

Lawrence Family Development Charter School



FY'2020-2021

ANNUAL REPORT

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JULY 30, 2021

Lawrence Family Development Charter School

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A MESSAGE FROM THE CHAIR OF THE BOARD OF TRUSTEES

On behalf of the Board of Trustees, administration, teachers, staff, students and families who are served by Lawrence Family Development Charter School (LFDCS), we present this Annual Report, which covers July 1, 2020 to June 30, 2021. This year LFDCS educated 795 students in Kindergarten-1 through grade 8 and effectively managed its enrollment growth plan of 800 students. This FY'2020-2021 Annual Report reflects our unwavering commitment to our mission: *strengthening families and building community*.

In FY'2020-2021, the spread of the coronavirus and the subsequent school closures created a new reality in K-12 education. From the start, issues of equity and student well-being loomed over the schools as they planned their academic curriculums. In the summer of FY'2020-2021, LFDCS submitted a school reopening plan to DESE that focused on a hybrid model for grades 2-8—an A week/B week which allowed A-week students to be in class one week and at home learning remotely the next week, while B-week students would be home learning remotely one week and in class the following week. Immediately an ELA and Math Curriculum Maps Committee was created to adjust the most critical core areas to this new format covering the first quarter of school (approximately 12 weeks).

Unfortunately, due to the high number of COVID-19 cases in Lawrence and Lawrence being in the Red zone, LFDCS made a rapid decision the third week in September to have all students in grades 2-8 be fully remote. Because the Academy had the space to socially distance, K-1, K-2 and Grade 1 began and ended the school year in school. Parents had the option to keep their children home and were provided remote learning instruction by their teacher. Due to the transition to full remote learning, a Remote Learning Academy was established by renting space at the Maria del Pilar Quintana Family Center at 404 Haverhill Street, Lawrence, MA for students in grades 2-4 who were high risk, on IEPs or English Learners (ELs) and needed extra support or students who could not be left at home alone and needed supervision. LFDCS also rented space at the SISU Center at 417 Canal Street, Lawrence, MA for students in grades 5-8 who were referred by the Heads of School to attend the Remote Learning Academy because they were on IEPs, were ELs or high risk and needed extra supports. LFDCS immediately turned to resources and expertise in designing this Remote Learning Academy that addressed the whole student. Due to the pandemic, DESE allowed schools to change their 180-day school-year requirement to 170 days so that teachers and staff could receive an extra week of technological professional development training to be ready for hybrid or fully-remote learning.

Beginning August 19, LFDCS' new staff had three days of professional development focusing solely on acclimating to their new school. The following week all school staff returned and had one week of professional development that focused primarily on required compliance topics—such as, review of the 2020-2025 LFDCS Rechartering Report, review of the 2020-2025 LFDCS Accountability Plan for the next 5 years, CPI and restraint training, blood borne pathogens training, review of policies and procedures in Special Education, Civil Rights, Bullying and Suicide Prevention and *GoGuardian* Teacher Tech Training. During this week, there was also time for presentations on Teacher Evaluations and Career Ladders, *The Leader in Me* (LFDCS's social/emotional program), Response to Intervention (RTI) and the Use of Measures of Academic Progress (MAP) Data, Student Behavior and Motivation and Writing WIDA Model Performance Indicators in Lesson Plans. The next seven days staff focused on professional development in technology to get ready for teaching remotely which included training on *DEVOS*, *Nearpod* and *GoGuardian* with Remote MAP Testing. Because of the change in our opening plan, remote learning re-directed the focus of blended learning at LFDCS. In lieu of providing soft skills around the pedagogy of teaching and learning with digital resources, LFDCS shifted to providing hard skills on how to use digital tools to engage students. Professional Development days focusing on technology were also held on November 24, 2020 for teachers to learn how to create their own teaching videos using a *DEVOS* connected tool called *Streamsie* and free tools such as *Loom* and *Screencastify*.

Another professional development day, focusing on technology, was held on January 4, 2021 for training on *Nearpod*, *Lalilio*, and *Designing eLearning courses: Storyboarding*. A new Instructional Design for Online Learning (IDOL) Team was formed to develop high-quality eLearning content by working with teachers to integrate technology into existing lesson plans using the SAMR model with support from the Digital Instructor. This included collaborating with subject matter experts (content teachers) to create engaging eLearning content using a variety of course authoring modalities (e.g., video, audio, animation, storyboard, interactivity, etc.). Members of this team provided feedback, coaching and support to subject matter experts by recording and uploading their eLearning content onto a digital platform. On April 16, 2021, another technological professional development day was held that included workshops on *GoGuardian*, *DEVOS*, *Freckle*, and *Lalilo*. Following the professional development days, a survey was conducted to evaluate the educational technology used at LFDCS. Using a modified research-based rubric to grade the digital tools, a baseline evaluation and rank was established. Data from this survey produced preliminary lists of tools that were most impactful to student learning as well as tools most impactful to teacher effectiveness and efficiency. A draft dashboard was designed and developed to share this information (LFDCS EdTech Dashboard).

In February 2021, LFDCS had its SPED and Civil Rights Group 3 Tier 3 Tiered Focused Public School Monitoring visit. Some minor updates, required by DESE, were incorporated into the LFDCS Parent/Student Handbook under the Special Education section regarding special education students suspended for 10 days or more.

At the beginning of April 2021, students in grades 2-4 returned to in-school learning (if parents chose for them to return), and at the end of April, students in grades 5-8 returned (if parents chose for them to return). Also in April, an Educational Stability Monitoring Review was partially implemented, and LFDCS is compliant with Tier 1 criteria for the educational rights of students who are homeless, in foster care or in active military families by adding these policies to the LFDCS Parent/Student Handbook.

As part of LFDCS's dissemination project, LFDCS produced an audio presentation and shared this presentation with the Massachusetts Charter School Association who highlighted our school's Remote Learning Academy in their weekly *School Leaders Weekly* on June 29, 2021 through their listserv email distribution group. This audio presentation was designed to provide guidance, provoke reflection, discussion and solve problems with remote learning. Bringing together a range of educator voices, the audio presentation highlights technological, infrastructural and instructional best practices for remote learning. At the same time, it explores the social-emotional, cognitive and resource challenges that many families faced, in effect providing a whole-child lens on distance learning practices. The readers of this report learned about the best practices around planning and operating an effective Remote Learning Academy.

For FY'2021-2022, LFDCS looks forward to getting back to some sense of normalcy with all of our students back in school in the fall and are prepared and ready for the challenges that lie ahead. 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.

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'2020-2021 that included: DESE approval of the revised LFDCS Bylaws, DESE approval of the LFDCS expansion plan from 800 students to 1,000 students beginning in FY'2023, DESE approval of the 2020-2025 LFDCS Accountability Plan, review and updating of the LFDCS leadership succession plan, review of LFDCS's 2014-2020 Strategic Plan and embarking on a new 2020-2025 LFDCS Strategic Plan and completion of an end-of-year Board survey that includes individual board goals and whole board goals to be incorporated into the new strategic plan.

We hope that the highlights found in this FY'2020-2021 Annual Report prompt readers and the Board of Trustees to share our enthusiasm for what the next year offers for our students and staff.


Joan Thompson, Chair, LFDCS Board of Trustees

Type of Charter	Commonwealth	Location of School	Lawrence, MA
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region	1
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	800	Enrollment as of 6/30/2021	795
Chartered Grade Span	K-1 to Grade 8	Current Grade Span	K-1 to Grade 8
# of Instructional Days per school year	180	Students on Waitlist as of 6/30/21	225
# of Instructional Days during 2020-2021 School Year	170		
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	26 years
<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.			

INTRODUCTION TO THE SCHOOL

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

I. Faithfulness to Charter

Mission and Key Design Elements

LFDCS, in its 26 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 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, comprised of seven parents of students enrolled at the school and six community members (alumnus of the school, alumnus parents of the school and/or community stakeholders) with knowledge of the school. A parent trustee serves on the Board and on the School Site Council to regularly inform board trustees on parent views of all aspects of curriculum, programs, student academic growth and any need for new policies.

Key evidence of how LFDCS implemented these design elements was demonstrated in FY'2020-2021 by:

- 1. Parent Engagement** – Parent engagement was strong in FY'2020-2021. Due to the commitment of our parents and staff, LFDCS met its accountability measure of 100% parent conferences for all quarters, a record number of parents attended parent coffees and ELL/SPED Parent Advisory Committee meetings and School Site Council meetings met their accountability attendance goal of at least 75% officer participation which were all held through Zoom meetings.
- 2. Dual Language** – During FY'2020-2021, Spanish language development was taught virtually until April 2021 and then in person for the remainder of the school year. 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 and writing in Spanish. Spanish as a subject is given a grade.
- 3. Effective Teaching is Key** - During FY'2020-2021, along with focusing on weekly review of lesson plans by Heads of School, regular learning walks with same-day feedback, weekly grade-level team planning, Response to Intervention (RTI) meetings focused on student progress and planning individualized interventions, LFDCS primarily focused on professional development in technology use for instructional delivery to provide a consistent and equal experience for remote and in-person students. LFDCS also focused on the formation of a Remote Learning Academy (RLA) to address loss of learning and offer supports to our high-risk students and students who needed supervision due to remote learning. Along with a full week of technological professional development, provided to teachers before the start of the school year, the Innovative Learning Team provided three online courses throughout the year to instruct teachers to use *Edpuzzle*, *Schoology* and *Seesaw*. A total of five semester courses (three in the fall, two in the spring) were delivered with a total of thirty-one participants registered for the online professional learning courses. At the end of the year, one hundred percent (100%) of teachers surveyed responded that they would recommend the online courses to colleagues. All but two teachers continued to use what they learned in their classrooms with their students, and the two teachers who did not use what they learned were Academy teachers whose students were mostly in-person and did not have 1:1 devices. 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 where *Clever* is primarily used in K-1 through grade 3, and *Schoology* is the primary platform for grades 4 through 8. *GoGuardian* was purchased this year to monitor student learning online. Along with the shift to remote learning for all students in grades 2-8 came the opportunity to focus on students who could not be at home alone and needed supervision and support for students on IEPs, English Learners and high needs. LFDCS immediately turned to resources and expertise to design a Remote Learning Academy that addressed the whole student from September 2020 to March 2021.
- 4. Partnerships** - Partnerships in FY'2020-2021 included Merrimack College, where we added two Merrimack College fellows that support teacher recruitment and development. The Iyer Foundation continued their STEM partnership in FY'2020-2021 that advanced competencies and financial support for expanded opportunities with robotics and coding in the STEM after school programs. This year we also formed a partnership with The May Institute who provided two workshops on Autism Awareness: one workshop for staff training and one workshop presentation for our parents. LFDCS hopes to expand this partnership with more workshops in FY'2021-2022.
- 5. Governance and Leadership Structure** – In FY'2020-2021, due to a three-year term limit vacancy and a parent trustee's term ending due to their child graduating, a new community stakeholder trustee and a new parent representative trustee were elected to the board.

During FY’2020-2021, subcommittees of the board and administration were involved in monthly Finance meetings, Nominating & Governance Committee meetings to interview and orient new Board Trustees, a LFD, Inc./LFDCS Management Agreement Subcommittee to review responsibilities of the Management Company’s employees who provide services to LFDCS as outlined in the LFD, Inc./LFDCS Management Agreement. The Board updated the LFDCS Leadership Succession Plan, completed an end-of-year board survey and implemented a new 2020-2025 LFDCS Strategic Plan that incorporated individual and all-board goals. Also during FY’2020-2021, LFDCS received DESE approval for the following three amendments.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved
8/5/20	Amendment to LFDCS Bylaws	Approved
8/5/20	Amendment to create a new 5-year Accountability Plan for 2020-2025	Approved
2/23/21	Amendment to increase enrollment from 800 students to 1,000 students beginning in FY’2023	Approved

Access and Equity: Discipline Data

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

2019-2020 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	788	9	0.0	1.1	0.0
EL	203	3	-	-	-
Economically Disadvantaged	534	7	0.0	1.3	0.0
Students with Disabilities	74	1	-	-	-
High Needs	649	9	0.0	1.4	0.0
Female	438	3	--	--	-
Male	350	6	-	1.7	0.0
American Indian or Alaska Native	0	--	--	--	--
Asian	1	--	--	--	--
African American/Black	5	--	--	--	--
Hispanic/Latino	774	9	0.0	1.2	0.0
Multi-race, Non-Hispanic/Latino	0	--	--	--	--
Native Hawaiian or Pacific Islander	0	--	--	--	--
White	8	--	--	--	--

The data for suspensions, removals and expulsions shows no abnormal trends. Based on FY’2020-2021 SDDR data submitted in June, 2021, there have been no expulsion or emergency removals of any student.

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"> • presenting at professional conferences about LFDCS’s innovative school practices • sharing resources and programs developed at LFDCS 	<ul style="list-style-type: none"> • Presentation to ASCD Conference June 25, 2021 via Zoom 	<ul style="list-style-type: none"> • Nicole Arpin RTI & Assessment Coordinator 	<ul style="list-style-type: none"> • ASCD Conference: A nationwide conference held for educators, administrators and educational professionals working in the field participants 	<ul style="list-style-type: none"> • Google Slides and Padlet on <i>Response to Intervention (RTI)/Creating Academic Interventions for Struggling Students</i> <p>No grant funds used</p>
<ul style="list-style-type: none"> • sharing resources and programs developed at LFDCS 	<ul style="list-style-type: none"> • Presentation on the results of Measures of Academic Progress (MAP) Testing and Response to Intervention (RTI) at the February 10, 2021 LFDCS Board of Trustees Zoom Meeting 	<ul style="list-style-type: none"> • Nicole Arpin RTI & Assessment Coordinator 	<ul style="list-style-type: none"> • LFDCS Board of Trustees and administrative staff 	<ul style="list-style-type: none"> • Google Slides - data-based results of LFDCS’s MAP testing as well as comparative data in regards to grade-level/nation-wide level; focused on “next-steps” with interventions and ways to support students <p>No grant funds used</p>
<ul style="list-style-type: none"> • presenting at professional conferences about LFDCS’s innovative school practices • sharing resources and programs used by LFDCS 	<ul style="list-style-type: none"> • Virtual presentation at the MassCUE Conference February 9-12, 2021 	<ul style="list-style-type: none"> • Anna Yuen Digital Instructor • Meghan St. Jean K-1Teacher 	<ul style="list-style-type: none"> • MassCUE participants 	<ul style="list-style-type: none"> • Presentation pre-recorded and shared on Zoom and answered questions for the live Q&A on <i>I SEE, I SAY, I HEAR - Literacy Tools for the Elementary Classroom</i> showing how <i>Popplet, Flipgrid and Edpuzzle</i> can be used in the elementary classroom to introduce, promote and enhance English language literacy <p>No grant funds used</p>
<ul style="list-style-type: none"> • sharing resources and programs developed at LFDCS 	<ul style="list-style-type: none"> • Highlighted in the MA Charter School Association <i>School Leaders Weekly</i> on June 29, 2021 who shared a link to the video presentation through their listserv email distribution group 	<ul style="list-style-type: none"> • Darshan Thakkar Asst. Superintendent • Sacha Lu Remote Learning Director • Anna Yuen Digital Instructor 	<ul style="list-style-type: none"> • MA Charter School Association’s <i>School Leaders Weekly</i> email and listserv distribution list reaching more than 80 charter/public schools 	<ul style="list-style-type: none"> • LFDCS’s Remote Learning Academy video presentation on <i>Planning and Implementing an Effective Remote Learning Academy (RLA)</i> <p>No grant funds used</p>

II. Academic Program Success

Student Performance

Next Generation MCAS data for Spring 2019 Assessments

[School and District Report Cards - Massachusetts Department of Elementary and Secondary Education](#)

	Accountability Percentile	Progress Toward Improvement Targets
2020	2020	2020
Not requiring assistance or intervention	67%	49% - moderate progress towards targets

Program Delivery

Curriculum and Instruction

In many ways, LFDCS was able to maintain its academic programming during FY'2020-2021 regardless of the various learning models that were required during this unique year. LFDCS continued to use the core curriculum materials, but this year, the scope and sequence was modified to address the gaps that may have formed during spring 2020. Instruction at LFDCS continued to be rigorous and followed a similar schedule from previous years, and students attended all of their daily classes including Specials throughout the year. Classes were held through Zoom, and administrators conducted observations and provided feedback to ensure high-quality instruction for all students. LFDCS continued to use assessments to collect data and drive instruction. LFDCS used the Measures of Academic Progress (MAP) assessments to benchmark students and identify necessary supports and utilized Zoom and GoGuardian to ensure testing conditions were as similar as possible to previous years when the test was given in person. LFDCS continued to employ its strong Response to Intervention (RTI) program to meet the needs of all learners. Through RTI, teachers identified which students were in need of additional supports and interventions. The school continued to offer all of its typical services (ELL, Special Education, Title I Math interventions) through a remote model that ensured all students were able to access the academic program during the school's three models of learning over the year (in-person class, remote and Remote Learning Academy). To start the year, students in Grades K-1, K-2 and Grade 1 were able to keep in-person learning unless a parent wanted remote learning. LFDCS made sure that all Wi-Fi, streaming and video programs were up and running every day so that all students could participate in daily classes. Due to high COVID numbers in Lawrence, LFDCS chose to be fully remote for all students in grades 2-8. To start the year, students in grades 2-8 were invited in for a two-day, in-person orientation where they were provided Chromebooks to ensure daily access to the virtual curriculum and were taught how to use all of the remote learning tools and platforms that they would need moving forward. 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 where *Clever* is primarily used in K-1 through grade 3, and *Schoology* is the primary platform for grades 4 through 8. *GoGuardian* was purchased this year to monitor student learning online. Some of the other digital tools used were: *Nearpod*, *SeeSaw* and *EdPuzzle*. Video cameras were installed in every classroom so that lessons were livestreamed to students at home. During remote learning (September-April), teachers were in constant contact with families to ensure that students were able to access course content and attend school virtually. They were able to ask questions or comment 24 hours a day, and teachers answered whenever they were able depending on their schedules. Teachers were also available after school and during planning time daily to Zoom with parents having difficulty understanding or connecting, and translation was always provided. The school provided tech support to all families in cases where technology was malfunctioning during remote learning. Students in grades 2-8 who were remote were offered to attend the Remote Learning Academy (RLA).

Students who were identified as needing extra support and invited to attend the Remote Learning Academy were students who were on Individual Education Plans (IEPs), were identified as English Learners (ELs), were falling below benchmark or who needed supervision if a parent worked. The special education teachers, whose caseload included the special education or EL subgroups, were moved to the RLA buildings to provide services, and additional staff joined the buildings to assist teachers in supporting remote learners. At the Remote Learning Academy, staff were available to assist students with online learning and provide in-person supports to students. School receptionists assisted in this task by fielding these calls and determining the possible cause of the issue and made daily phone calls to any family who was absent online which helped motivate students and parents to log-on daily. Once the majority of students returned in person, the school continued to offer support to those who chose remote learning by livestreaming classes from classrooms.

LFDCS ensured the physical safety for all students during in-person learning by following all CDC and DESE guidance regarding COVID protocols by:

- creating medical waiting rooms in each building for students and/or staff experiencing COVID symptoms
- providing all staff and students with PPE (i.e., masks, gloves, wipes, hand sanitizer, etc.)
- reassigning classroom spaces to ensure that students could sit a minimum of 3 feet apart
- designating stairwells as one-way
- removing excess furniture from classrooms to allow for more spacing
- partitioning out areas of the playground to keep cohorts separate
- minimizing student transitions between classrooms by having teachers rotate instead of students
- requiring masks in the building at all times for students and staff
- providing mask breaks multiple times a day in the gym or outside where students had ample space to spread out
- providing water bottles to students in place of water fountains
- facilitating weekly pooled testing for all grades 2-8 through Project Beacon
- cleaning and sanitizing all bathrooms hourly
- constant cleaning and sanitizing all door knobs, handles and railings in the buildings
- providing breakfast and lunch in the classrooms to minimize large groups in the cafeteria, and cleaned desktops before and after meals

LFDCS plans to accelerate learning during FY'2021-2022 by using its strong Response to Intervention (RTI) program. Prior to the start of the school year, LFDCS will create an assessment calendar with data to identify the needs of students. Teachers will continue to move forward with curriculum, while implementing interventions and other supports for students based on their needs. LFDCS will continue to utilize RTI to shape our needs-based groups and provide targeted interventions to students. Teachers will differentiate their instruction based on assessment data and monitor student progress through a variety of formal and informal assessment tools. An extended day academic and enrichment program will be available for students with the largest gaps who will have the opportunity to work on any skills that need to be scaffolded to meet the current standards they are learning in class as well as receiving help with their current classwork. Parents will play an integral role in supporting the school as we accelerate learning. LFDCS will offer parents opportunities to learn through workshops and after school curriculum evenings. LFDCS will pay special attention to social-emotional learning (SEL) and the effects the past year has had on students and is in the process of identifying additional SEL resources that will be needed in the year ahead.

In FY'2020-2021, the Social Studies curriculum was adopted and implemented as a result of the formation of a Social Studies Curriculum Committee in FY'2019-2020 that reviewed many print and online resources to try to match the standards. The Massachusetts Common Core Framework for each grade level and identifying the programs available for each level resulted in various resources for the grades.

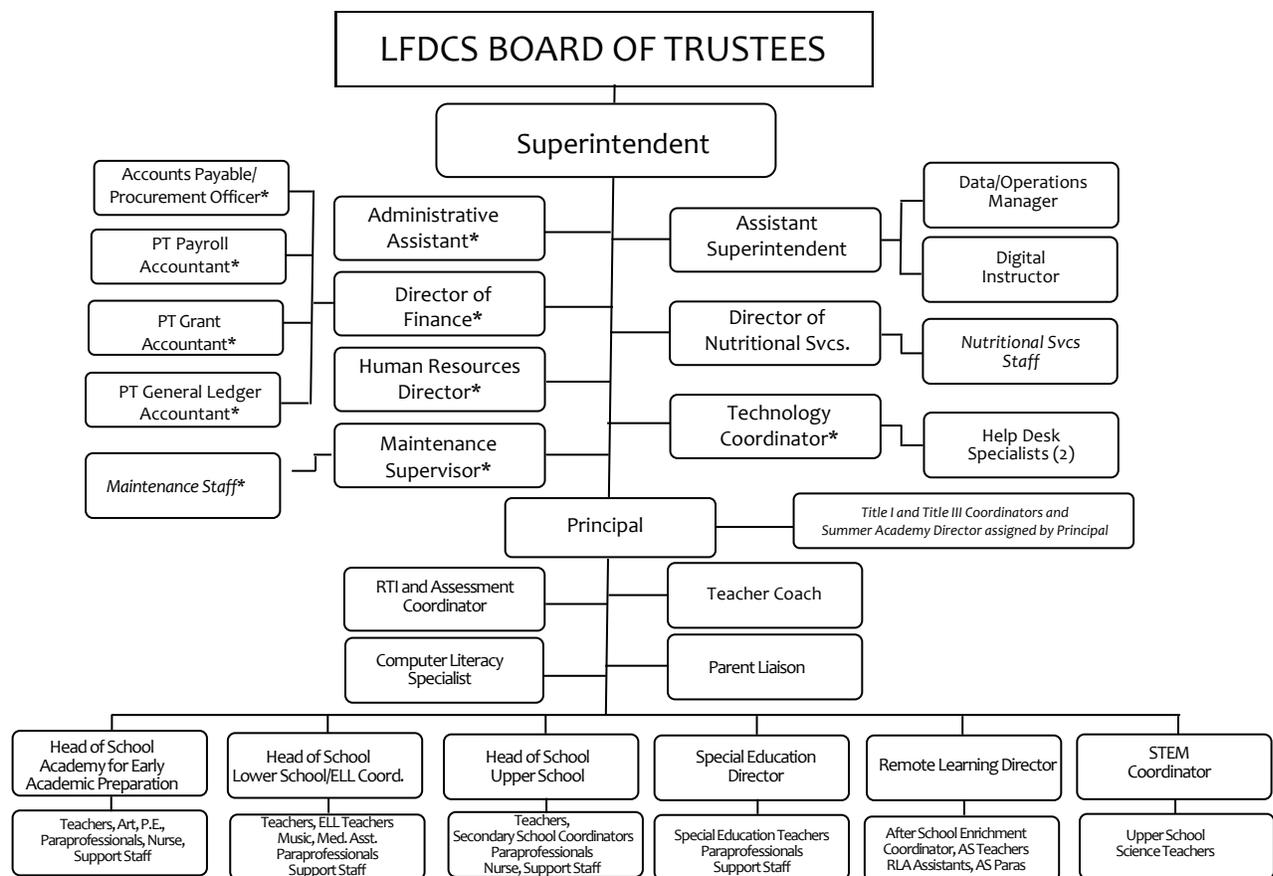
There was no one program that would meet our needs. In grades 1 and 2, children’s literature that reflect a curriculum concept was purchased (different books for both grades) supplemented by resources from *National Geographic*, *Brain Pop Junior* and *PBS*. Another example of a program that did meet our needs is the third grade content that focuses on the history of Massachusetts. A textbook, *Massachusetts*, is the main source, but teachers have access to online resources as well. Textbooks for upper grades varies depending on content such as U.S.History and Ancient Greece and Egypt.

III. Organizational Viability

Changes to the FY’2020-2021 organizational chart included the addition of a Remote Learning Director, ten Remote Learning Assistants, a Special Education teacher and an Administrative Assistant for the Opening Doors program.

For FY’2021-2022, LFDCS will hire an Instructional Designer, another Science Teacher for grades 5 and 6 (currently there is one science teacher for grades 5/6). Adding an additional Science Teacher allows LFDCS to have a grade 5 science teacher and a grade 6 science teacher. LFDCS is eliminating the Remote Learning Director position and the remote learning assistants’ positions due to the return of all students to in-school learning.

FY’2020-2021 Organizational Chart



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

BUDGET AND FINANCE

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL

Statements of Activities and Changes in Net Assets (unaudited)
and FY'2022 Budget

(approved by LFDCS Board of Trustees 6/9/21)

Year ended June 30, 2021

	<u>2021</u>	<u>APPROVED 2022 BUDGET</u>
REVENUES AND SUPPORT		
Tuition and Fees	11,283,903	13,395,475
State grants	63,401	8,000
Federal grants	1,418,819	1,100,000
Donations	142,463	80,000
Food Service	0	100,000
Investment Return	3,463	7,000
Participant Fees	89,022	200,000
Pension revenue from state	961,935	980,000
Temporarily Restricted	0	0
TOTAL REVENUES AND SUPPORT	<u>13,963,006</u>	<u>15,870,475</u>
EXPENDITURES		
Salaries, taxes and benefits	9,049,161	10,065,581
Administrative Expenses	1,145,543	1,365,497
Instructional Expenses	717,434	954,000
Student Services	232,647	561,000
Facilities	2,328,473	2,417,611
TOTAL EXPENDITURES	<u>13,473,258</u>	<u>15,363,689</u>
Net Ordinary Income	489,748	506,786
Depreciation	144,630	145,200
CHANGE IN NET POSITION	345,118	361,586
NET POSITION		
BEGINNING OF YEAR	<u>3,602,735</u>	<u>3,947,853</u>
NET POSITION, END OF YEAR	<u><u>3,947,853</u></u>	<u><u>4,309,439</u></u>

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL

Statements of Net Assets (unaudited)

June 30, 2021 and 2020

	<u>ASSETS</u>	<u>2021</u>	<u>2020</u>
Current Assets:			
Cash and Cash Equivalents		4,214,755	4,034,355
Accounts Receivable, deemed fully collectible		163,341	0
Related Party Receivable		0	0
Prepaid Expenses/Deposits		3,092	0
Total Current Assets		4,381,188	4,034,355
Property and Equipment:			
Leasehold Improvements		754,321	754,321
Furniture and Equipment		333,558	326,358
Technology		766,339	703,482
Vehicles		134,064	134,064
Total Property and Equipment		1,988,282	1,918,225
Less: Accumulated Depreciation		(1,719,182)	(1,564,464)
Property and Equipment, Net		269,100	353,761
TOTAL ASSETS		4,650,288	4,388,116
<u>LIABILITIES AND NET ASSETS</u>			
LIABILITIES			
Current Liabilities:			
Accounts Payable and Accrued Expenses		11,639	178,670
Related Party Payable		50,054	0
Wages and Related Payable		640,742	606,711
TOTAL LIABILITIES		702,435	785,381
COMMITMENTS AND COINTINGENT LIABILITIES			
NET ASSETS			
Unrestricted		3,947,853	3,497,772
Temporarily Restricted		0	104,963
		3,947,853	3,602,735
TOTAL LIABILITIES AND NET ASSETS		4,650,288	4,388,116

FY'2022 Enrollment Table	Number
Number of students pre-enrolled via March 15, 2021 submission	800
Number of students upon which FY'22 budget tuition line is based	800
Number of expected students for FY'22 first day of school	800

CAPITAL PLAN FOR FY'2022-2023

Generally, capital plan budgets are supported by the LFDCS reserves or fundraising for supplementary resources from private foundations, corporate donations and individual donors. Additionally, LFDCS benefits from a relationship with *The Furniture Trust*, which provides LFDCS access to high-quality, discarded corporate equipment and furniture donations.

In FY'2020-2021, LFDCS added its last 20 students of its 2011-2020 DESE-approved, 10-year expansion for a maximum enrollment of 800 students. These 20 eighth grade students were absorbed into existing classrooms by increasing the number of students per homeroom at the Upper School at 400 Haverhill Street. Expenses for these students included: desks and chairs - \$5,743.60, Eureka Math materials - \$599.20 and Instructional Resources - \$1,000. Due to COVID-19 and social distancing guidelines, LFDCS also purchased 160 desk/chair combos for K-1 and K-2 - \$15,130.07.

On February 23, 2021, the MA Board of Education voted to unanimously approve an amendment to increase LFDCS's maximum enrollment of 800 students to 1,000 students (an increase of 200 students) through a controlled growth plan. This plan includes the addition of 20 more students in each of the K-1, K-2 and grade 1 classrooms beginning in FY'2022-2023 (a total of 60 students) and the addition of 20 students per year at the K-1 level beginning in FY'2023-2024 and over the next seven years until the maximum enrollment of 1,000 students in FY'2029-2030 is reached.

This expansion approval allows LFDCS to rent the vacant half of 10 Railroad Street (owned by LFDCS's management company, LFD, Inc.) and build out thirteen new Grade 1 and Grade 2 classrooms, three classrooms for ESL, Special Education and Spanish, a Maker-Space area and a cafeteria. This build-out would also include architectural plans, overtime labor and materials for a total of approximately \$450,000, which is the remaining balance of the Mass. Development Bond to Enterprise Bank held in an escrow account reserved for build-outs. All buildings rented to LFDCS are annually assessed for renovations by the maintenance staff at LFD, Inc., and capital expenditures are handled by LFD, Inc. versus LFDCS.

Beginning in FY'2022-2023, and over the next seven years, expenses would include the addition of a Head of School, ten more teachers, Special Education teachers, ELL teachers, paraprofessionals, food service and maintenance staff and a Parent Liaison along with 200 more desks, curriculum materials and supplies.

The additional staff, supplies and furniture will come from the increase in tuition due to the passing of the Student Opportunity Act in FY'2020-2021. Within the next five years, another building will be secured for an additional Upper School, and LFD, Inc. (the management company for LFDCS and owner of the school buildings) will incur an additional \$1.5M mortgage loan.

ADDITIONAL INFORMATION

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

I. Faithfulness to Charter

	2020-21 Performance	Evidence
Key Design Element: Parent Engagement Objective for Key Design Element 1: Parent Engagement - Lawrence Family Development Charter School will engage all parents as an essential element of their children's success.		
Measure: 1. Each year, for each of the first three academic terms, 100% of parents participate in parent conferences.	Met	100% virtual parent conferences attendance sheets
Measure: 2. Each year, 95% of grade K-1 parents will attend a "Right from the Start" training (an early introduction for K-1 parents and students to Math, ELA and our health program) and receive a certificate of completion. The focus will be on parents and teachers as working partners.	Not Met	87% Certificates of Completion attendance sheets <i>Due to COVID-19, some families had conflicts with the dates the workshops were being offered ranging from the child being sick or the parent being sick; others had conflicts due to work and not being able to find someone else to attend in their place.</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.	Not Met	<i>There were no home visits made by the Head of School and Parent Liaison due to COVID-19.</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:	<i>Due to COVID-19, there was no High School Fair; only 60% of graduating 8th grade parents attended a virtual high school orientation night due to scheduling conflicts.</i>

II. Academic Program Success

	2020-21 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.		
<p>Measure</p> <p>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.</p>	Not Met	<p>Fall to Spring Spanish Measures of Academic Progress (MAP) norm-referenced test</p> <p><i>Due to COVID-19, students working remotely were unable to get the in-person support needed to make the necessary growth—the learning loss affected the growth numbers projected by MAP.</i></p>
<p>Measure:</p> <p>2. Each year, 100% of graduating eighth graders will present a digital portfolio in English and Spanish as a graduation requirement.</p>	Met	<p>100%</p> <p>Attendance sheets Diplomas</p>
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.		
<p>Measure:</p> <p>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).</p>	Not Met	<p>Fall to Spring Measures of Academic Progress (MAP) norm-referenced tests in English Language Arts, Mathematics and Science (grades 4-8 only).</p> <p><i>Due to COVID-19, students working remotely were unable to get the in-person support needed to make the necessary growth—the learning loss affected the growth numbers projected by MAP.</i></p>

	2020-21 Performance	Evidence
<p>Measure:</p> <p>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.</p>	Met	<p>100% - Attendance sheets, Meeting Agendas, Certificates of Completion, LFDCS Mentor Program Summary Report in accordance with 603 MMR 7.12 - 92% of teachers new to LFDCS reported satisfaction on a survey with a 92.4 % target response rate asking if they were satisfied or highly satisfied with the quality and quantity of mentoring activities offered.</p>
<p>Measure:</p> <p>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.</p>	Met	<p>100% of new staff attended 3 days of orientation</p> <p>96.9% of all staff attended 7 days of instructional and compliance training</p> <p>96.7% of all staff attended 7 days of technology training</p>
<p>Measure:</p> <p>4. Each year, 60% of students accepted to tuition-based high schools will receive financial aid and/or merit scholarships.</p>	Met	<p>69% - 38 out of 55 students were accepted to tuition-based high schools and received financial aid and/or merit scholarships</p>
<p>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.</p>		
<p>Measure:</p> <p>1. Each year at least one community partner will be engaged for academic and/or arts activities.</p>	Met	<ul style="list-style-type: none"> • Molly Sliney motivational speaker • May Institute autism awareness presentation and partnership • Iyer Foundation robotics and coding in the STEM after-school program
<p>Measure:</p> <p>2. Each year at least one higher education partner will be engaged for academic and/or arts activities.</p>	Met	<p>Merrimack College Fellows Program</p> <p>UNH Tech Camp</p> <p>Pingree School's Prep@Pingree Program</p> <p>Governor's Academy's GovsPLUS Program</p>

III. Organizational Viability

	2020-21 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	76% LFDCS Board of Trustees Meeting Minutes
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	90.9% ESL/SPED PAC Advisory and School Site Council Meeting attendance sheets
Measure: 3. The Special Education and ESL Parent Advisory Councils will provide 4 parent workshops annually, the topics of which will be solicited by fall parent surveys.	Met	Workshop presentations: <ul style="list-style-type: none"> • COVID-19 Safety • Remote Learning • Internet Safety • Autism Training for Parents • Executive Functioning
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.	Not Met	58% (352/562 families) completed the end-of-year parent survey-- 95% responded with most satisfied and satisfied-- <i>a majority of parents of students who were remote did not respond to the survey.</i>
Objective: Lawrence Family Development Charter School will disseminate its best practices to other educators from different educational organizations.		
Measure: 1. Over the course of the next charter, LFDCS will disseminate proven practices related to academic, social and/or parent engagement models during two or more activities each year for different educational organizations.	Met	<ul style="list-style-type: none"> • Digital Instructor and teacher presented at MassCUE • RTI & Assessment Coordinator virtually presented at ASCD's national conference on LFDCS's RTI Program
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	LFDCS's Remote Learning video highlighted and shared in Massachusetts Charter School Association weekly newsletter in June, 2021

APPENDIX B - RECRUITMENT AND RETENTION PLAN

2020-2021 Implementation Summary

LFDCS' success with recruitment for 2020-2021 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 2020-2021, 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' substantial waitlist of 225 applicants. In preparation for the March 2021 lottery, the bilingual/bicultural Parent Liaison visited multiple locations with posters to dozens of community daycare sites, churches and neighborhood food markets. For recruitment, LFDCS used its recruitment strategies, approved by DESE in 2020, and was a member of the gateway cities group of the Massachusetts Charter School Association where LFDCS shares its practices and reviewed the statewide compendium.

Due to its staffing of bilingual/bicultural professionals, recruitment was done by the school's leadership team, by a bilingual/bicultural Superintendent and a bilingual/bicultural Assistant Superintendent. The school demonstrates its commitment to culture and access in a number of ways, including dual-language. LFDCS showcased its eighth grade graduating students' portfolios in both English and Spanish to show its content/curriculum and language outcomes of a high-performing school. Despite oversubscription for enrollment, LFDCS works hard each year on its recruitment plan to enroll students in under-represented subgroups, especially when enrollment is below the first quartile and comparison index relative to the same subgroups of the Lawrence Public Schools and Community Day (Prospect). Based on additional effort demonstrated, LFDCS is pleased with its gains in the students with disabilities subgroup (7.6% to 8.1%), as the school's enrollment grew to 800 students—June, 2021 SIMS shows an increase to 8.4%. LFDCS' recruitment is significantly influenced by sibling preference and a charter that limits acceptance after grade 4.

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

On the 2020-2021 CHART, the students with disabilities subgroup reflects steady gains from its baseline of 5.7% in FY11. SIMS Oct. 2017 data for LFDCS was 6.2%, which increased in Oct. 2018 to 7.6% and in Oct. 2019 and Oct. 2020 to 8.1%. Reflecting the work LFDCS has done in recent years on its annual recruitment activities, SIMS data for students with disabilities in June 2021 increased to 8.4%. Despite progress over the years, LFDCS is below the first quartile and comparison index, which is influenced by the Lawrence Public Schools and its students with disabilities rate of 19.5%. 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'2020-2021, despite the fact that students in grades 2-8 were fully remote, students with disabilities on IEPs, ELs and high needs were required to attend LFDCS's Remote Learning Academy where they received in-person supports.

Incoming Class of K-1 students

Because the majority of ELL students reach English proficiency by third grade and despite its outreach to all subgroups, the number of siblings entering K-1 increased from 47% in FY19 to 63% in FY20 and 48% in FY21 which further skews the school's CHART data for certain subgroups. LFDCS' recruitment is influenced by sibling preference, and the majority of LFDCS's ELL students are in the early childhood grades. The overall school average of 22.6% appears low due to the fact that the school was not fully enrolled in K-1 at the October, 2020 SIMS submission; therefore there were fewer ELLs as well. Additionally, LFDCS was not able to screen all potential K-1 ELL students before the October, 2020 SIMS submission because many were remote for the start of the year, further skewing the numbers. At the start of the year, LFDCS had exited fifty-one students from the ELL program but only taken in thirty-two new K-1 ELLs—June, 2021 SIMS submission shows an increase to 23.5%.

General Recruitment Activities for 2021-2022

LFDCS will use strategies approved by DESE in 2021. As a member of the gateway cities group of the Massachusetts Charter School Association, LFDCS shares practices and reviews other schools’ practices via a statewide compendium of strategies. Due to its staffing of bilingual/bicultural professionals, whenever possible, and through its leadership by a bilingual/bicultural Superintendent and Assistant Superintendent, the school demonstrates its commitment to culture and access in several ways, including being a dual-language school, which affects recruitment. Recruitment also highlights differentiation of instruction using technology, which adds access for teaching all students. LFDCS will reach 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 2022 lottery, LFDCS will be recruiting for 60 additional seats (20 in K-1, 20 in K-2 and 20 in Grade 1) due to its DESE-approved expansion plan to increase enrollment from 800 students to 1,000 students by FY’2029-2030. The Student Services Coordinator will visit organizations with posters at the YMCA, community daycare sites, churches and neighborhood food markets. The Assistant Superintendent and the Superintendent are bilingual/bicultural, and the Superintendent is visible in the community and makes guest appearances on Spanish talk radio shows. Recruitment activities and flyers will showcase that students from all subgroups are invited and welcome to the LFDCS’ lottery. The school also promotes that it is fully handicapped accessible. To build programs and enrollment, LFDCS will continue to participate in Community Pathways, a non-profit group. At Special Education and ELL PAC meetings, School Site Council meetings and monthly parent coffees, LFDCS families will be educated on how to “spread the word” about the LFDCS lottery. With support from the Student Services Coordinator, Special Education Director and the 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 4 times per year. The availability of seats will also be announced at LFDCS Board of Trustees’ meetings, Special Education and ELL PAC meetings, Parent Coffees and School Site Council meetings. To build awareness of its recruitment period, LFDCS will distribute posters at special events such as its Summer Family Fiesta, through 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 building. With neighborhood stakeholders, foundation funders and the business community, its 2022 lottery will continue to be well promoted. LFDCS will work with parents and students on recruitment and identification of students with disabilities and offer small classes and other supports to maximize the success of all students. Although LFDCS is meaningfully impacted by sibling preference in its enrollment strategy, the district will strive to comply with DESE expectations for the targets of first quartile and comparison indexes for all subgroups that includes enrollment of subgroups above the first quartile and comparison index as compared to Lawrence Public Schools and Community Day Charter School (Prospect). To the extent possible, LFDCS also commits to making progress toward its GAP goals for SPED and ESL, intends to continue its positive work with outreach to all subgroups, especially for access and equity in continuing its upward trend for students with disabilities.

Recruitment Plan – 2021-2022 Strategies

Special Education Students/Students with Disabilities

<p>(a) CHART data</p> <p>School percentage: 8.1%</p> <p>GNT percentage: 12.9%</p> <p>CI percentage: 14.3%</p> <p>The school is below GNT percentage and below CI percentage</p>	<p align="center">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Did Not Meet GNT/CI</p> <p>A two-year kindergarten program and a smaller population (influenced by class size and teacher’s ability to differentiate instruction via RTI and early intervention strategies) allows for early support and impacts LFDCS’ numbers. In FY’2021-2022, the Recruitment Strategies will include both current and enhanced strategies.</p> <p><u>Current Strategies (2020-2021)</u></p> <ul style="list-style-type: none"> • Special Education teachers will build and post videos of SPED teaching practices to share with students and parents who can encourage and direct community members interested in SPED teaching practices at LFDCS to the lfdcs website
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<p>(a) CHART data</p> <p>School percentage: 8.1%</p> <p>GNT percentage: 12.9%</p> <p>CI percentage: 14.3%</p> <p>The school is <u>below</u> GNT percentage and below CI percentage</p>	<ul style="list-style-type: none"> • Invite parents to bring friends and neighbors who have children with disabilities to evening parenting sessions. Show technology use at the school and the benefits of iPads for students with disabilities • Host socials for alternative MCAS assessment portfolios; allow parents to bring neighbors to this event showing assessments for specific disabilities • Contracted services providers—such as, BlueSkies Wellness, ProCare Therapy, Domingos & Associates and The May Institute will share the types of services provided to students with disabilities at LFDCS to the community and encourage them to apply to LFDCS’s lottery • Make available representatives from the school’s SPED PAC to prospective families at the lottery to discuss special education support • The SPED Director will conduct information sessions about the transition to pre-kindergarten for students with disabilities • SPED Parent Advisory Committee meetings (PAC) will be posted on the lfdcs website and at the Lawrence Public Schools’ Family Resource Center to attract parents of children with students with disabilities • The Student Services Coordinator will link with the YMCA’s childcare programs and Head Start to explain the lottery and services for students with disabilities and send lottery announcements to families with special needs students who currently attend Head Start • The Student Services Coordinator collaborates with the Special Education Director in providing Special Education information in person and on the website to new families who are inquiring about the school or applying to the LFDCS lottery. <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: enhanced/additional strategies needed</p> <p>Additional strategies are needed, but LFDCS wants to emphasize progress with strategies for this subgroup. Specifically, on the 2020-2021 CHART, the students with disabilities subgroup reflects steady gains from its baseline of 5.7% in FY11. SIMS Oct. 2017 data for LFDCS was 6.2%, which increased in Oct. 2018 to 7.6%. Reflecting the work LFDCS has done in recent years on its annual recruitment activities, June, 2021 SIMS data reported 8.4% for students with disabilities. Despite progress, LFDCS is below the first quartile and comparison index, which is influenced by the Lawrence Public Schools and its students with disabilities’ rate of 19.5% (FY21), 18.5% (FY20), 19.2% (FY19) and 16.7% (FY18). LFDCS estimates it will need one to two fiscal years to fill this gap.</p> <p><u>Enhanced Strategies over 1-2 years</u></p> <ul style="list-style-type: none"> • LFDCS will advertise its new Extended Day Academic and Enrichment Program, housed off site at LFDCS’s management company’s SISU Center, that specifically targets Special Education students. LFDCS will post information on this new expanded program on the lfdcs and the lawrenceprospera websites, post posters throughout the community and at LFD, Inc.’s Maria del Pilar Quintana Family Center (adult ESL & Citizenship class provider) and at the SISU Center (high-risk teens and adults program provider). The community who visit these buildings can see first hand how this new program works for Special Education students, which encourages families to want a program like this for their children and are encouraged to apply to the lottery.
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	<ul style="list-style-type: none"> • 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 – 2 years • The Special Education Director will meet at least monthly with the external affairs contacts from the United Way, Department of Public Health and Girls and Boys Club to share and provide families with programmatic information – 2 years • The Student Services Coordinator will ask our current families to refer friends, colleagues and neighbors to the lfdcs website where it describes our Special Education Program, provides informational links to special education topics and our new extended day program geared toward special education students to get the word out to other families which builds awareness of and interest in the school. A survey asking new families how they heard about LFDCS will be asked by new parents after their child has been enrolled to track the effectiveness of this strategy. – 2 years
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Limited English proficient students/English learners

<p align="center">(a) CHART data</p> <p>School percentage: 22.6%</p> <p>GNT percentage: not given on chart</p> <p>CI percentage: 28.2%</p> <p>The school is below the CI percentage by 5.6%</p>	<p align="center">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Did not meet CI percentage—GNT is not given on CHART</p> <p>We want to continue our community outreach done in English and Spanish and want DESE to understand our smaller K-8 population, which is dramatically influenced by effective ELL transitions generally made by grade 4. Based on its charter, new students do not enter after grade 4. Class size and teachers’ ability to differentiate instruction via Response to Intervention (RTI) allows for Sheltered English Immersion (SEI) and more individualized supports and early intervention strategies. Outreach includes:</p> <ul style="list-style-type: none"> • School Site Council and ELL PAC meetings will provide workshops with information delivered in English and in Spanish for parents to share in their neighborhoods to increase awareness about LFDCS’ services for non-English speakers via the lfdcs website including its dual-language content in English and Spanish. • Build resources and professional development mechanisms to show other parents at School Site Council meetings how the process of language acquisition in English and in Spanish can be enhanced for shorter timelines and ask them to share this information with family and friends in the community who do not attend the school. • Provide translation equipment and/or translation services by bilingual or multilingual staff at all community informational sessions <p align="center">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT (not given)/CI :</p> <p><u>Additional Strategies</u></p> <ul style="list-style-type: none"> • LFDCS will advertise its new Extended Day Academic and Enrichment Program, housed off site at LFDCS’s management company’s SISU Center, that specifically targets ELL students. LFDCS will post information on this new expanded program on the lfdcs and the lawrenceprospera websites, post posters throughout the community and at LFD, Inc.’s Maria del Pilar Quintana Family Center (adult ESL & Citizenship class provider) and at the SISU Center (high-risk teens and adults program provider). The community who visit these buildings can see first hand how this program works for ELL students and encourages families to want a program like this for their children and apply to the lottery.
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	<ul style="list-style-type: none"> • Have more enrichment activities and invite the community to culminating events to showcase language and culture – 1 year • The Student Services Coordinator will collaborate with the ELL Coordinator to provide information on LFDCS’s ELL Program to families in the community either by directly speaking to the ELL Coordinator and/or referring them to the lfdcs website.– 1 year • Identify and partner with local community colleges’ diverse and minority students who are currently enrolled in an educational program and offer paid internships at LFDCS to increase the number of staff members who are bilingual/bicultural in FY’2022 – 2 years • The bilingual/bicultural Student Services Coordinator will link with the YMCA’s childcare programs in Lawrence and in Methuen to explain the lottery and services for students who do not speak English as a first language and need language support at school – 1-2 years • Link with Casa Dominicana, St. Patrick’s Church, St. Mary’s Church, Movement City, the Maria del Pilar Quintana Family Center and the SISU Center to share information through presentations and via the lfdcs website regarding LFDCS’s ESL program and the importance of being a dual-language school – 1 year
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 66.5%</p> <p>GNT percentage: 66.2%</p> <p>CI percentage: 72.9%</p> <p>The school is above GNT percentages and below CI percentages.</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • LFDCS disseminated application materials, and, whenever possible, hosted information sessions at locations and organizations serving Lawrence’s most needy families—such as, WIC and DTA centers; various Head Start locations and the office of the Department of Children and Families • LFDCS participates in the Community Pathways groups and builds awareness among social service agencies of our school and free lunch programs who in turn can share information with their clients and/or members in an informed manner • Refer all families, including low-income families, to the lfdcs website to apply to the lottery
<p>Students who are sub-proficient</p>	<p style="text-align: center;">(d) Continued 2020-2021 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 2020-2021, LFDCS created a Remote Learning Academy for grades 2-8 for students on IEPs, ELs, high needs and students falling below benchmark due to learning loss while learning remotely. • In all recruitment materials, LFDCS will explicitly state that our school is open to all students regardless of prior academic performance. Additionally, we are explicit about how our programmatic elements (e.g., small class sizes and technology use to differentiate learning) are beneficial to students who have struggled academically and/or may need more intensive support.

<p>Students who are sub-proficient</p>	<p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • LFDCS will advertise its new Extended Day Academic and Enrichment Program, housed off site at LFDCS’s management company’s SISU Center, that specifically targets those students who are sub-proficient, high needs and need social emotional supports due to remote learning loss and summer learning loss. LFDCS will post information on this new expanded program on the lfdcs and the lawrenceprospera websites, post posters throughout the community and at LFD, Inc.’s Maria del Pilar Quintana Family Center (adult ESL & Citizenship class provider) and at the SISU Center (high-risk teens and adults program provider). The community who visit these buildings can see first hand how this new program works for students who are sub-proficient and encourages families to want a program like this for their children and apply to the LFDCS lottery. • Build partnership with Suenos Basketball by providing enrichment and an organized sports program for all students in grades 2-8 specifically geared for students who are sub-proficient. <p>Maintain strategies from FY’2021 in FY’2022</p>
<p>Students at risk of dropping out of school</p>	<p style="text-align: center;">(e) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • Post lottery advertisements at the YWCA and YMCA in order to reach parents receiving subsidized childcare or who are living at these organizations for safety or economic reasons • Share information about the charter school at Head Start and the Dept. of Transitional Assistance so that disadvantaged families see the opportunity to enroll • Post lottery posters at neighborhood convenience stores to inform community members, who lack transportation, to enroll at the charter school • Inform social/emotional contracted services providers about the charter school’s lottery, so they as trusted confidants, can share information with families struggling with mental or emotional issues • Post lottery information at Lawrence Family Development’s SISU Center where teen high school dropouts learn academic and vocational skills <p>Maintain strategies from FY’2021 in FY’2022</p>
<p>Students who have dropped out of school</p>	<p style="text-align: center;">(f) Continued 2020-2021 Strategies</p> <p>Not applicable—we do not enroll students who are age eligible to drop out</p>

Retention Plan – 2021-2022

2020-2021 Implementation Summary

LFDCS establishes a retention goal in its charter of 95-100% for all students and exceeded its goal for FY’2020-2021 at 99.2%--its goal for FY’2021-22 remains the same of 95-100%. For kindergarten students, the levels were: Kindergarten-100%, Grade 1-100%, Grade 2-100%, Grade 3-98.8%, Grade 4-98.8%, Grade 5-97.7%, Grade 6-100%, Grade 7-97.5% 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 98.7%, High Needs at 99.2%, Low Income at 99% and Students with Disabilities at 98.4%.

Overall Student Retention Goal

Annual Goal for Student Retention

95%

Retention Plan – 2021-2022 Strategies

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 1.6%</p> <p>Third Quartile: 11.2%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p> <p><i>Retention Rate for FY’2020-21= 98.4%</i> <i>Goal for FY’2021-22 remains: 95% or better</i></p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Build professional development and demonstrate best practices through the Mass. Charter School Association’s Special Education Model School Project as well as guest access to the LFDCS Learning Management System <i>Schoology</i> • Provide all students with technology support (hardware and software) and differentiate teaching techniques • Build SPED capacity through an expanded inventory of assessment options • Evaluate SPED referrals and needs in a timely way, 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 <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>Maintain strategies from FY’2021 in FY’2022.</p>
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Limited English proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 1.3%</p> <p>Third Quartile: 10.5%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p> <p><i>Retention Rate for FY’2020-21= 98.7%</i> <i>Goal for FY’2021-2022 remains: 95% or better</i></p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> • 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 <i>Schoology</i> • Provide full translation services to parents at meetings, family events, School Site Council and ELL PAC meetings • Through Spanish translations, maximize participation of non-English speaking parents with bilingual websites, letters, support services at the Quintana Center and at parent conferences and by using Spanish translated “AP Notify” messages <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>Maintain strategies from FY’2021 in FY’2022.</p>
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Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data School percentage: 1.0%</p> <p>Third Quartile: 11.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p> <p><i>Retention Rate for FY'2020-2021= 99%</i></p> <p><i>Goal for FY'2021-22 remains: 95% or better</i></p>	<p style="text-align: center;">(b) Continued 2020-2021 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 style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>Maintain strategies from FY'2021 in FY'2022</p>
<p style="text-align: center;">Students who are sub-proficient</p>	<p style="text-align: center;">(d) Continued 2020-2021 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 style="text-align: center;">Students at risk of dropping out of school</p>	<p style="text-align: center;">(e) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • LFDCS' Student Services Coordinator (who is its Homeless 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 <p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • 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>Maintain strategies from FY'2021 in FY'2022</p>
<p style="text-align: center;">Students who have dropped out of school</p>	<p style="text-align: center;">(f) 2021-2022 Strategies</p> <p style="text-align: center;">No change; LFDCS is a Kindergarten to grade 8 school</p>

APPENDIX C - SCHOOL AND STUDENT DATA

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

Listed below is student demographic and subgroup information from the October 2020 SIMS report.

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS SY'2020-2021	
Race/Ethnicity	% of School
African American	0.4%
Asian	0.1%
Hispanic	98.6%
Native American	0.0%
White	0.9%
Native Hawaiian, Pacific Islander	0.0%
Multi-race, non-Hispanic	0.0%
Selected Populations	% of School
First Language not English	77.1%
English Language Learner	22.6%
Students with Disabilities	8.1%
High Needs	81.3%
Economically Disadvantaged	66.5%

TEACHERS AND STAFF ATTRITION FOR FY'2020-2021				
	Number last day of FY'2020-2021	Departures during FY'2020-2021	Departures end of FY'2020-2021	Reason for departure
Teachers	58	12	6	2 retired 14 resigned 2 non-renewals
Other Staff	59	14	5	1 retired 13 resigned 5 non-renewals

BOARD AND COMMITTEE INFORMATION	
Number of commissioner-approved board members as of August 1, 2021	12
Minimum number of board members in approved bylaws	5
Maximum number of board members in approved bylaws	13

ADMINISTRATIVE ROSTER FOR FY'2020-2021			
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	
Judith Marley, EdD Assistant Superintendent	Responsible for Administration, Reporting and Compliance; Serves as Superintendent’s designee	9/14	7/20
Susan Earabino, EdD Principal	Head of Educational Program – Hiring, supervision, training, evaluation of staff/curriculum	7/14	
Samuel Bradbury Special Education Director	Special Education program: staffing, IEPs, establish procedures, etc.	8/20	6/21
Jennifer Barnhill Head of Upper School	Building operations, student behavior and discipline, schedules, parent communication	8/18	
Hali Castleman Head of Lower School	Building operations, student behavior and discipline, schedules, parent communication	8/18	
Hali Castleman ELL Coordinator	ELL program (stipend position)	9/13	
Erica Crescenzo Head of Academy	Building operations, student behavior and discipline, schedules, parent communication	7/14	
Justin Hodgkins Nutritional Services Director	Nutritional services	7/16	
Janina Santiago Enrichment Coordinator	After-school enrichment program	9/20	12/20
Sacha Lu Enrichment Coordinator	After-school enrichment program	8/17	8/20
Sacha Lu Remote Learning Director	Remote Learning Academy program	8/20	6/21
George Masterson STEM Coordinator	Science curriculum and partnerships	8/15	
Nicole Arpin RTI & Assessment Coordinator	RTI and Assessment Program	8/18	
Nicole Romano Teacher Coach	Teacher Coach	8/19	
Anna Yuen Digital Instructor	Educational Technology Program	8/17	
Deb Howarth School Data Operations Mrg	Responsible for School Data & Operations	8/18	12/20
Komal Patel School Data Operations Mgr.	Responsible for School Data & Operations	2/21	
Please Note: The Director of Finance, Technology Coordinator and Maintenance Supervisor are employed by Lawrence Family Development, Inc., the management organization for LFDCS.			

LFDCS BOARD OF TRUSTEES – FY’2020-2021

Name	Position on Board	Committee affiliation(s)	Number of Terms	Length of each Term Terms are up to 3 years beginning in September and ending in August for a maximum of 3 terms
Joan Thompson	Chair, Community Stakeholder Trustee	Executive, Finance, Nominating & Governance, Superintendent’s Evaluation	3	Tm. 1: 1/2014-8/2016 (2 yrs. 7 mos) Tm. 2: 9/2016-8/2019 (3 yrs) Tm. 3: 9/2019-8/2022 (2 yrs.)
Rosalia Gallo	Vice Chair, Community Stakeholder Trustee	Executive, Nominating and Governance	1	Tm. 1: 9/2018-8/2021 (3 yrs.)
Christopher Needham	Treasurer, Community Stakeholder Trustee	Executive, Finance, LFD, Inc./LFDCS Management Review, Bylaws	1	Tm. 1: 5/2019-8/2021 (2 yrs. 3 mos.)
Beilis Soto	Clerk, Parent Rep. Trustee	Executive	3	Tm. 1: 12/2014-8/2017 (2 yrs. 8 mos) Tm. 2: 9/2017-8/2020 (3 yrs) Tm. 3: 9/2020-5/2021 (8 mos.)
Jose Tejada	Clerk, Parent Rep. Trustee	Executive, Succession Planning, Nominating and Governance	1	Tm. 1: 12/2019-8/2022 (1 yr, 8 mos)
Rita Almanzar	Parent Rep. Trustee	LFD, Inc./LFDCS Management Review, Superintendent’s Evaluation	3	Tm. 1: 12/2013-8/2016 (2 yrs. 8 mos.) Tm. 2: 9/2016-8/2019 (3 yrs.) Tm. 3: 9/2019-8/2021 (2 yrs.)
David DeFillippo	Community Stakeholder Trustee	Finance, LFD, Inc./LFDCS Management Review, Superintendent’s Evaluation	1	Tm. 1: 10/2019-8/2022 (1 yr. 11 mos.)
Claribel Garcia	Parent Rep. Trustee	Nominating & Governance, Bylaws, Superintendent’s Evaluation, Bylaws	1	Tm. 1: 10/2019-8/2022 (1 yr. 11 mos.)
Lynette McRae	Parent Rep. Trustee	Finance, Bylaws, LFD, Inc./LFDCS Management Agreement Review	2	Tm. 1: 6/2018-8/2020 (2 yrs. 2 mos) Tm. 2: 9/2020-8/2023 (1 yr.)
Ana Medina	Community Stakeholder Trustee	Superintendent’s Evaluation, Nominating and Governance	3	Tm. 1: 12/2014-8/2017 (2 yrs. 8 mos) Tm. 2: 9/2017-8/2020 (3 yrs.) Tm. 3: 9/2020-8/2023 (1 yr.)
Elizabeth Nolberto	Parent Rep. Trustee		1	Tm. 1: 10/2019-8/2022 (1 yr. 11 mos)
Germinudy Rosario	Parent Rep. Trustee		1	Tm. 1: 9/2020-8/2023 (1 yr.)
Beatriz Schinness	Community Stakeholder Trustee		1	Tm. 1: 9/2020-8/2023 (1 yr.)

APPENDIX D - ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Joan Thompson	conleyjc@aol.com	No Change
Charter School Leader	Ralph Carrero	rcarrero@lfdcs.org	No Change
Assistant Charter School Leader	Darshan Thakkar	dthakkar@lfdcs.org	No Change
Principal	Susan Earabino	searabino@lfdcs.org	No Change
Head of Academy for Early Academic Prep	Erica Crescenzo	ecrescenzo@lfdcs.org	No Change
Head of Lower School	Hali Castleman	hcastleman@lfdcs.org	No Change
Head of Upper School	Jennifer Barnhill	jbarnhill@lfdcs.org	No Change
Special Education Director	Jared Fulgoni	jfulgoni@lfdcs.org	New
MCAS Test Coordinator	Susan Earabino	searabino@lfdcs.org	No Change
SIMS Coordinator	Komal Patel	kpatel@lfdcs.org	No Change
English Language Coordinator	Hali Castleman	hcastleman@lfdcs.org	No Change
Comm. Director/Public Records Officer	Susan Lyons	slyons@lfdcs.org	No Change
School Business Official	Susan Perry	sperry@lfdcs.org	No Change
School Nurse Leader	Janetsy Rodriguez	jrivera@lfdcs.org	New Position
SIMS Contact	Komal Patel	kpatel@lfdcs.org	No Change

Enrollment

Action	FY'2021-2022
Student Application Deadline	February 25, 2022
Lottery	March 9, 2022

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	Location
August 11, 2021, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
September 8, 2021, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
October 13, 2021 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
November 10, 2021, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
December 8, 2021 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
January 12, 2022 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
February 9, 2022, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
March 9, 2022, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
April 13, 2022, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
May 11, 2022, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
June 8, 2022, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom

COMMITTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR

Name of Committee	Date/Time	Location
Nominating & Governance	August 20, 2021 8:00 AM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	August 11, 2021, 4:45 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	October 6, 2021, 5:30 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	November 3 2021, 5:30 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	December 1, 2021, 5:30 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	January 5, 2022, 5:30 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	February 2, 2022, 5:30 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	March 2, 2022, 5:30 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	April 6, 2022, 5:30 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	May 4, 2022 5:30 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	June 1, 2022, 5:30 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom