawrence, MA
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region	1
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	1,000	Enrollment for FY'2022-2023	854
Chartered Grade Span	K-1 to Grade 8	Current Grade Span	K-1 to Grade 8
# of Instructional Days per school year	180	Students on Waitlist for FY'2022-2023	263
# of Instructional Days during FY'2022-2023	180		
School Hours	K-1-Gr. 1 7:45am-3:10pm M-F Grs. 2-4 7:45am-3:20pm M-F Grs. 5-8 7:45am-3:30pm M-F	Age of School	28 years
<p style="text-align: center;"><u>Mission Statement</u></p> <p>Strong families, working in partnership with the school as advocates for academic achievement, will create an environment where every child has the opportunity to acquire the foundation skills and habits of mind that foster life-long learning, citizenship participation and personal fulfillment.</p>			

INTRODUCTION TO THE SCHOOL

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

I. Faithfulness to Charter

Mission and Key Design Elements

LFDCS, in its 28 years of existence, has maintained the philosophy of its founders based on its Mission (see above) and the Key Design Elements through which it operates its charter and sets its accountability goals. The governance structure exemplifies the mission of the school by ensuring that the Board make-up consistently has parents involved at every level of the school.

Key design elements are:

- 1. Parent Engagement** - Parents are engaged as “advocates for their children” as an essential element of our history.
- 2. Dual Language** - LFDCS designs its school with a dual-language mission to respond to the wishes of the founding parents that their language and culture would be taught.
- 3. Effective Teaching is Key** - LFDCS hires certified teachers in required fields who also hold high expectations for all students. LFDCS supports effective teaching through grade-level planning and schoolwide lesson plan templates using standards-based instruction. Instructional delivery is organized in grade-level units, and lesson plans are tiered to meet the needs of all students.
- 4. Partnerships** - LFDCS recognizes that community partners bring additional learning, enrichment and opportunities to our students and are consistent in inviting partners who support growth and achievement.
- 5. Governance and Leadership Structure** - Governance supports the vision and mission of LFDCS. LFDCS has a thirteen-member Board of Trustees, comprised of seven parents of students enrolled at the school and six community stakeholders with knowledge of the school. A Parent Representative Trustee serves on the Board and on the School Site Council to regularly inform Board Trustees on parent views of all aspects of curriculum, programs, student academic growth and any need for new policies.

Key evidence of how LFDCS implemented these design elements was demonstrated in FY'2022-2023 by:

- 1. Parent Engagement** – Parent engagement was strong in FY'2022-2023. Due to the commitment of our parents and staff, LFDCS met its accountability measure of 100% parent conferences for all quarters, and a record number of parents attended parent coffees. ELL/SPED Parent Advisory Committee meetings and School Site Council meetings met their accountability attendance goal for officer participation of at least 75%. LFDCS implemented new parent engagement opportunities this year including a first-ever Grade 2 ELL Family Math Night. After a hiatus due to COVID, the Lower School Family Movie Night was also reinstated during FY'2022-2023. The Principal began a monthly Parent Newsletter to keep parents updated on school events and showcased student activities and work samples.
- 2. Dual Language** – During FY'2022-2023, Spanish language development continued to be an important part of an LFDCS education by providing and teaching reading, writing, speaking and listening in Spanish for all grades. Growth was monitored Fall to Winter and Winter to Spring through the Measures of Academic Progress (MAP) Spanish assessment, and data from the MAP was used during Response to Intervention (RTI) meetings as part of the discussion of student growth and progress in reading, writing and speaking in Spanish. Spanish as a subject was given a grade. Graduating eighth graders presented their eighth grade civics projects in Spanish as part of their Culminating Portfolios in front of all other eighth graders, teachers, administrators and parents. In the Lower School, students in the Spanish classes worked on a months-long project on the Rainforest and presented this project to their families in Spanish.
- 3. Effective Teaching is Key** - During FY'2022-2023, weekly review of lesson plans were reviewed by Heads of School to ensure that all components were being addressed. They conducted regular learning walks with same-day feedback; participated in weekly grade-level team planning and prioritized their presence in Response to Intervention (RTI) meetings focused on student progress and planned individualized interventions. Blocks of time designated for Needs-Based Groups provided teachers with time to provide the interventions. LFDCS implemented Professional Development to support teachers in using the Needs-Based Group blocks effectively. During April, teachers received Professional Development on implementing interventions, classroom management and the use of some of the online platforms LFDCS uses including Renaissance, Think Central. LFDCS continued to use Clever, Google Workspace and *Schoology* to deliver, maintain and manage digital instructional content. All students and staff have accounts on all three platforms. Clever is primarily used in K-1 through grade 3, and *Schoology* is the primary platform for grades 4 through 8. GoGuardian is used to monitor student learning online. Students had 1:1 use of Chromebooks for classwork, homework and assessments. In RTI, both acceleration and remediation were part of the discussion as teachers presented databased information about students with work samples as evidence. Differentiation and rigor are necessary for student success, so there were ongoing efforts to provide teachers with the ideas and information they needed for ongoing growth in these areas. LFDCS also prioritized Professional Development for the Paraprofessional staff during FY'2022-2023. This included after school and weekend training sessions on classroom management and best practices for working with students.
- 4. Partnerships** – In FY'2022-2023, LFDCS partnered again with Beaven Associates who provided HSPT/SSAT tutoring to our Grade 7 and 8 students. LFDCS also partnered with the US Institute for Diversity and Development to provide services to the Upper School students by introducing them and their families to the possibilities of private secondary school education through workshops, counseling and coordinating visits to learn about all high school options in Greater Lawrence and throughout New England that includes private independent schools, private religious-operational schools, public vocational schools and the district high schools. Partnerships were also formed for the extended day program—such as, ChessWizards and Cake Decorating by Tara Servino.

- 5. Governance and Leadership Structure** – In FY’2022-2023, due to the LFDCS Board Chair’s third 3-year term expiring, a new Parent Representative Board Trustee was elected as Chair. One Parent Representative Board Trustee and two Community Stakeholder Board Trustees were elected at the August LFDCS Board of Trustees meeting and approved by DESE by the September annual meeting. During FY’2022-2023, subcommittees of the Board were involved in monthly Finance Subcommittee Meetings, Nominating & Governance Subcommittee Meetings, the LFD, Inc./LFDCS Management Agreement Subcommittee Meeting and the Superintendent’s Goals/Evaluation Subcommittee Meetings. Board Trustees also completed an end-of-year Board survey.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved
10/18/22	Amendment to Lottery Application and Enrollment Policy	Approved

Access and Equity

2021-22 Student Discipline Data Report

2021-2022 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	804	8	0.0	1.0	0.0
EL	214	2	--	--	--
Economically Disadvantaged	687	7	0.0	1.0	0.0
Students with Disabilities	66	0	--	--	--
High Needs	733	7	0.0	1.0	0.0
Female	441	0	--	--	--
Male	363	8	0.0	2.2	0.0
American Indian or Alaska Native	0	--	--	--	--
Asian	0	--	--	--	--
African American/Black	2	--	--	--	--
Hispanic/Latino	794	8	0.0	0.0	0.0
Multi-race, Non-Hispanic/Latino	1	--	--	--	--
Native Hawaiian or Pacific Islander	0	--	--	--	--
White	7	0	--	--	--

LFDCS has focused on reducing the use of in- and out-of-school suspensions. In order to achieve that goal, the Principal and Heads of School attended DESE-organized trainings during the spring of 2023 on alternative practices to suspension. This included independent and group virtual learning on Conflict Resolution, Collaborative Problem Solving, Mediation and Restorative Justice. As a leadership team, the Heads of School, Principal and Assistant Superintendent drafted new discipline paperwork to capture the alternative practices to suspension as they were implemented at LFDCS. In addition, a tracker was created and used by administrators to track discipline and identify any trends in the data.

DISSEMINATION EFFORTS

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
<ul style="list-style-type: none"> • sharing LFDCS strategies for addressing teacher shortages and growing the teacher pipeline in the future 	<ul style="list-style-type: none"> • PowerPoint presentation on “Growing Your Own Teacher Pipeline” 	<ul style="list-style-type: none"> • Darshan Thakkar, Assistant Superintendent 	<ul style="list-style-type: none"> • Charter school attendees at Massachusetts Charter Public School Association’s (MCPSA) Spring 2023 Delegation Assembly on April 28, 2023 	<ul style="list-style-type: none"> • Several schools contacted LFDCS to assist them in designing a similar program for their schools • Many paraprofessionals, who had previously not thought about further education, enrolled in exam courses and community college/associates degree programs <p>No grant funds used</p>

II. Academic Program Success

Student Performance

1. Next Generation MCAS data for Spring 2022 Assessments

[2022 School Report Card](#)

Measure of Academic Process (MAP) assessment results are included in the section measuring the accountability goals. MAP is the only assessment taken by our students aside from MCAS and ACCESS—English Language Learners take the ACCESS assessment. Statewide the participation rate on the 2022 ACCESS test was 97% (a 21% point increase from the year before). LFDCS has continued to maintain a 100% participation rate of our EL students on ACCESS. Below is a table of students who met the attainment target set by DESE (a 4.2 overall and 3.9 in literacy). LFDCS outperformed the state in Grades 3-5.

ACCESS		
Percentage of Students Who Met their Language Attainment Target Students		
Grade	State	LFDCS
K	2%	0%
1-2	8%	3%
3-5	26%	33%

Academic Program

There were no curriculum changes for FY'2022-2023 except for teachers using the new reordered curriculum maps for grades 3-8 which were reordered by grade-level classroom teacher teams in FY'2021-2022 due to the scope and sequence needing to be modified to address gaps formed during the pandemic. Rigorous and targeted instruction continued to be a focus, and the core curriculum programs used were the same as in recent years. The STEM Coordinator creates the scope and sequences and individual standards-based lessons for Science. The core curriculum resources are the Journeys Reading Program, Journeys Reading Program in Spanish for Spanish classes, Eureka Mathematics Program, McGraw-Hill Social Studies and Massachusetts OurHome (Stockwell) for Grade 3 Social Studies. In addition to rigorous instruction, the three important related process points critical to LFDCS's academic operation continue to be the use of MAP data, Response to Intervention (RTI) and using needs-based groups for interventions. Using the data, teachers administered interventions in different modalities that included small group review, one-to-one additional support, pullout groups, worksheets, online intervention programs, games, partner practice and manipulatives. Additionally, the school utilized more online tools to support the curriculum by embedding many of the resources used in Remote Learning. Some of these tools are: IXL (Mathematics, ELA, Science), Clever, Nearpod, SeeSaw, EdPuzzle and GoGuardian. During April Professional Development, grade-level teams began the work of examining and evaluating the ELA and Spanish curriculum. During FY'2023-2024, curriculum committees will be assessing potential new curriculum that could better support the students at LFDCS in the areas of ELA and Spanish. New this year was explicit Social-Emotional Learning instruction in response to student needs coming out of the pandemic. Each grade level span used a different age-appropriate program as a result of a study group's research: K-1-Grade 1 (Positive Action), Grades 2-4 (Everyday Speech) and Grades 5-8 (Random Acts of Kindness). A Social-Emotional Learning class was added to the Specials rotation for all students to ensure there was dedicated instruction time spent on these important standards.

The Learning Management System *Schoology* was the most important tool to provide access to lessons even if a teacher or student was absent. Staff absences were not allowed to affect instruction due to an in-house substitute system where paraprofessionals were assigned to different grade levels, learned classroom processes and how lesson plans were written and accessed and got to know the students—when a teacher is absent, a substitute was available.

During FY'2022-2023, paraprofessionals were provided with targeted Professional Development sessions outside of school hours where they received additional instruction on classroom management and ways to successfully substitute. They were provided strategies for supporting all learners to better prepare them to support the classroom. *Schoology* was used to organize, share and archive lesson plans that teachers could update from home and interact with the substitute.

Families were informed on what was an unexcused and excused absence and worked with the school to minimize absences and provide learning opportunities if a child must be out. *Schoology* and school-supplied Chromebooks provided access to students if they were home with COVID or quarantining.

LFDCS used its strong RTI program to accelerate learning during FY'2022-2023. At the start of the school year, assessment data and report cards were used to identify the needs of the students, and MAP assessments were given in Mathematics, ELA, Spanish and Science to get a fall baseline. Teachers continued to move forward with curriculum while implementing interventions and other supports for students based on their needs. LFDCS continued to utilize RTI to shape our Needs-Based Groups and provide targeted interventions to students. Teachers differentiated their instruction based on assessment data and monitored student progress through a variety of classroom-based formal and informal assessment tools. For a second year in a row, the Extended Day Academic Academy (EDAA) Program provided free extended day learning in Mathematics. Enrollment was based on percentages from the MAP assessments in the fall and winter and was only for Tier 3 students in Math who were at the bottom 20%. Students were able to get targeted tutoring in areas of struggle related to what Math content was current in the classroom, and gap skills and current skills being taught were connected when possible. For FY'2022-2023, English Language Arts (ELA) was added to the EDAA program due to 2022 MCAS scores and ELA scores dipping. K-2 to second grade students focused on ELA by going back to basics and focusing on comprehension and phonics. Ninety-two students were targeted for EDAA, and in the spring, twenty-five students tested out of EDAA. Beginning June 20, and for four weeks, LFDCS offered a Summer Academic Academy for K-2 to Grade 7 students who scored in Tier III on the Spring MAP test in Reading and Math.

III. Organizational Viability

FY'23 STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS AND FY'24 BUDGET

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL

Statements of Activities and Changes in Net Assets (unaudited) and FY'2024 Budget

(approved by LFDCS Board of Trustees 4/12/23)

Year ended June 30, 2023

	<u>2023</u>	<u>APPROVED 2024 BUDGET</u>
REVENUES AND SUPPORT		
Tuition and Fees	15,080,151	16,764,607
State grants	32,508	40,903
Federal grants	2,099,591	1,470,000
Donations	77,489	0
Food Service	8,545	25,000
Investment Return	7,043	7,000
Participant Fees	200,233	120,000
Pension revenue from state	1,100,000	1,200,000
Temporarily Restricted	0	0
TOTAL REVENUES AND SUPPORT	18,605,560	19,627,510
EXPENDITURES		
Salaries, taxes and benefits	8,590,679	12,865,385
Administrative Expenses	2,182,470	1,906,229
Instructional Expenses	946,897	1,261,000
Student Services	809,312	785,000
Facilities	2,410,045	2,467,214
TOTAL EXPENDITURES	14,939,403	19,284,828
Net Ordinary Income	3,666,157	342,682
Depreciation	110,764	133,000
CHANGE IN NET POSITION	3,555,393	209,682
NET POSITION		
BEGINNING OF YEAR	5,401,445	8,956,838
NET POSITION, END OF YEAR	8,956,838	9,166,520

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL

Statements of Net Assets (unaudited)

June 30, 2023 and 2022

	<u>ASSETS</u>	<u>2023</u>	<u>2022</u>
Current Assets:			
Cash and Cash Equivalents		9,153,563	5,914,497
Accounts Receivable, deemed fully collectible		195,031	159,283
Related Party Receivable		117	0
Prepaid Expenses/Deposits		20,479	12,318
Right of Use Asset Real Estate Current		1,543,985	1,543,985
Right of Use Asset Copier Equipment Current		3,609	8,063
Total Current Assets		<u>10,916,784</u>	<u>7,638,146</u>
Property and Equipment:			
Leasehold Improvements		820,771	779,506
Furniture and Equipment		372,231	333,558
Technology		789,230	789,230
Vehicles		233,612	158,064
Right of Use Asset Real Estate Long Term		<u>3,307,004</u>	<u>4,842,690</u>
Right of Use Asset Copier Equipment Long Term		<u>2,359</u>	<u>5,511</u>
Total Property and Equipment		<u>5,525,207</u>	<u>6,908,559</u>
Less: Accumulated Depreciation		(1,969,205)	(1,858,441)
Property and Equipment, Net		<u>3,556,002</u>	<u>5,050,118</u>
TOTAL ASSETS		<u><u>14,472,786</u></u>	<u><u>12,688,264</u></u>
	<u>LIABILITIES AND NET ASSETS</u>		
LIABILITIES			
Current Liabilities:			
Accounts Payable and Accrued Expenses		117,831	203,520
Related Party Payable		0	0
Wages and Related Payable		541,367	683,050
Right of Use Liability Real Estate Current		1,543,985	1,543,985
Right of Use Liability Copier Equipment Current		3,609	8,063
Total Current Liabilities		<u>2,206,792</u>	<u>2,438,618</u>
Right of Use Liability Real Estate Long Term		<u>3,307,004</u>	<u>4,842,690</u>
Right of Use Asset Copier Equipment Long Term		<u>2,359</u>	<u>5,511</u>
Total Long Term Liabilities		<u>3,309,363</u>	<u>4,848,201</u>
TOTAL LIABILITIES		<u><u>5,516,155</u></u>	<u><u>7,286,819</u></u>
COMMITMENTS AND COINTINGENT LIABILITIES			
NET ASSETS			
Unrestricted		8,956,631	5,401,445
Temporarily Restricted		0	0
		<u>8,956,631</u>	<u>5,401,445</u>
TOTAL LIABILITIES AND NET ASSETS		<u><u>14,472,786</u></u>	<u><u>12,688,264</u></u>

FY'2024 Enrollment Table	Number
Number of students pre-enrolled via March 15, 2023 submission	879
Number of students upon which FY'24 budget tuition line is based	876
Number of expected students for FY'24 first day of school	867
LFDCS is budgeting four less students for FY'2024 and expects to be at 876 by February 15 (the last day to accept new students)	

CAPITAL PLAN FOR FY'2023-2024

Generally, capital renovations have been supported by the LFDCS reserves or fundraising for supplementary resources from private foundations, corporate donations and individual donors. In FY'2022-2023, LFDCS expanded its enrollment from 800 students to 860 students based on the DESE-approved amendment for an eight-year expansion to increase enrollment from 800 students to 1,000 students by FY'2029-2030. In FY'2022 and FY'2023, LFDCS built out the other side of The Academy for Early Academic Preparation located at 10 Railroad Street to accommodate sixty additional students: K-1 (twenty new students), K-2 (twenty new students) and Grade 1 (twenty new students). The build-out houses Grades 1 & 2 (10 Railroad Street), and K-1 and K-2 (7 May Street which is the other side of 10 Railroad Street). This build-out included thirteen new Grade 1 and Grade 2 classrooms, a Nurse's office, eight classrooms for ESL, Special Education and Spanish, a Maker-Space area and a cafeteria. The cost of the build-out, including architectural plans, overtime labor and materials was \$480,000, which is the remaining balance of the Mass. Development Bond to Enterprise Bank held in an escrow account reserved for build-outs. Other expenses for FY'2022-2023 included the hiring of a Head of School for the Academy, three new classroom teachers, a Special Education teacher, an ESL teacher, a paraprofessional, a medical assistant, a nutritional services aide, a maintenance custodian and additional desks, curriculum and supplies for sixty additional students. The expenses for additional staff, supplies and furniture came from the increase in tuition. A portion of the Elementary and Secondary School Emergency Relief Fund (ESSR) was used to upgrade ventilation systems used in the school buildings.

In FY'2023-2024, LFDCS will add twenty more students at the K-1 level, and expenses will include the addition of a new Grade 2 teacher, a paraprofessional, a Curriculum Specialist (ELA), a Curriculum Specialist (Math), two Title 1 Reading Specialists, an ESL Coordinator, a Paraprofessional Coach, a Social/Emotional Teacher, a School Adjustment Counselor, a School Psychologist and a School Dietician along with the purchasing of desks, curriculum materials and supplies for twenty students that will come from the increase in tuitions. Each year LFDCS will increase its enrollment at the K-1 level by twenty students until the maximum enrollment of one thousand students is reached in FY'2029-2030. The expenses for additional staff, supplies and furniture will come from the increase in tuition.

Lawrence Family Development, Inc. (Lawrence Family Development Charter School's Management Company and owner of the school buildings) has secured a mortgage from Enterprise Bank to purchase and build out another building in a location in the vicinity of the buildings leased to the school for grades 7-8 before the expansion reaches the Upper School. The Board of Lawrence Family Development, Inc. and the Lawrence Family Development, Inc. Administration Team have been searching for property to purchase. There have also been joint discussions with the Lawrence Family Development, Inc. Board of Directors and the Lawrence Family Development Charter School Board of Trustees Finance Committees about using surplus dollars from Lawrence Family Development Charter School's reserves (\$6,252,600--cash for the capital plan is \$4,544,529) for the new building's capital expenditures by following Mass. Design Build Construction Laws.

All buildings rented to Lawrence Family Development Charter School are annually assessed for renovations by the maintenance staff at Lawrence Family Development, Inc., and capital expenditures are handled by Lawrence Family Development, Inc. versus Lawrence Family Development Charter School.

APPENDIX A - ACCOUNTABILITY PLAN PERFORMANCE FOR FY'2022-2023

I. Faithfulness to Charter

	2022-2023 Performance	Evidence
Key Design Element: Parent Engagement Objective for Key Design Element 1: Parent Engagement - Lawrence Family Development Charter School will engage all parents as an essential element of their children's success.		
Measure: 1. Each year, for each of the first three academic terms, 100% of parents participate in parent conferences.	Met	100% of parents participated in parent conferences <i>Virtual and In-person Parent Conferences Attendance Sheets</i>
Measure: 2. Each year, 95% of grade K-1 parents will attend a "Right from the Start" training (an early introduction for K-1 parents and students to Math, ELA and our health program) and receive a certificate of completion. The focus will be on parents and teachers as working partners.	Not Met	84% of K-1 parents attended "Right from the Start" training <i>Certificates of Completion, Attendance Sheets</i> <i>Some parents were not able to attend due to the time and not having an alternate person to assist on their behalf—one student was recuperating from surgery</i>
Measure: 3. Each year, 98% of new families will have a home visit by the Head of School and Parent Liaison to ensure successful student transition to school.	Met	100% of new families had a home visit by the Head of School and Parent Liaison <i>Home Visit Sheets</i>
Measure: 4. Each year, 95% of the parents of the graduating eighth graders applying to admission-based high schools will attend High School Orientation Night, the High School Fair or the Parent-to-Parent Panel in preparation of applying to admissions-based high schools.	Not Met	90% of parents of the grade 8 graduating class attended the High School Orientation Night <i>Attendance Sheets</i> <i>The High School Fair was not held this year due to staffing and the Parent-to-Parent Panel is now only for Grades 6 & 7 parents.</i>

II. Academic Program Success

	2022-2023 Performance	Evidence
Objective for Key Design Element #2: Dual Language - Lawrence Family Development Charter School will teach all students to read, write and speak in Spanish as well as English.		
Measure 1. Each year, after the 2019-2020 baseline, 60% of students from all subgroups (including ESL and Special Education) in grades K-2—8 will meet their individual projected growth fall-to-spring on the Spanish Measures of Academic Progress (MAP) norm-referenced test.	Not Met	Results of Fall to Spring Spanish Measures of Academic Progress (MAP) norm-referenced test See Attachment: Appendix A: Accountability Plan Evidence 2022-23 <i>The Spanish curriculum is not aligned to the goals set by the assessment—a curriculum team will be created to curate assessment-aligned curriculum that will support both achievement and growth.</i>
Measure: 2. Each year, 100% of graduating eighth graders will present a digital portfolio in English and Spanish as a graduation requirement.	Met	100% of graduating eighth graders presented a digital portfolio in English and Spanish <i>Attendance Sheets, Diplomas</i>
Objective for Key Design Element #3: Effective Teaching is Key - Lawrence Family Development Charter School will expect rigorous, standards-based teaching, tiered to meet the needs of all students in preparation for the opportunity to apply for acceptance at admission-based high schools with scholarships and financial aid.		
Measure: 1. Each year, after the 2019-2020 baseline, 60% of students from all subgroups (including ESL and Special Education) in grades K-2—8 will meet their individual projected growth fall-to-spring on the Measures of Academic Progress (MAP) norm-referenced tests in English Language Arts, Mathematics and Science (grades 4-8 only).	Not Met	Results of Fall to Spring Measures of Academic Progress (MAP) norm-referenced tests in English Language Arts, Mathematics and Science (Grs. 4-8) See Attachment: Appendix A: Accountability Plan Evidence 2022-23 <i>Scores represent having one certified teacher in grades five and six. While the curriculum was provided, the skills needed to support the students academically was unavailable at the time; 25% of students that entered Grade 1(due to the expansion) did not have kindergarten training and were at baseline understanding of reading, were multiple grade levels behind their peers and struggled to meet their goals set by the NWEA.The STEM Coordinator took on a teaching role and consequently was not able to provide academic support through hands-on lessons and units in Science.</i>

	2022-2023 Performance	Evidence
Measure: 2. Each year, 100% of teachers who are new to the school will successfully complete 50 hours of mentoring by the end of their first year of teaching at LFDCS with a trained coach/mentor. Ninety percent (90%) of teachers new to LFDCS will report satisfaction on a survey with an eighty-five percent (85%) target response rate, asking if they were satisfied or highly satisfied with the quality and quantity of mentoring activities offered.	Met	100% of teachers who are new to the school completed 50 hours of mentoring by the end of their first year of teaching at LFDCS with a trained mentor. Ninety-seven percent (97%) of teachers new to LFDCS reported satisfaction on a survey with a 100% target response rate asking if they were satisfied or highly satisfied with the quality and quantity of mentoring activities offered. <i>Attendance sheets, Meeting Agendas, Certificates of Completion, LFDCS Mentor Program Summary Report in accordance with 603 MMR 7.12</i>
Measure: 3. Each year, 95% of teachers and instructional staff will participate in 7 days of professional learning designed to meet the specific needs at LFDCS as evidenced by the professional learning needs survey.	Met	98% of all staff attended 7 days of instructional, technology and compliance training
Measure: 4. Each year, 60% of students accepted to tuition-based high schools will receive financial aid and/or merit scholarships.	Met	89% - 32 out of 36 students who were accepted to tuition-based high schools received financial aid and/or merit scholarships
Objective for Key Design Element #4: Partnerships - Lawrence Family Development Charter School will seek out community partners to bring additional learning, enrichment and opportunities to our students.		
Measure: 1. Each year at least one community partner will be engaged for academic and/or arts activities.	Met	<ul style="list-style-type: none"> • Tyler Letendre, LEGO League for extended day enrichment program • ChessWizards for extended day enrichment program • Tara Savino, cake decorating enrichment for extended day enrichment program
Measure: 2. Each year at least one higher education partner will be engaged for academic and/or arts activities.	Met	<ul style="list-style-type: none"> • Beaven & Associates, SSAT & HSPT tutoring for students in grades 7-8 • French River Education Center for in-house SEI course • US Institute for Diversity & Dev. • UNH Tech Camp • Pingree School Prep@Pingree Program • Governor's Academy GovsPLUS Program

III. Organizational Viability

	2022-2023 Performance	Evidence
Objective for Key Design Element # 5: Governance and Leadership - Lawrence Family Development Charter School will involve parents and the community in governance on multiple levels.		
Measure: 1. The School Board of Trustees, comprised of community trustees and parent trustees (more than 50%), will attend at least 75% of all scheduled meetings.	Met	Board Trustees attended 79.4% of all scheduled meetings <i>LFDCS Board of Trustee Meeting Minutes</i>
Measure: 2. The Special Education and ESL Parent Advisory Councils (PACs) and the School Site Council, both parent and teacher members, will attend at least 75% of all Special Education and ESL Parent Advisory Councils and School Site Council meetings.	Met	Officers of the Special Education and ESL Parent Advisory Council and School Site Council attended 75% of meetings. <i>ESL/SPED PAC Advisory Attendance Sheets and School Site Council Meeting Minutes</i>
Measure: 3. The Special Education and ESL Parent Advisory Councils will provide 4 parent workshops annually, the topics of which will be solicited by fall parent surveys.	Met	Workshop presentations: <ul style="list-style-type: none"> • <i>What is PAC?</i> • <i>Parents' Rights</i> • <i>AANE presentation focused on working with students with autism – Part 1</i> • <i>AANE presentation focused on working with students with autism – Part 2</i>
Measure: 4. In an annual parent survey using a 3-point scale, 75% of parents will complete the survey, and 85% of those parents representing all subgroups will respond with at least a 2 or 3 regarding satisfaction with the availability of opportunities for parent involvement.	Met	82% (514/626 families) completed the end-of-year Parent Survey 90% of parents responded with Highly Satisfied and/or Satisfied with the availability of opportunities for parent involvement
Objective: Lawrence Family Development Charter School will disseminate its best practices to other educators from different educational organizations.		
Measure: 1. Over the course of the next charter, LFDCS will disseminate proven practices related to academic, social and/or parent engagement models during two or more activities each year for different educational organizations.	Not Met	
Measure: 2. Over the course of the next charter, LFDCS will disseminate proven practices related to academic, social and/or parent engagement models in a virtual or in-person conference at the state, regional and/or national level at least once each year.	Met	PowerPoint presentation by Assistant Superintendent on “Growing Your Own Teacher Pipeline” at MCPSA’s Spring 2023 Delegation Assembly on April 28, 2023

APPENDIX B - RECRUITMENT AND RETENTION PLAN

FY'2022-2023 Implementation Summary

LFDCS' success with recruitment for FY'2022-2023 was demonstrated by the number of students interested in enrollment due to its reputation for excellence, dual language, encouragement of parent involvement and a strong academic program. For FY'2022-2023, LFDCS successfully reached out to all sections of the City of Lawrence through lottery advertisements in prevalent languages (English and Spanish) and posted the lottery application and details on its website in these prevalent languages. Recruitment success is demonstrated by LFDCS being approved by DESE to expand its enrollment for FY'2022-2023 by sixty additional seats (K-1 - twenty additional seats, K-2 - twenty additional seats and Grade 1 - twenty additional seats) and still have a substantial waitlist of 263 applicants for K-1 to Grade 4. In preparation for the March 2023 lottery, the bilingual/bicultural Student Support Services Coordinator and Parent Liaison visited multiple locations with posters to dozens of community daycare sites, churches, nonprofits and neighborhood food markets. For recruitment, LFDCS used its recruitment strategies, approved by DESE in 2022, and was a member of the gateway cities group of the Massachusetts Charter School Association where LFDCS shares its practices and reviewed the statewide compendium.

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

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

On the FY'2022-2023 CHART, the students with disabilities subgroup reflects steady gains from its baseline of 5.7% in FY11 to 7.4% in FY23. Reflecting the work LFDCS has done in recent years on its annual recruitment activities, SIMS data for students with disabilities in June 2023 increased to 7.5%. LFDCS' recruitment is significantly influenced by sibling preference and a charter that limits acceptance after grade 4. Despite progress over the years, LFDCS is below the first quartile and comparison index, which is influenced by the Lawrence Public Schools and its student disabilities' rate of 19.1%. LFDCS provides its students with disabilities and high needs students with a strong RTI program, a full-day, two-year kindergarten and the school's dual-language capacity that helps with language acquisition and addresses the learning and social needs of urban, economically-disadvantaged students—for example, all LFDCS teachers are Sheltered English Immersion (SEI) endorsed and combine SEI with daily ESL classes. In FY'2022-2023, students with disabilities on IEPs, ELs and high needs were asked to attend LFDCS's Extended Day Academic Program and Summer Academy where they received in-person supports.

Incoming FY'2023-2024 K-1 Class and FY'2022-2023 K-1, K-2 and Grade 1 Classes

Because the majority of ELL students reach English proficiency by third grade and despite its outreach to all subgroups, the incoming FY'2023-2024 K-1 class's sibling percentage is 43% (lower than previous years due to twenty additional seats being added in this grade due to the expansion). LFDCS' recruitment is influenced by sibling preference, and the majority of LFDCS's ELL students are in the early childhood grades, which skews the school's CHART data for certain subgroups. English Learners enrollment increased in FY'2022-2023 with the addition of sixty new students--K-1 (twenty students), K-2 (twenty students) and Grade 1 (20 students) due to the first year of the expansion, which increased our ELL percentage from 26.1% in FY'2021-2022 to 32.8% in FY'2022-2023 exceeding the comparison index by .7%.

General Recruitment Activities for 2023-2024

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

Recruitment Plan – 2023-2024 Strategies

Special Education Students/Students with Disabilities

(a) CHART data

School percentage:
7.4%

GNT percentage:
15.0%

CI percentage:
15.0%

The school is below
GNT percentage and
below CI percentage

(b) Continued 2022-2023 Strategies

- The Special Education staff belong to several special education-related organizations and online forums which they discuss opportunities for students at the charter school.
- The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information.
- LFDCS will advertise its Extended Day Academic and Enrichment Program, that specifically targets Special Education students. LFDCS will post information on this new expanded program on the lfcdcs website, post posters throughout the community and at LFD, Inc.'s Maria del Pilar Quintana Family Center (adult ESL & Citizenship class provider) and at the SISU Center (high-risk teens and adults program provider).

<p>(a) CHART data</p> <p>School percentage: 7.4%</p> <p>GNT percentage: 15.0%</p> <p>CI percentage: 15.0%</p> <p>The school is below GNT percentage and below CI percentage</p>	<ul style="list-style-type: none"> • The Parent Liaison and the Student Services Coordinator will make appointments for prospective parents with the LFDCS Special Education Director for families interested in available resources to serve students' needs • The Parent Liaison and the Student Services Coordinator will ask our current families to refer friends, colleagues and neighbors to the lfcdcs website where it describes our Special Education Program, provides informational links to special education topics and our extended day program geared toward special education students to get the word out to other families which builds awareness of and interest in the school. <p style="text-align: center;">• 2023-2024 Additional Strategy(ies)</p> <p>☑ Did Not Meet GNT/CI: additional and/or enhanced strategies needed: LFDCS is below the first quartile and comparison index which is influenced by the increase in the Lawrence Public Schools students with disabilities' rate of 19.1% and our comparison school, Community Day Prospect's increase to 13.2%</p> <ul style="list-style-type: none"> • The Special Education Director will meet at least monthly with the external affairs contacts from the United Way, Department of Public Health and Girls and Boys Club to share and provide families with programmatic information – 2 years • LFDCS's Special Education and ESL PACS (Parent Advisory Council) meetings will have joint Parent Advisory Council meetings in order to educate ESL parents on LFDCS Special Education services – 1 year • LFDCS Special Education teachers will build and post videos of SPED teaching practices on the LFDCS website for students, parents and community members to view – 2 years • LFDCS will host socials for alternative MCAS assessment portfolios by allowing parents to bring neighbors to this event showing assessments for specific disabilities – 2 years • LFDCS's contracted services providers—such as, Allan Blume, Linda Witz, Children's Friends and Family and Norton Educational Services will share the types of special education services provided to students with disabilities at LFDCS to their clientele and encourage them to apply to LFDCS's lottery – 1 year • The LFDCS SPED Director will conduct information sessions about the transition to pre-kindergarten for students with disabilities – 1 year • A survey asking new families how they heard about LFDCS will be sent to new parents after their child has been enrolled – 1 year • The LFDCS Special Education Director will improve communication with parents by attending monthly parent coffees – 1 year • The LFDCS Special Education Director will communicate with Special Education parents by adding virtual Special Education coffees on Fridays where parents can have discussions with the Special Education Director and Special Education teachers – 1 year
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Limited English proficient students/English learners	
<p>(a) CHART data School percentage: 32.8% GNT percentage: not given on chart CI percentage: 32.1%</p> <p>The school is above the CI percentage by .7%</p>	<p>(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Met CI percentage—no enhanced/additional strategy (ies) needed. GNT is not given on CHART</p> <p>LFDCS continued its community outreach done in English and Spanish and wants DESE to understand our smaller K-8 population that is dramatically influenced by effective ELL transitions generally made by grade 4. Based on its charter, new students do not enter after grade 4. Class size and teachers' ability to differentiate instruction via Response to Intervention (RTI) allows for Sheltered English Immersion (SEI) and more individualized supports and early intervention strategies. Outreach includes:</p> <ul style="list-style-type: none"> • LFDCS's English Language Learner Department participated in the Kindergarten screening process by providing parents with programmatic information • LFDCS advertised its Extended Day Academic Program that specifically targets ELL, ELA and Math students below benchmark through its website and posted posters and flyers throughout the community, at LFD, Inc.'s Maria del Pilar Quintana Family Center (adult ESL & Citizenship class provider) and at the SISU Center (high-risk teens and adults program provider). LFDCS had more enrichment activities and invited the community to culminating events to showcase language and culture • LFDCS's Parent Liaison and Student Services Coordinator collaborated with the ELL Coordinator by providing information on LFDCS's ELL program to families in the community either by directly speaking to the ELL Coordinator and/or referring them to the LFDCS website • LFDCS's bilingual Parent Liaison and bilingual Student Services Coordinator linked with the YMCA's childcare programs in Lawrence and in Methuen by explaining the lottery and services for students who do not speak English as a first language and need language support at school • LFDCS linked with Casa Dominicana, St. Patrick's Church, St. Mary's Church, Movement City, the Maria del Pilar Quintana Family Center and the SISU Center to share information through presentations and via the LFDCS website regarding LFDCS's ESL program and the importance of being a dual-language school.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data School percentage: 75.8% GNT percentage: 74.0% CI percentage: 81.2%</p> <p>The school is slightly above GNT percentage and below CI percentages.</p>	<p>(c) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT but did not meet CI; no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • LFDCS disseminates application materials, and, whenever possible, hosts information sessions at locations and organizations serving Lawrence's most needy families—such as, WIC and DTA centers; various Head Start locations and the office of the Department of Children and Families • LFDCS participates in the Community Pathways groups and builds awareness among social service agencies of our school and free lunch programs who in turn can share information with their clients and/or members in an informed manner • LFDCS refers all families, including low-income families, to the LFDCS website to apply to the lottery

<p>(b) CHART data</p> <p>School percentage: 75.8%</p> <p>GNT percentage: 74.0%</p> <p>CI percentage: 81.2%</p> <p>The school is slightly above GNT percentage and below CI percentages.</p>	<p>(c) 2023-2024 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed</p> <ul style="list-style-type: none"> • LFDCS will post flyers at the Lawrence Boys and Girls Club, the Maria del Pilar Quintana Center, the SISU Center and the housing projects that tend to serve lower income families and their children • LFDCS will make contact with community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) and WIC (Women, Infants and Children) food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc. • LFDCS will provide posters to preschool programs in the city such as the Lawrence Early Achievement Partnership (LEAP) that serve a high percentage of families who qualify for financial assistance. • LFDCS will contact the Lawrence Housing Authority (LHA), to provide them with information regarding the schools, programs, lottery dates and informational sessions for low-income families who live in the four affordable housing projects owned and operated by the LHA.
<p>Students who are sub-proficient</p>	<p>(d) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> • The MCAS (statewide benchmark) and MAP (internal benchmark) test scores at LFDCS are strong for a district enrolling at a low-income, primarily Hispanic, urban population. During FY'2022-2023, LFDCS expanded its Math Extended Day Academic Academy to include ELA for grades 2-8 for students on IEPs, ELs, high needs and students falling below benchmark and will continue this Extended Day Academic Academy in FY'2023-2024. • In all recruitment materials, LFDCS explicitly states that our school is open to all students regardless of prior academic performance. Additionally, we are explicit about how our programmatic elements (e.g., small class sizes and technology use to differentiate learning) are beneficial to students who have struggled academically and/or may need support that is more intensive. LFDCS will advertise its extended day organized sports program, in partnership with LFD, Inc.'s SISU Center. LFDCS will advertise this extended program on the LFDCS and LFD, Inc. website and through flyers, banners and posters throughout the community, at LFD, Inc.'s Maria del Pilar Quintana Family Center (adult ESL & Citizenship class provider) and LFD, Inc.'s SISU Center (high-risk teens and adults program provider). This program is geared towards students in grades 2-8 who are sub-proficient, high needs and need social emotional support. Staff, parents and clients outside of the LFDCS community can see firsthand how this program works for LFDCS students who are sub-proficient and encourages families to apply to the LFDCS lottery.
<p>Students at risk of dropping out of school</p>	<p>(e) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> • LFDCS posts lottery advertisements at the YWCA and YMCA in order to reach parents receiving subsidized childcare or who are living at these organizations for safety or economic reasons • LFDCS shares information about the charter school at Head Start and the Dept. of Transitional Assistance so that disadvantaged families see the opportunity to enroll • LFDCS posts lottery posters at neighborhood convenience stores to inform community members, who lack transportation, to enroll at the charter school

	<ul style="list-style-type: none"> • LFDCS will ask our social/emotional contracted services providers to share information about the charter school to other families who are struggling with mental or emotional issues to apply to the lottery • LFDCS posts lottery information at Lawrence Family Development, Inc.'s Maria del Pilar Quintana Family Center (adult ESL and Citizenship classes) and Lawrence Family Development, Inc.'s SISU Center (teen high school dropouts who learn academic and vocational skills)
Students who have dropped out of school	<p style="text-align: center;">(f) Continued 2023-2024 Strategies</p> <p>LFDCS does enroll students who are age eligible to drop out.</p>

Retention Plan – 2023-2024

2022-2023 Implementation Summary

LFDCS establishes a retention goal in its charter of 95-100% for all students and met its goal for FY'2022-2023 at 95.6%—its goal for FY'2023-24 remains the same of 95%-100%. For kindergarten students, the levels were: Kindergarten-93.7%, Grade 1-96.2%, Grade 2-94.0%, Grade 3-97.6%, Grade 4-98.7%, Grade 5-96.2%, Grade 6-94.8%, Grade 7-93.3% and Grade 8-not applicable as they exit in June for high school. LFDCS is proud that all measured subgroups were above 95%--English Language Learners at 99.4%, High Needs at 95.5%, Low Income at 95.6% and Students with Disabilities at 98.2%.

Overall Student Retention Goal

Annual Goal for Student Retention

95%

Retention Plan – 2023-2024 Strategies

Special education students/students with disabilities

(a) CHART data

School percentage:
1.8%

Third Quartile:
18.4%

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

*Retention Rate for
FY'2022-23= 98.2%*

*Goal for FY'2023-2024
is 95% or better*

(b) Continued 2022-2023 Strategies

☒ Below third quartile: no enhanced/additional strategies needed

- Build professional development and demonstrate best practices through the Mass. Charter School Association's Special Education Model School Project as well as guest access to the LFDCS Learning Management System *Schoology*
- Provide all students with technology support (hardware and software) and differentiate teaching techniques
- Build SPED capacity through an expanded inventory of assessment options
- Evaluate SPED referrals and needs in a timely way
- Ensure that all SPED staff receive professional development and possess certification
- Maintain paraprofessional support at the early childhood level and maintain small class size for all grade levels
- Provide K-1 home visits to enhance communication with parents of student support services
- Involve parents at Board meetings, events and SPED PAC meetings
- Fully integrate the needs of SPED students in RTI and in all programs

Limited English proficient students/English learners

(a) CHART data

School percentage:
.6%

Third Quartile:
12.5%

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

*Retention Rate for
FY'2022-23= 99.4%*

*Goal for FY'2023-2024
is 95% or better*

(b) Continued 2022-2023 Strategies

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

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

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 4.4%</p> <p>Third Quartile: 14.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p> <p><i>Retention Rate for FY'2022-2023= 95.6%</i></p> <p><i>Goal for FY'2023-24 is 95% or better</i></p>	<p>(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Continue to align activities for access, diversity and equity to the charter and LFDCS mission which is "Strengthening Families....Building Community" • Use grants (Title I, Title IIA Title III and foundation supports) to supplement the core instructional and student support services • Invite school community to LFDCS' summer Food Fiesta and other special events • Maintain the diversity of parent involvement activities and involve low-income parents in leadership opportunities
<p>Students who are sub-proficient</p>	<p>(d) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> • Offer extended-day academic/enrichment programs for intervention and language development • Host monthly Response to Intervention grade-level meetings on the curriculum and interventions so sub-proficient students have enough opportunities and interventions in place to improve their grades. Students who are below benchmark identified early on in the year will be required to attend Summer Academy. • Maintain low student-to-teacher ratios to allow maximum opportunities for individualized instruction
<p>Students at risk of dropping out of school</p>	<p>(e) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> • LFDCS' Student Services Coordinator (who is its Homeless Liaison), the Parent Liaison and the School Nurses (all bilingual) provide support to students and families by identifying warning signs--such as, poor grades, frequent absences, being over age for the grade, low achievement and frequent transfers from school to school for students who may be at risk of dropping out of school when age-eligible • Provide scholarships and transportation for homeless students to Summer Academy, work with parents to provide transportation when parents need to leave their homes in an emergency and work with a neighborhood homeless shelter for student support • Provide remote access and a webcam in the classroom to students who are hospitalized or homebound for an extended period of time • Run sessions for teachers on engagement and student behavior as well as for parents on discipline and bullying • LFD, Inc.'s SISU Outreach Team or a representative from LFD's high risk, at risk young adults program will present to LFDCS students and parents their stories about being a teen dropout and the importance of staying in school.
<p>Students who have dropped out of school</p>	<p>(f) 2022-2023 Strategies</p> <p>No change; LFDCS is a Kindergarten to grade 8 school</p>

APPENDIX C - SCHOOL AND STUDENT DATA TABLES

Listed below is student demographic and subgroup information from the October 2022 SIMS report.

Student Data by Race/Ethnicity (2022-23)

Student Data by Race/Ethnicity	
Race/Ethnicity	Percentage of Student Body
African American	0.2%
Asian	0.0%
Hispanic	98.8%
Native American	0.0%
White	0.7%
Native Hawaiian, Pacific Islander	0.0%
Multi-race, Non-Hispanic	0.2%

Selected Student Populations (2022-23)

Selected Student Populations (2022-23)	
Title	Percentage of Student Body
First Language not English	77.3%
English Language Learner	32.8%
Students with Disabilities	7.4%
High Needs	86.5%
Economically Disadvantaged	75.8%

TEACHERS AND STAFF ATTRITION FOR FY'2022-2023				
	Number last day of FY'2022-2023	Departures during FY'2022-2023	Departures end of FY'2022-2023	Reason for departure
Teachers	46	28	2	25 resigned 4 dismissed 1 non-renewal
Other Staff	68	30	15	1 retired 2 deceased 5 dismissed 25 resigned 12 non-renewals

ADMINISTRATIVE ROSTER FOR FY'2022-2023			
Name, Title	Brief Job Description	Start Date	End Date
Ralph Carrero Superintendent	Chief Executive Officer – Responsible for implementation of mission, policies & budget	8/07	
Darshan Thakkar, JD, PhD Assistant Superintendent	Responsible for Administration, Reporting and Compliance; Serves as Superintendent's designee	8/20	
Susan Earabino, EdD Principal	Head of Educational Program – Hiring, supervision, training, evaluation of staff/curriculum	7/14	10/22
Hali Castleman Principal	Head of Educational Program – Hiring, supervision, training, evaluation of staff/curriculum	1/23	
Hali Castleman ELL Coordinator	ELL program (stipend position)	9/13	6/23
Sean Reardon Special Education Director	Special Education program: staffing, IEPs, establish procedures, etc.	4/22	
Louise Perry Head of Upper/Lower School	Building operations, student behavior and discipline, schedules, parent communication	8/22	6/23
Nicole Arpin (Interim) Trevia Tate (Interim) Head of Lower/Upper School	Building operations, student behavior and discipline, schedules, parent communication	8/22	6/23
Nicole Arpin RTI & Assessment Coord.	RTI and Assessment Program	8/18	6/23
Andreina Croes Head of Academy (Grs 1/2)	Building operations, student behavior and discipline, schedules, parent communication	8/22	
Megan Noonan Head of Academy (K-1/K-2)	Building operations, student behavior and discipline, schedules, parent communication	8/22	
Justin Hodgkins Nutritional Services Director	Nutritional services	7/16	
Sandra Calandrella Extended Day Program Dir.	Extended day academic and enrichment program	11/21	
George Masterson STEM Coordinator	Science curriculum and partnerships	8/15	
Nicole Romano Teacher Coach/Mentor Coordinator/SEL Coord.	Teacher Coach/ Mentor Coordinator, SEL Coordinator	8/19	10/22
Anna Yuen Digital Instructor	Educational Technology Program	8/17	
Jennifer Geronimo School Data Operations Mgr.	School data and operations	11/21	
Please Note: The Director of Finance, Technology Coordinator and Maintenance Supervisor are employed by Lawrence Family Development, Inc., the management organization for LFDCS.			

INFORMATION ABOUT THE BOARD OF TRUSTEES

LFDCS BOARD OF TRUSTEES – FY'2022-2023				
Name	Position on Board	Committee affiliation(s)	Number of Terms	Length of each Term Terms are up to 3 years beginning in September and ending in August for a maximum of 3 terms
Germinudy Rosario	Chair, Parent Rep. Trustee	Executive, Finance, Superintendent's Evaluation, LFD Inc./LFDCS Management Services Agreement Review	1	Tm. 1: 9/2020-8/2023 (3 yrs.)
Rosalia Gallo	Vice Chair, Community Stakeholder Trustee	Executive, Nominating and Governance	2	Tm. 1: 9/2018-8/2021 (3 yrs.) Tm. 2: 9/2021-8/2023 (2 yrs.) resigned 8/2023
Christopher Needham	Treasurer, Community Stakeholder Trustee	Executive, Finance, LFD, Inc./LFDCS Management Services Agreement Review, Superintendent's Evaluation	2	Tm. 1: 5/2019-8/2021 (2 yrs. 3 mos.) Tm. 2: 9/2021-8/2024 (2 yr.)
Jose Tejada	Clerk, Parent Rep. Trustee	Executive, Nominating and Governance	2	Tm. 1: 12/2019-8/2022 (2 yrs. 8 mos.) Tm. 2: 9/2022-8/2025 (1 yr.)
Rita Almanzar	Community Stakeholder Trustee	Superintendent's Evaluation	1	Tm 1: 10/2022-8/2025 (1 yr.)
Jennifer Cedeño	Community Stakeholder Trustee		1	Tm 1: 10/2022-8/2025 (1 yr.)
David DeFillippo	Community Stakeholder Trustee	Finance, Superintendent's Evaluation, LFD, Inc./LFDCS Management Services Agreement Review	2	Tm. 1: 10/2019-8/2022 (2 yrs. 10 mos.) Tm. 2: 9/2022-8/2025 (1 yr.)
Jose Henriquez	Parent Rep. Trustee	Finance, LFD Inc./LFDCS Management Services Agreement Review	1	Tm 1: 10/2021-8/2024 (1 yr. 10 mos.)
Lynette McRae	Parent Rep. Trustee	Finance, LFD, Inc./LFDCS Management Services Agreement Review	2	Tm. 1: 6/2018-8/2020 (2 yrs. 2 mos.) Tm. 2: 9/2020-8/2023 (3 yrs.)
Elizabeth Nolberto	Parent Rep. Trustee	Superintendent's Evaluation, Nominating and Governance	2	Tm. 1: 10/2019-8/2022 (2 yrs. 10 mos.) Tm. 2: 9/2022-8/2025 (1 yr.)
Linette Perez	Parent Rep. Trustee	Nominating and Governance	1	Tm. 1: 2/2022-8/2024 (1 yr. 7 mos.)
Beatriz Schinness	Community Stakeholder Trustee	Nominating and Governance	1	Tm. 1: 9/2020-8/2023 (3 yrs.)
Mercedes Silia	Community Stakeholder Trustee		1	Tm 1: 10/2022-5/2023 (7 mos.) – resigned 5/2023

[Board of Trustee and Committee Meeting Notices](#)

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Facilities

Address	Dates of Occupancy
7 May Street, Lawrence, MA 01841	2012 to present
10 Railroad Street, Lawrence, MA 01841	2022 to present
34 West Street, Lawrence, MA 01841	1995 to present
400 Haverhill Street, Lawrence, MA 01841	2006 to present
355 Haverhill Street, Lawrence, MA 01841	2020 to present
580 Haverhill Street, Lawrence, MA 01840	2017 to present

Enrollment

Action	FY'2023-2024
Student Application Deadline	February 23, 2024
Lottery	March 6, 2024

APPENDIX E: CONDITIONS, COMPLAINTS AND ATTACHMENTS

Complaints

There was one written complaint submitted to the LFDCS Board of Trustees on May 23, 2022 and resolved on February 3, 2023 regarding violation of LFDCS's attendance policy. Corrective action was taken by LFDCS by updating its attendance policy to include provisions on how the school and families of frequently absent and/or tardy students would cooperate to support student learning. LFDCS also developed a truancy investigation policy and updated the School's withdrawal policy to clarify when and how a student may be unenrolled aside from school transfer requests and ensures that it will provide any notifications and any enrollment consequences to families in their primary language.

Attachments

Appendix A Accountability Plan Evidence for Key Design Element #2 -Dual Language Measure 1 and Key Design Element #3 - Effective Teaching is Key Measure 1

Objective for Key Design Element #2: Dual Language - Lawrence Family Development Charter School will teach all students to read, write and speak in Spanish as well as English.

Measure 1: Each year, after the 2019-2020 baseline, 60% of students from all subgroups (including ESL and Special Education) in grades K-2—8 will meet their individual projected growth fall-to-spring on the Spanish Measures of Academic Progress (MAP) norm-referenced test.

Grade (SPANISH)	All Students	% of ESL Students who met goal	% of Special Education Students who met goal
K2	26.3%	33.3%	0%
1	20.7%	21.7%	0%
2	23.5%	27.3%	25.0%
3	23.3%	37.0%	16.7%
4	39.0%	64.4%	27.3%
5	44.0%	60.0%	14.3%
6	21.9%	0%	0%
7	40.6%	0%	20.0%
8	55.9%	50.0%	36.4%

Objective for Key Design Element #3: Effective Teaching is Key - Lawrence Family Development Charter School will expect rigorous, standards-based teaching, tiered to meet the needs of all students in preparation for the opportunity to apply for acceptance at admission-based high schools with scholarships and financial aid.

Measure 1: Each year, after the 2019-2020 baseline, 60% of students from all subgroups (including ESL and Special Education) in grades K-2—8 will meet their individual projected growth fall-to-spring on the Measures of Academic Progress (MAP) norm-referenced tests in English Language Arts, Mathematics and Science (grades 4-8 only).

Grade (MATH)	All Students	% of ESL Students who met goal	% of Special Education Students who met goal
K2	68.4%	66.7%	100%
1	63.4%	59.6%	65.0%
2	55.6%	48.5%	50.0%
3	39.5%	42.3%	33.0%
4	63.9%	70.4%	72.7%
5	20.8%	60.0%	28.6%
6	39.2%	25.0%	22.2%
7	54.9%	100%	80.0%
8	72.5%	100%	92.0%

Grade (READING)	All Students	% of ESL Students who met goal	% of Special Education Students who met goal
K2	71.6%	77.8%	50.0%
1	56.4%	46.8%	35.0%
2	34.8%	24.2%	0%
3	48.1%	48.1%	33.0%
4	67.5%	63.0%	63.6%
5	32.5%	60.0%	57.1%
6	41.9%	50.0%	33.3%
7	61.4%	100%	70.0%
8	53.8%	100%	58.3%
Grade (SCIENCE)	All Students	% of ESL Students who met goal	% of Special Education Students who met goal
4	51.2%	29.6%	45%
5	44.8%	25.0%	50%
6	40.5%	0%	0%
7	65.7%	100%	60%
8	47.8%	100%	50%