

# *Lawrence Family Development Charter School*



**FY2019-2020**

## **ANNUAL REPORT**

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**JULY 31, 2020**

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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 that are served by Lawrence Family Development Charter School (LFDCS), we present this Annual Report which covers July 1, 2019 to June 30, 2020. This year LFDCS educated 778 students in grades Kindergarten-1 through 8. The school effectively managed its enrollment growth, which increases to 800 students by school year 2020-2021. This FY2019-2020 Annual Report reflects our unwavering commitment to our mission: *strengthening families and building community*.

The 2019-2020 school year began with a full-week of professional development that included topics—such as, *You are Exemplary: How to Meet the Requirement of the Teacher Rubric for an Exemplary Rating*; *Growth vs. Achievement*; *Using MAP Reports to Plan Instruction*; *Educational Technology at LFDCS*; *Eureka Math*; *IXL Foundations 1: Essential Tools for Daily Instruction*; *Foundations*; *Decision Making*; *Differentiating Instruction: Looking at Lesson Planning*; *Growth Mindset vs Fixed Mindset: Using Effective Effort Strategies to Cultivate Learning in your Classroom* and *Social Studies Grade Level Team Meetings*.

FY2019-2020 was an important and exciting year for LFDCS as we prepared for and received our 5th rechartering renewal for 2020-2025 in February 2020. Our one-day onsite visit took place September 19, 2019 and focused on our Special Education and ESL programs, key design elements, organizational capacity, policies, board development, board oversight and the lease and management agreement between LFD, Inc. and LFDCS. In December, 2020 we received the first draft of our Summary of Review (SOR) from DESE with overall ratings of All Meets. After rebuttal and evidence presented, in January, 2020 LFDCS received a final Summary of Review with overall ratings of All Meets and one rating of Exceeds for Dissemination. The Department noted the importance of reviewing and updating our bylaws and the LFD, Inc./LFDCS Management Agreement and provided some constructive suggestions around Open Meeting Law, Conflict of Interest and the relationship between the non profit and the school.

During FY2019-2020, Rediker's (LFDCS's Data and Student Information System (SIS)) online parent portal was successfully rolled out by grades throughout the year so all parents now have access to their child's academic records at any time.

At the January, 2020 Professional Development In-Service Day the following topics were explored: *Innovative Learning Using Technology Online Capstone*; *Portfolio Workshop for Upper School Teachers and Secondary School Coordinators*; *Evaluation Refresher: Using the ESE Rubric and Evaluation Tool led by SchoolWorks*; *Eureka Math: Calendars for Teaching all Modules*; *Foundations for K-1 to Grade 2* and *Planning: Focusing on Differentiated Instruction*.

In mid-March, 2020, due to the COVID-19 pandemic, in-school classes came to a halt for the remainder of the school year, and LFDCS immediately switched to remote learning mode where over 150 Chromebooks were deployed to families who did not have computer access at home. During this remote learning time, LFDCS had a 99% percent student participation rate in its e-learning school environment. One of the reasons why LFDCS was so successful in its implementation of remote learning is due to the launching of Schoology, a Learning Management System (LMS), that was adopted by LFDCS in FY2015-2016. For the remainder of the school year, teachers worked in Schoology to develop and share lesson plans, course materials, resources and had Zoom meetings with their students and colleagues. LFDCS teachers used Teacher Portal in Clever to share websites, and Clever also saved student credentials for easy login to sites. K-1 through grade 3 students used Class Dojo and Clever to access class materials, while students in grades 4-8 logged into Schoology to engage and interact with materials created and shared by teachers through courses.

Schoology was controlled and managed by the school administration through collaborative leadership. The Technology Coordinator monitored and provided support to all the infrastructure of technology—such as, internet, log-in capacity, devices and Help Desk. The Digital Instructor was responsible for the management of the suites for state standards, school rubrics, integration of student report cards, tracking and recommending professional learning opportunities for faculty and staff and providing workshops for the usage of new web-based programs. She also assisted teachers one on one with all software programming for integration and differentiating instruction that is vital to rigor and understanding new learning for students. The Heads of Schools monitored lesson planning and ensured that differentiated instruction, SEI strategies and tiered language instruction were included as well as alignment to the standards were in place. The ESL and Special Education staff supported ELL and Special Education students. Teachers were also assigned to time slots for Homework tutoring and support such as virtual “drop in centers,” wrap-around services were provided by the nursing staff and contracted services counselors and paraprofessionals assisted and supported wherever and whenever possible. The physical education staff provided enrichment opportunities through e-learning games and video exercise programs. Music and Art teachers engaged with students, and whenever possible, incentives were used to reward student participation and accomplishments. End-of-year activities included end-of-year awards through Zoom meetings and a drive-through K-2 Graduation. An 8<sup>th</sup> grade drive through Graduation is planned for the first week in August.

As of this writing, LFDCS does not know what the future holds for the fall in regards to in-school, hybrid or all remote learning for SY2020-2021, but we do know our staff and families will be 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 and students. 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 three areas: review and execution of the LFD, Inc./LFDCS Management Agreement for 2020-2025, revisions, updates and provisional approval of the LFDCS Amended Bylaws and the review and execution of the Superintendent’s Employment Contract.

I hope that the highlights found in this FY2019-2020 Annual Report prompt readers and the Board of Trustees to share my enthusiasm for what the next year offers for our students and staff.

Sincerely,

A handwritten signature in black ink that reads "Joan Thompson". The signature is written in a cursive, flowing style.

Joan Thompson, Interim Chair, LFDCS Board of Trustees

Type of Charter	Commonwealth	Location	Lawrence, MA
Regional or Non-Regional?	Non-Regional	Districts in Region	1
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	780*	Enrollment as of 6/30/2020	778
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 6/30/20	231
Final # of Instructional Days during 2019-2020 School Year	In person days - 116 Remote learning days - 64	Age of School	25 years
School Hours	K-1-Gr. 1 7:45am-3:10pm Grs. 2-4 7:45am-3:20pm Grs. 5-8 7:45am-3:30pm		
*800 students by 2020-2021			
<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 25 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 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, 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 FY2019-20 by:**

- 1. Parent Engagement** – Parent engagement was strong in 2019-2020. This year the Leadership Team expressed concerns regarding excessive tardies over the past couple of years and a need to revamp the Tardies Policy. The issue of excessive tardies was discussed at parent coffees, the School Site Council meetings and at the LFDCS Board of Trustees meetings which is a parent-majority board. Because we engage our parents in policy changes and/or updates, it allowed the Leadership Team to implement a plan and update the Tardies Policy, reflected in the board-approved 2020-2021 LFDCS Parent-Student Handbook. During the COVID-19 pandemic (the last 3 months of the school year) when school was closed for the remainder of the school year, parents were forced to become teachers and work with LFDCS teachers and their children remotely at home. Due to the commitment of our parents and staff, LFDCS met its accountability measure of one hundred percent (100%) parent conferences for quarter 3 which were all held through Zoom meetings.
- 2. Dual Language** - Benchmarking of student progress in Spanish was fully implemented using NWEA/Measures of Academic Progress (MAP). Spanish language development was monitored Fall to Winter, and this data was used during Response to Intervention (RTI) meetings as part of the discussion into student growth and progress. Spring testing was cancelled due to the COVID-19 pandemic and the closure of school for the remainder of the year.
- 3. Effective Teaching is Key** - LFDCS uses a Teacher Career Ladder to engage, evaluate and compensate teachers in progressively-tiered stages of development—Novice Teacher to Developing Teacher to Career Teacher to Advanced Teacher to Master Teacher. For the second year in a row, LFDCS was able to increase the salary ranges at each level in order to be competitive with starting teacher salaries in surrounding cities and towns. A new one-time stipend incentive was also added for teachers who apply for a second license in a LFDCS high-need area and are asked to use that second license—for example, ESL, Special Education, Spanish, Science, English 5-8 and Math 5-8. LFDCS also prioritized teacher mentoring and induction in FY20 by expanding coaching with the addition of a new Teacher Coach and providing online Mentor-led workshops. In 2019-2020 Blended Learning and the Innovative Learning Team provided opportunities to further digital skills for teachers and staff which included the formation of the Innovative Learning Team, seeking representation from each campus. Pre/Post Self Assessment of Innovative Learning Team (ILT) members show that all members moved forward along the continuum of digital integration following the SAMR model. In 2019-2020, LFDCS staff were offered a new format to receive professional learning of education technology through online courses designed, developed and instructed by the Innovative Learning Team (ILT). Two sessions were established (fall, spring), with each session offering two 10-hour courses. Through the online courses, instructors are expected to disseminate best practices for using technology following the SAMR model. More than 36% of LFDCS teachers eligible to enroll and participate in the courses completed the online courses (22 out of 60 teachers). Survey results from 100% of participants are all positive, and teachers would recommend the online courses to their colleagues. A number of digital learning workshops were scheduled for our April Professional Learning morning, but due to COVID-19, were not delivered as planned.
- 4. Partnerships** - Partnerships in FY20 were expanded with two additional Merrimack College fellows that support teacher recruitment and development. The Iyer Foundation continued their STEM partnership in FY20 which advanced competencies and financial support for expanded opportunities with robotics and coding in the STEM after school programs led by the STEM Coordinator. A new partnership was also added to our After School Enrichment Program: Junior Achievement, which is a nationally-recognized program that serves 4.8 million students a year. The purpose of the program is to “inspire and prepare young people to succeed in a global economy.” The partnership with Junior Achievement supported the financial literacy module of the Extended Day program by providing grade-level curriculum for students in grades K-6 and learn the role they play in the economy and money management. Students in grades 4-6 learn about entrepreneurship, business and personal branding for future employment.

- 5. Governance and Leadership Structure** – Due to term-limit vacancies on the LFDCS Board of Trustees, three new Board trustees were elected to the board during FY2019-2020. During FY2019-2020, subcommittees of the board and Administration were involved in monthly Finance meetings, reviewing and updating of the LFD, Inc./LFDCS Management Agreement for 2020-2025, amendment of the LFDCS Bylaws and the updating and execution of the Superintendent’s Employment Contract.

**Amendments to the Charter**

Date	Amendment Requested	Pending or Approved?
7/22/20	Amendment to LFDCS Bylaws	Provisionally approved

LFDCS’s amended bylaws were submitted to the MA Department of Elementary and Secondary Education for review on April 10, 2020. These bylaws were provisionally approved by DESE and the LFDCS Board of Trustees on July 22, 2020, and the final board-approved amended bylaws were submitted on July 22, 2020 for Commissioner approval.

**Access and Equity: Discipline Data**

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

2018-2019 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	765	26	0.3	3.3	0.0
EL	214	12	0.9	5.1	0.0
Economically Disadvantaged	477	22	0.4	4.4	0.0
Students with Disabilities	73	8	1.4	11.0	0.0
High Needs	608	24	0.3	3.8	0.0
Female	422	4	--	--	0.0
Male	343	22	0.6	6.1	0.0
American Indian or Alaska Native	0	--	--	--	--
Asian	0	--	--	--	--
African American/Black	5	0	--	--	--
Hispanic/Latino	752	26	0.3	3.3	0.0
Multi-race, Non-Hispanic/Latino	0	--	--	--	--
Native Hawaiian or Pacific Islander	0	--	--	--	--
White	6	--	--	--	--

The data for suspensions, removals and expulsions shows no abnormal trends. LFDCS data is skewed due to relatively small numbers of total students overall and in the subgroups. Based on 2019-2020 SDDR data submitted in June 2020, there have been no expulsions or emergency removal of any student at LFDCS. Out-of-School Suspensions during this charter term range from 2.0–4.5% for all students. In 2018-19, a student with disabilities contributed disproportionately to the school suspension rate of 11% and was supported with behavioral plans due to behavior and attention deficits. The LFDCS Principal and Heads of School have a standing line item on their weekly meeting agenda to discuss specific students that includes discipline occurrences at all levels—from a minor issue that warranted a call home, to a major infraction that required suspension. It is discussed what the student did, the precipitating event and how to be proactive about preventing the problem in the future and how parent(s) will be involved. A file is kept of all the details and which adult will observe and monitor the child going forward. *Rediker* provides a tool to record and update student discipline data that allows LFDCS to access the data easily and to see patterns and timelines around a particular student, a group of students and/or subgroups. To keep students in school and minimize suspensions, LFDCS always uses behavior plans, and to maximize that effort, the Principal has initiated behavior contracts with students who have multiple infractions.

## 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"> <li>• partnership with level 5 district to implement key aspects of the charter school's program</li> <li>• active participation in district turnaround efforts</li> <li>• sharing resources or programs developed at the charter school</li> <li>• hosting LPS educators at the charter school</li> </ul>	<p>Lawrence Family Development, Inc. shared its charter school innovative practices with the Lawrence Public Schools' Lawrence Family Public Academy (LFPA).</p> <p>The Lawrence Public Schools' School Turnaround/Targeted Assistance Project is in its sixth year.</p>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Assistant Superintendent</li> <li>• RTI &amp; Assessment Coordinator</li> <li>• Lead teachers on loan with salaries and benefits reimbursed</li> <li>• Stipends for Head of Schools or teachers as needed</li> </ul> <p>Yearly disclosures on file</p>	<p>Lawrence Public Schools' Lawrence Family Public Academy (LFPA), Lowell St., Lawrence Public Schools' School Turnaround/Targeted Assistance Project 6-year contract</p>	<ul style="list-style-type: none"> <li>• Monthly meeting agendas and minutes which are held by both organizations</li> <li>• City-wide MAP test results</li> <li>• FY20 Budgets for School Turnaround/Targeted Assistance Project</li> <li>• Calendars of dates for LPS and LFDCA collaboration</li> <li>• Disclosures/job descriptions showing the work done by LFDCA employees involved in turnaround efforts by Lawrence Family Development, Inc.</li> </ul> <p><i>No Grant funds used</i></p>
<ul style="list-style-type: none"> <li>• partnerships with other schools implementing key successful aspects of the charter school's program</li> <li>• active participation in district turnaround efforts sharing resources or programs developed at the charter school</li> </ul>	<p>LFDCA organized its RTI (Response to Intervention) effort for the Lawrence Public Schools' School Turnaround/Targeted Assistance Project at LPS' Lawrence Family Public Academy.</p>	<ul style="list-style-type: none"> <li>• Assistant Superintendent</li> <li>• RTI &amp; Assessment Coordinator</li> <li>• Lead teachers on loan with salaries and benefits reimbursed</li> <li>• Stipends for Head of School or lead teacher as needed</li> </ul> <p>Yearly disclosures on file</p>	<p>Lawrence Public Schools' Lawrence Family Public Academy (LFPA), Lowell St., Lawrence Public Schools' School Turnaround/Targeted Assistance Project 6-year contract</p>	<ul style="list-style-type: none"> <li>• RTI results (DIBELS &amp; MAP assessment); data charts for groups and RTI folders for each student</li> <li>• RTI monthly meeting agendas and minutes held by both organizations LFD, Inc., a 501(c)(3) non-profit and LFDCA's management organization</li> <li>• LFD, Inc. Annual Reports for FY15, FY16, FY17, FY18, FY19</li> </ul> <p><i>No Grant funds used</i></p>



<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b>	<b>Who at the school was involved with the dissemination efforts?</b>	<b>With whom did the school disseminate its best practices?</b>	<b>Result of dissemination</b>
<ul style="list-style-type: none"> <li>• partnerships with other schools implementing key successful aspects of the charter school's program</li> <li>• active participation in district turnaround efforts</li> </ul>	Rotation of 2 LFDCS lead teachers who taught their Lawrence Public School colleagues how to collaborate on lesson plan development and use of Schoology	<ul style="list-style-type: none"> <li>• Lead teachers on loan with salaries and benefits reimbursed</li> <li>Yearly disclosures on file</li> </ul>	Lawrence Public Schools' Lawrence Family Public Academy (LFPA), Lowell St., Lawrence Public Schools' School Turnaround/Targeted Assistance Project 6-year contract	<ul style="list-style-type: none"> <li>• Team Leadership mtgs./organizational charts</li> <li>• Lesson Plan artifacts in Schoology</li> <li>• Effect of implementation of LFDCS curriculum</li> </ul> <i>No Grant funds used</i>
<ul style="list-style-type: none"> <li>• with other schools implementing key successful aspects of the charter school's program</li> <li>• active participation in district turnaround efforts</li> <li>• sharing resources or programs developed at the charter school</li> </ul>	Beginning in FY17, LFDCS adopted the LFPA assessment tool by using MAP, adding a common benchmark assessment - adding Schoology as common lesson planning tool at LFPA	<ul style="list-style-type: none"> <li>• Assistant Superintendent</li> <li>• RTI &amp; Assessment Coordinator</li> <li>• Lead teachers on loan with salaries and benefits reimbursed</li> <li>• Stipends for Heads of School or lead teachers as needed</li> <li>Yearly disclosures on file</li> </ul>	Lawrence Public Schools' Lawrence Family Public Academy (LFPA), Lowell St., Lawrence Public Schools' School Turnaround/ Targeted Assistance Project 6-year contract	<ul style="list-style-type: none"> <li>• Team Leadership mtgs./organizational charts</li> <li>• Lesson Plan artifacts in Schoology</li> <li>• Effect of implementation of LFDCS curriculum</li> </ul> <i>No Grant funds used</i>
<ul style="list-style-type: none"> <li>• presented at professional conference about its innovative school practices</li> </ul>	presented at DESE Sharing for Success: Conference 11/8/19 on "Reducing Chronic Absenteeism through Parent Engagement" and "Supporting English Learners: Engaging Newcomers in Language and Content Education"	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Head of Lower School/ELL Coordinator</li> </ul>	DESE Conference attendees	<ul style="list-style-type: none"> <li>• Sharing for Success Conference Agenda</li> <li>• PowerPoint presentations</li> </ul> <i>No Grant funds used</i>
<ul style="list-style-type: none"> <li>• sharing resources or programs developed at the charter school</li> </ul>	submitted "Successful Strategies for Remote Learning at LFDCS"	<ul style="list-style-type: none"> <li>• Superintendent</li> </ul>	Tim Nicolette, Ex, Dir. MA Charter School Association and shared with the Education Subcommittee of joint legislators	<ul style="list-style-type: none"> <li>• Successful Strategies for Remote Learning at LFDCS document</li> </ul> <i>No Grant funds used</i>

## ***II. Academic Program Success***

### **Student Performance**

#### **Next Generation MCAS data for Spring 2019 Assessments**

<http://reportcards.doe.mass.edu/2019/04540205>

	<b>Accountability Percentile</b>	<b>Progress Toward Improvement Targets</b>
<b>2019</b>	<b>2019</b>	<b>2019</b>
Not requiring assistance or intervention	67%	49% - moderate progress towards targets

### **Program Delivery**

#### ***Curriculum and Instruction***

There were no curriculum changes in the 2019-2020 school year. Instruction continued to be a focus. The curriculum changes in English Language Arts and Math, made in FY18 and FY19, continued to go smoothly. The Social Studies Curriculum Committee formed during FY19 researched Social Studies curriculum options, and a new curriculum will be adopted and implemented in FY21.

For FY20, the framework of induction, mentoring and coaching was further developed by splitting the position of Teacher Coach/RTI Coordinator into two separate positions: Teacher Coach and RTI and Assessment Coordinator. The Teacher Coach enriched and facilitated the induction and mentoring of new and year 2 teachers. LFDCS continues to provide 50 hours of mentoring for new teachers and, in FY20, provided in-class coaching, mentor-led workshops and professional development to teachers in years 1, 2 and beyond.

The Digital Instructor continued the work with teachers to extend students' critical and innovative thinking by using the SAMR Model (Puentedura, 2003) to transform technology use in instruction beyond the simple use of digital tools. This year, the Innovative Learning Team (ILT), led by the Digital Instructor, provided two online courses for LFDCS teachers looking to strengthen and enrich technology use in their classrooms.

On Friday, March 13, 2020, LFDCS sent notification that school will be closed until further notice due to COVID-19. Teachers and students shifted to online teaching and learning, adopting and leveraging systems LFDCS already had in place: Schoology and Clever, which were key in facilitating the transition.

**Schoology** was adopted as the district Learning Management System (LMS) in 2015-2016, and each year an additional grade was onboarded to Schoology. Onboarded grades use Schoology as a digital classroom where students log into Schoology courses and engage in materials teachers provide for them in those courses. Fourth grade teachers received professional development in building and using a course in Schoology during the fall of 2019, and in January 2020, fourth grade students started working in Schoology courses.

**Clever**, implemented at the beginning of 2019-2020 for the entire district, greatly simplified the logistics of transitioning to remote learning, especially in grades not using Schoology. Clever is a platform that synchronizes LFDCS student and course enrollment data to third party sites to facilitate access and allows teachers to share resources with their students.

Schoology and Clever provided the vehicle on which LFDCS was able to build and transition to remote learning. The many digital tools LFDCS subscribes to annually further aided the transition; educational technology (edtech)—such as IXL, BrainPOP, Newsela and more recently, Edpuzzle, Nearpod and Seesaw. Many teachers also use free edtech tools such as CommonLit, Edulastic, Flipgrid, Khan Academy, Prodigy, just to name a few. Zoom was used to provide direct instruction and to conference with students.

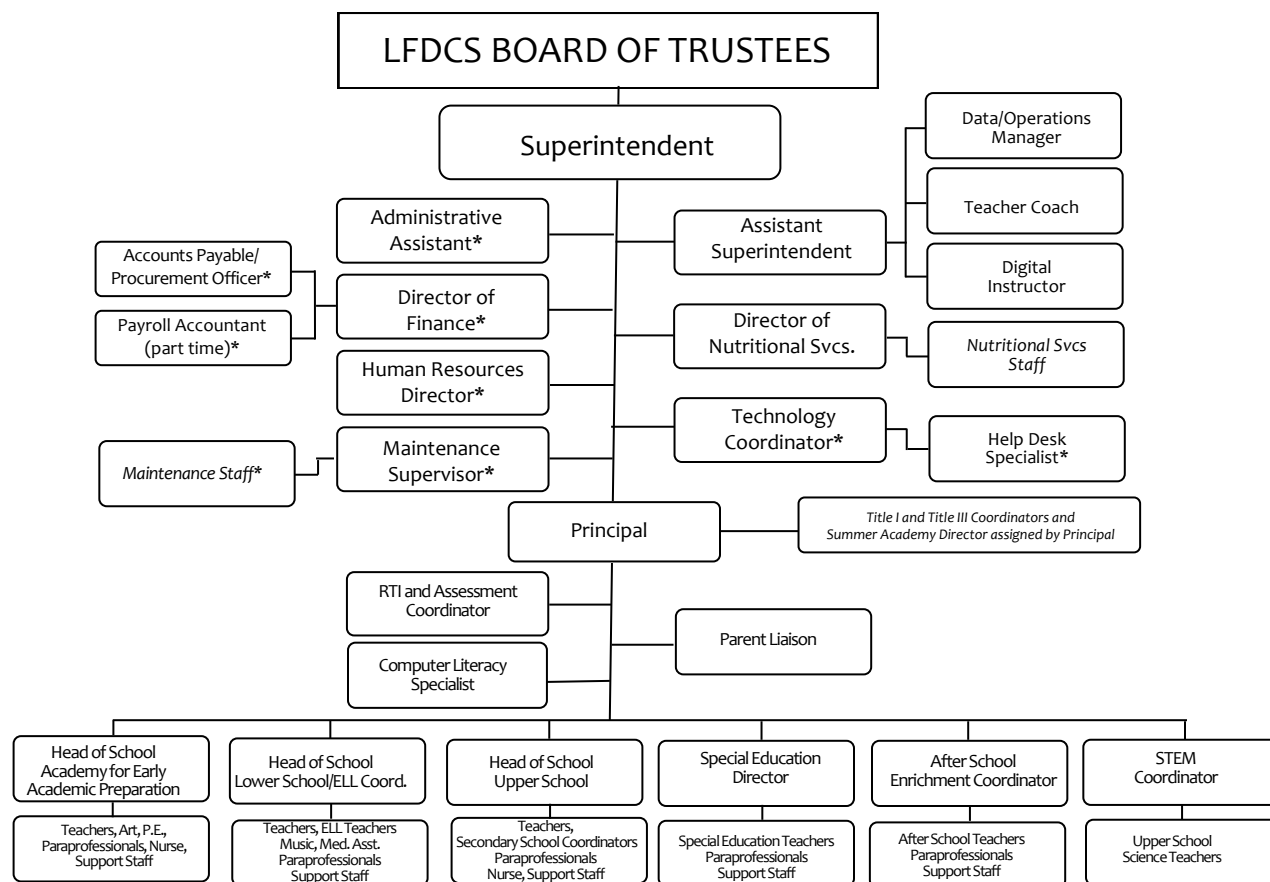
**K-1 through grade 3** primarily used Clever to share and access class materials and lessons. Clever is not intended to serve as a communication tool so teachers also used Seesaw, Class Dojo, Class Tag or Google Apps (Docs, Slides) shared through Clever to communicate expectations and class work with students and families. Nearpod and Seesaw also proved to be helpful instructional tools for remote learning in these grades.

**Grades 4 through 8** primarily used Schoology and also had access to Clever. Schoology features were leveraged to transition to online teaching and learning. The 4th grade team (teachers and students) were introduced to Schoology as a digital classroom in January, and all Upper School classes have been using Schoology since the 2017-2018 school year. Upper School also had the Rediker Parent Portal to communicate with students and families. Edtech tools facilitating online learning in grades 4 through 8 include Edpuzzle, Seesaw, assignment and discussion features of Schoology and Google Apps (Docs, Slides).

A remote learning student survey was sent to students (and to Academy and Lower School parents) at the end of the school year: 43% accessed the survey and 32% completed the survey. The response rate for the Upper School was 56% (grades 5 to 8), and, the response rate for all students on Schoology was 50% (grades 4 to 8). Of the students who responded, 78% found it easy or were neutral (same) about learning online, 95% were happy with the help they received from teachers and 68% liked or were neutral (same) about learning from home. LFDCS is working on a plan for hybrid learning in the fall and has assembled a curriculum committee.

### III. Organizational Viability

Changes to the FY2019-2020 Organizational Chart included splitting the Teacher-Coach/RTI Coordinator position into two full-time positions: RTI and Assessment Coordinator reporting to the Principal and a new Teacher-Coach position reporting to the Assistant Superintendent. Anticipated changes for 2020-2021 are the addition of a Special Education teacher and an Administrative Assistant for the Opening Doors program.



\*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'2021 Budget

(approved by LFDCS Board of Trustees 6/10/20)

Year ended June 30, 2020

	<u>2020</u>	<u>APPROVED</u> <u>2021 BUDGET</u>
REVENUES AND SUPPORT		
Tuition and Fees	10,960,794	11,300,000
State grants	5,314	9,000
Federal grants	689,672	1,100,000
Donations	123,987	110,000
Food Service	7,146	100,000
Investment Return	6,622	7,000
Participant Fees	335,211	200,000
Pension revenue from state	880,647	800,000
Temporarily Restricted	56,838	0
TOTAL REVENUES AND SUPPORT	<u>13,066,231</u>	<u>13,626,000</u>
EXPENDITURES		
Salaries, taxes and benefits	8,682,642	9,035,000
Administrative Expenses	946,909	1,133,100
Instructional Expenses	918,345	724,000
Student Services	460,362	507,700
Facilities	1,892,003	2,123,000
TOTAL EXPENDITURES	<u>12,900,261</u>	<u>13,522,800</u>
Net Ordinary Income	165,970	103,200
Depreciation	85,867	120,000
CHANGE IN NET POSITION	80,103	(16,800)
NET POSITION		
BEGINNING OF YEAR	<u>3,522,632</u>	<u>3,602,735</u>
NET POSITION, END OF YEAR	<u>3,602,735</u>	<u>3,585,935</u>

**LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL**

**Statements of Net Assets (unaudited)**

**June 30, 2020 and 2019**

	<u>ASSETS</u>	<u>2020</u>	<u>2019</u>
Current Assets:			
Cash and Cash Equivalents		4,034,355	2,793,842
Accounts Receivable, deemed fully collectible		0	1,170,974
Related Party Receivable		0	0
Prepaid Expenses/Deposits		0	0
Total Current Assets		<u>4,034,355</u>	<u>3,964,816</u>
Property and Equipment:			
Leasehold Improvements		754,321	727,376
Furniture and Equipment		326,358	326,358
Technology		703,482	529,055
Vehicles		134,064	124,564
Total Property and Equipment		<u>1,918,225</u>	<u>1,707,353</u>
Less: Accumulated Depreciation		<u>(1,564,464)</u>	<u>(1,472,793)</u>
Property and Equipment, Net		<u>353,761</u>	<u>228,755</u>
TOTAL ASSETS		<u><u>4,388,116</u></u>	<u><u>4,193,571</u></u>

LIABILITIES AND NET ASSETS

LIABILITIES

Current Liabilities:

Accounts Payable and Accrued Expenses	178,670	107,341
Related Party Payable	0	0
Wages and Related Payable	606,711	563,598
TOTAL LIABILITIES	<u>785,381</u>	<u>670,939</u>

COMMITMENTS AND COINTINGENT LIABILITIES

NET ASSETS

Unrestricted	3,497,772	3,474,507
Temporarily Restricted	104,963	48,125
	<u>3,602,735</u>	<u>3,522,632</u>

TOTAL LIABILITIES AND NET ASSETS	<u><u>4,388,116</u></u>	<u><u>4,193,571</u></u>
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<b>FY21 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 16, 2020 submission	800
Number of students upon which FY21 budget tuition line is based	800
Number of expected students for FY21 first day of school	800

## **CAPITAL PLAN FOR FY2020-2021**

Generally, capital plan budgets are supported by the LFDCS reserve 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.

Lawrence Family Development Charter School (LFDCS) has an approved student growth plan to 800 students. In FY21 LFDCS will add its last 20 students of the 10-year expansion to eighth grade. These students will be absorbed into existing classrooms by increasing the number of students per homeroom at the Upper School at 400 Haverhill Street. Expenses for 20 more students to the eighth grade include: 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.

In FY20, Leaseholder LFD, Inc. put on a new roof and siding at 34 West Street for \$58,000. Also in FY20, the administrative space for the charter school relocated to the Orange Wheeler House, 355 Haverhill Street, which is owned by Lawrence Family Development, Inc. (LFD, Inc.). LFD, Inc. has a management agreement and lease with LFDCS for its school buildings and administrative space. The current West Street administrative space will eventually be used for additional student activities and student support space which will include the construction of new art and music rooms. LFD, Inc., as landlord, makes many of the improvements to the facilities and completed wall and floor repairs, replaced bathroom fixtures, installed floor tiles, painted, finished architectural details and replaced lighting and interior windows at 355 Haverhill Street for \$20,000.

On June 10, 2020, the LFDCS Board of Trustees voted to submit for an amendment to increase the 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 twenty students in K-1, K-2 and grade 1 beginning in SY2022-2023 (a total of sixty students) and the addition of twenty students per year at the K-1 level beginning in SY2023-2024 and over the next six years until the maximum enrollment of 1,000 students in SY2029-2030 is reached. If the plan is approved by DESE, it would allow us to rent the vacant half of 10 Railroad Street for the expansion that would include the build-out of 13 new K-1 and K-2 classrooms, 3 classrooms for ESL, Special Education and Spanish, a Maker-Space area and a cafeteria and would include architectural plans, overtime labor and materials of approximately \$362,000. Beginning in SY2022-2023 and over the next six years expenses would include the addition of 10 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. Funding for this build out will come from the Student Opportunity Act and/or the remaining balance of the Mass Development Bond and debt package escrow account of \$438,000.

### **Financing for Expansion and Maintenance Projects**

In June, 2015 the building debt for the campus buildings and improvements was refinanced through a Mass. Development Bond and debt package at a rate of 3.4% with Enterprise Bank. The remaining balance of the Mass. Development Bond to Enterprise Bank of approximately \$438,000 is in an escrow account and is in reserve to fund build-outs for the expansion of the charter school through LFD, Inc., the management organization of LFDCS.

### **Capital Reserve Account**

All buildings rented to LFDCS are annually assessed for renovations by the maintenance staff of LFD, Inc. and capital expenditures are handled by LFD, Inc. versus LFDCS.

## **ADDITIONAL INFORMATION**

### **APPENDIX A - ACCOUNTABILITY PLAN PERFORMANCE FOR FY2019-2020**

#### ***I. Faithfulness to Charter***

	<b>2019-20 Performance</b>	<b>Evidence</b>
<b>Key Design Element: Parent Engagement</b> <b>Objective:</b> Lawrence Family Development Charter School parents are meaningfully and consistently involved in educational decisions, participate in trainings and satisfaction surveys and have roles in school governance.		
<b>Measure:</b> (Reach Goal) 1. Annually, for each of the first three academic terms, 100% of parents participate in parent conferences.	<b>Met</b>	100% Teachers' Sign-in Sheets and Zoom meetings (3 <sup>rd</sup> quarter only)
<b>Measure:</b> 2. Parents of grade K-1 students will have a home visit by the Academy Head of School and Parent Liaison to ensure successful student transition to school. School target will be to visit 95% of parents of grade K-1 students each year.	<b>Met</b>	100% Home Assessment and social/emotional data collected
<b>Measure:</b> 3. Each year, 90% of grade K-1 parents will attend a "Right from the Start" training and receive a certificate of completion.	<b>Met</b>	96% Parent Sign-In Sheet Certificates of completion

#### ***II. Academic Program Success***

	<b>2019-2020 Performance</b>	<b>Evidence</b>
<b>Key Design Element: Dual Language</b> <b>Objective:</b> As demonstrated on formative and summative assessments, LFDCS fosters academic language acquisition on all WIDA standards in a dual-language Spanish language program and through ESL in the standards-based curriculum.		
<b>Measure:</b> 1. Each year, 85% of students in grades 3-8 will demonstrate at least 50% growth on an internally-designed Spanish language benchmark assessment.	<b>Not Met</b>	Due to COVID-19 and cancellation of spring testing, LFDCS did not meet this measure
<b>Measure:</b> (Reach Goal) 2. Each year, 85% of students in grades 3-8 will score at or above grade level on spring ELA and Math L-FAST assessments.	<b>Not Met</b>	In 2019-2020, the internally-designed assessment for all grades in 3-8 was changed to MAP (Measures of Academic Progress) Due to COVID-19 and cancellation of spring testing, LFDCS did not meet this measure

	2019-2020 Performance	Evidence
<b>Key Design Element: Effective Teaching</b> <b>Objective:</b> LFDACS hires certified teachers in required fields who also hold high expectations for all students. Teachers grow in effectiveness through in-house sponsored professional development, professional readings, teacher-led workshops and tuition reimbursement for advanced degrees.		
<b>Measure:</b> 1. Each year, 100% of teachers who are new to the school will successfully complete a 2-year mentoring program with a trained mentor.	Met	100% - Attendance sheets, Meeting Agendas, Certificates of Completion, LFDACS Mentor Program Summary Report in accordance with 603 MMR 7.12
<b>Measure:</b> 2. Through an annual survey distributed to 100% of new teachers, with a 90% return rate, 90% will report satisfaction on a question asking if they were satisfied or highly satisfied with the quality and quantity of mentoring activities offered their first year.	Met	Survey Results 90% return rate; 100% rated highly satisfied or satisfied with the quality and quantity of mentoring activities offered their first year.
<b>Measure:</b> 3. Each year, 100% of teachers will participate in monthly <i>Tech Talk</i> professional learning sessions and integrate at least 2 (a total of 10 or more strategies after five years) new blended learning strategies into their instruction.	Met	100% - In FY2019-2020, the Innovative Learning Team (ILT) presented three times at building meetings, provided technology training during professional development days and offered online courses taught by the ILT Team to expose staff to the purposeful use of educational technology (edtech) for teaching and learning.
<b>Measure:</b> 4. Beginning in November 2015 (after SEI Planning Group Project), 95% of all teachers will include SEI strategies into all of their Lesson Plans.	Met	100% - Lesson Plans posted on Schoology. All lesson plans included SEI strategies using WIDA Model Performance Indicators
<b>Key Design Element: Partnerships</b> <b>Objective:</b> LFDACS engages community partners to bring additional learning, enrichment and opportunities to our students, and LFDACS is consistent in inviting partners who support growth and achievement.		
<b>Measure:</b> 1. Each year, at least one community partner and one higher education partner will be engaged for STEM activities.	Met	Latino STEM Alliance, Iyer Foundation and Merrimack College
<b>Measure:</b> 2. Each year, 80% of students in grades 4-8 will score at or above grade level on spring Science L-FAST assessments.	Not Met	Internal assessments were replaced with MAP in 2019-2020 for all grades 4-8. Due to COVID-19 and cancellation of spring assessments, LFDACS did not meet this measure.



### III. Organizational Viability

	2019-2020 Performance	Evidence
<b>Key Design Element: Governance and Leadership Structure</b> <b>Objective:</b> Lawrence Family Development Charter School parents are meaningfully and consistently involved in educational decisions, participate in trainings and satisfaction surveys and have roles in school governance.		
<b>Measure:</b> 1. Through an annual parent survey distributed to 100% of families, with a 75% return rate, 85% of parents will report satisfaction with the effectiveness of the faculty in areas of academic challenge, support and communication.	Not Met	42% * Return Rate, 97.7% reported satisfaction, school-developed questionnaires and surveys aligned to 10 ESE criteria tracked by the Parent Liaison - *Due to COVID-19, return rate was low and did not meet this measure
<b>Measure:</b> 2. Each year, two parents from the School Site Council are voting members of the School Board of Trustees and will vote on every vote required on the agenda.	Met	LFDCS Board Agendas LFDCS Board Minutes
<b>Key Design Element: Partnerships</b> <b>Objective:</b> LFDCS works with partners to prepare students for acceptance at admissions-based high schools with scholarships and financial aid.		
<b>Measure: (Reach Goal)</b> 1. Each year, 85 % of students who apply to admissions-based high schools will be accepted at one or more admissions-based high schools.	Met	98% - 48 students applied; 47 accepted - Acceptance letters from admissions-based high schools
<b>Measure:</b> 2. Each year, LFDCS will increase the number of admissions-based secondary schools that attend the High School Fair for Grade 8 parents and students.	Met	34 high schools attended the high school fair in 2019 compared to 33 in 2018
<b>Measure: (Reach Goal)</b> 3. Each year, 85% of students accepted to tuition-based high schools will receive financial aid and/or merit scholarships	Not Met	66% - Scholarship Letters, Financial Aid Letters, 30/48 students were accepted, 20 students received financial aid and/or merit scholarships
<b>Key Design Element: Dissemination</b> <b>Objective:</b> The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located as well as beyond the district.		
<b>1. Measure:</b> Over the course of the next charter, LFDCS will disseminate best practices related to academic, social and/or parent engagement models during three or more activities per year for different educational organizations.	Met	Supt. and ELL Coord. presented. at DESE Conference; Supt. submitted best practices on remote learning to MA Charter School Association & Education Subcommittee of joint legislators; Prof. Dev. Lawrence Family Public Academy (School Turnaround Project to disseminate best instructional practices to the Lawrence Public Schools)

## **APPENDIX B - RECRUITMENT AND RETENTION PLAN**

### **2019-2020 Implementation Summary**

LFDCS' success with recruitment for 2019-2020 is 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 2019-2020, LFDCS successfully reached out to all sections of the City of Lawrence through lottery advertisements in prevalent languages (English, Spanish and Khmer/Khmai) and posted lottery application details on its website in these prevalent languages. Recruitment success is demonstrated by LFDCS' substantial waitlist of 231 applicants. In preparation for the March 2020 lottery, the Assistant Superintendent and 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 ESE in 2019, and was a member of the gateway cities group of the Massachusetts Charter School Association, LFDCS shared its practices and reviewed the statewide compendium.

Due to its staffing of bilingual/bicultural professionals, recruitment is done by the school's leadership team and by a bilingual/bicultural Superintendent, as the school demonstrates its commitment to culture and access in a number of ways, including dual-language. LFDCS showcases its 8th 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%\*), while ELL, Low Income and High Needs remain substantially the same in FY20 as in FY19 as the school's enrollment grows to 800 students. LFDCS' recruitment is significantly influenced by sibling preference and a charter which limits acceptance after grade 4.

\*June 2020 SIMS: Special Education increased to 72 students or 9.3%

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

On the 2019-2020 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 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 2020 increased to 72 students or 9.3%. 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 18.5%. LFDCS provides its high-needs students with a strong RTI program, a full-day, two-year kindergarten and the school's dual-language capacity which helps with language acquisition and addresses the learning and social needs of urban, economically-disadvantaged students—for example, all LFDCS teachers are SEI endorsed and combine Sheltered English Immersion with daily ESL classes.

### **Incoming Class of K-1 students – FY2020-2021**

Approximately 58% of the entering K-1 students for FY2020-2021 are ELL students, and 74% of these students have a first language other than English based on home language surveys. Yet, because the majority of these ELL students reach English proficiency by third grade, the overall school average of 25.6% appears low. Additionally, despite its outreach to all subgroups, the number of siblings entering K-1 increased from 33% (FY16) to 44% (FY17) to 47% (FY18) to 47% (FY19) and is at 63% (FY20) which further skews the school's CHART data for certain subgroups. LFDCS' recruitment is influenced by sibling preference.

### **General Recruitment Activities for 2020-2021**

LFDCS will use strategies approved by ESE in 2019. 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, the school demonstrates its commitment to culture and access in several ways, including being a dual-language school which impacts 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 post lottery application details 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 2021 lottery, the Assistant Superintendent and Parent Liaison will again visit organizations with posters at the YMCA, community daycare sites, churches and neighborhood food markets. The Superintendent is bilingual/bicultural and 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 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 Parent Liaison and Special Education Director and the ELL Coordinator, LFDCS will share information about the lottery at Special Education and ELL PAC meetings and 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 and School Site Council meetings. To build awareness of its recruitment period, LFDCS will again distribute posters at special events such as its Summer Family Fiesta and through LFD, Inc.'s (LFDCS's management organization) adult ESL, citizenship and community education programs at the Maria del Pilar Quintana Family Center. With neighborhood stakeholders, foundation funders and the business community, its 2021 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 ESE expectations for the targets of first quartile and comparison indexes for all subgroups. LFDCS seeks to make progress for enrollment of subgroups above the first quartile and comparison index as compared to LPS 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 and is especially interested for access and equity in continuing its upward trend for students with disabilities. Based on additional effort demonstrated in FY20, LFDCS is pleased with its gains in the students with disabilities subgroup (increased to 72 students at 9.3%, June 2020 SIMS). Although ELL, Low Income and High Needs remain substantially the same in FY20 as in FY19 as the school's enrollment grows to 800 students, LFDCS is challenged with sibling preference and a charter that limits acceptance after grade 4. It will continue its work in the community to seek all identified populations. Its ELL subgroup appears low at 25.6%; however, approximately fifty-eight percent (58%) of the entering K-1 students are ELL students, and seventy-four percent (74%) of the entering K-1 students have a first language other than English based on home language surveys. The reasons for ELL numbers being lower in 2019-2020 than in 2018-2019 is because there are more students enrolling; therefore, the percentage of ELLs looks less than the same number each year because LFDCS exited more students before the 2019 school year than before the 2018 school year. In 2018, 212/760 students were coded ELL (28%), and in 2019, 200/780 (25.6%) of students were coded as ELL. Exiting an additional 10 students in 2019 compared to 2018, combined with the overall increasing population of the school, led to a lower percentage. LFDCS sees its students' early childhood achievement as a relative strength because these ELL students, in most cases, fully transition out of ESL by third grade to not needing ESL support. All teachers are currently SEI endorsed, and LFDCS prioritize SEI strategies in all of its classrooms.

Recruitment Plan – 2020-2021 Strategies	
Special Education Students/Students with Disabilities	
<p>(a) CHART data</p> <p><b>School percentage:</b> 8.1% *</p> <p><b>GNT percentage:</b> 11.5%</p> <p><b>CI percentage:</b> 13.5%</p> <p>The school is <u>below</u> GNT percentages and CI percentages *June 2020 SIMS: Special Education students increased to 72 students or 9.3%</p>	<p align="center"><b>(b) Continued 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> <b>Did Not Meet GNT/CI</b></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) allow for early support and impacts LFDCS’ numbers. In FY2020-2021, the Recruitment Strategies will include both current and enhanced strategies with information available in Lawrence’s prevalent languages of Spanish and English.</p> <p><b><u>Current Strategies (2019-2020)</u></b></p> <ul style="list-style-type: none"> <li>• Build videos of SPED teaching practices and share and access them through Schoology, LFDCS’ Learning Management System</li> <li>• Invite parents to bring friends and neighbors who have children with disabilities to evening parenting sessions</li> <li>• Show technology use of the school and benefits of iPads for students with disabilities</li> <li>• Host socials for alternative MCAS assessment portfolios; allow parents to bring neighbors to this event showing assessments for specific disabilities</li> <li>• Outreach through social service agencies supplemented by expanded outreach through <i>Blueskies Wellness</i> to reach students with disabilities</li> <li>• Host School Site Council and PAC meetings with parents discussing LFDCS’ services to special education students—these sessions will be conducted in the prevalent languages of Lawrence</li> <li>• Make available representatives from the school’s SPED PAC to prospective families at the lottery to discuss special education support</li> <li>• Provide information about available instructional and assessment services for children with special needs at LFDCS’ Food Fiesta &amp; Movie Night</li> <li>• The SPED Director will conduct information sessions about the transition to pre-kindergarten for students with disabilities</li> <li>• Parent Advisory Meetings (PAC) will be posted at the Lawrence Public Schools’ Family Resource Center to attract parents of children with students with disabilities</li> <li>• The Parent Liaison 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.</li> <li>• The Special Education Director will meet with the screening team for new students to review available resources to support the learning of all students.</li> </ul> <p align="center"><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> <b>Did not meet GNT/CI: enhanced/additional strategies needed</b></p> <p>Additional strategies are needed, but LFDCS wants to emphasize progress with strategies for this subgroup. Specifically, on the 2019-2020 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, in March 2019, SIMS data reported 8.4% for students with disabilities.</p>

	<p>In June 2019 SIMS data reported an increase to 70 students or 9.26% and by June 2020, the SIMS, Special Education students increased to 72 students or 9.3%. 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 18.5% (FY20), 19.2% (FY19) and 16.7% (FY18). Despite progress, LFDCS estimates it will need three fiscal years to fill this gap.</p> <p><b><u>Enhanced Strategies over 1-3 years</u></b></p> <ul style="list-style-type: none"> <li>• Form a relationship for collaboration with the Director of the Professional Center for Handicapped Students (PCHS) – 1 year</li> <li>• Make presentation to PCHS' parents about the LFDCS lottery – 1 year</li> <li>• Send mailing to health clinics about LFDCS serving all students – 1 year</li> <li>• The Parent Liaison will make appointments for prospective parents with the LFDCS Special Education Director for families interested in available resources to serve students' needs – 1 year</li> <li>• 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 provide families with programmatic information – 1 year</li> <li>• The Parent Liaison will ask our current families to refer friends, colleagues and neighbors to the lfdcsc website to get the word out to other families to build awareness of and interest in the school – 1 year</li> </ul>
<b>Limited English-proficient students/English learners</b>	
<p>(a) CHART data</p> <p><b><u>Measure 2</u></b> <b><u>English Language</u></b> <b><u>Learners</u></b></p> <p><b>School percentage:</b> 25.6%</p> <p><b>GNT percentage:</b> not given on chart</p> <p><b>CI percentage:</b> 30.6%</p> <p><b>The school GNT</b> is not given on chart and <b>CI percentages</b> is below 5%</p>	<p><b>(b) Continued 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> <b>PARTIALLY Met GNT/CI See FLNE versus ELL: no enhanced/ additional strategies needed</b></p> <p><i>LFDCS is close to meeting the CI target of 30.6% with its current level at 25.6%. LFDCS believes that its dual-language program and effectiveness with FLEP (frequently by grade 3) is impacting these statistics.</i></p> <p>We are pleased with our progress, although we are slightly below our targets. LFDCS shows progress over the past three years with small increases. We want to continue our community outreach done in English and Spanish and want ESE to understand our smaller K-8 population, which is dramatically influenced by effective ELL transitions generally made by grade 4. New students do not enter after grade 4, based on its charter. Class size and teachers' ability to differentiate instruction via RTI allows for SEI and more individualized supports and early intervention strategies. Outreach includes:</p> <ul style="list-style-type: none"> <li>• Provide School Site Council and Special Education and ELL PAC meetings with information delivered in English and in Spanish for parents to share in their neighborhoods to increase awareness about LFDCS' services for non-English speakers</li> <li>• Share with parents and the community the LFDCS Learning Management System, including its dual-language content in English and in Spanish</li> <li>• 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</li> <li>• Continue neighborhood visibility with summer home visits for incoming students with continued promotion of ESL services, Family Movie and Math Nights and conducting such activities in English and in Spanish</li> </ul>

	<ul style="list-style-type: none"> <li>• Translation services will be conducted in Spanish at parent engagement activities</li> </ul> <p align="center"><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> <b>Did not meet GNT (not given)/CI is below for ELL, above the CI for FLNE: Enhanced Strategies over 1-3 years.</b></p> <p><b><u>Measure #1 – not needed for FLNE</u></b></p> <p><b><u>Measure #2 – continue to build progress begun in FY19 for ELL</u></b></p> <ul style="list-style-type: none"> <li>• Using the after school program, provide more enrichment activities which are conducted in English and Spanish, and invite the community to culminating events to showcase language and culture – 1 year</li> <li>• Build on success by increasing the number of staff members who are bilingual/bicultural in FY20 through external activities conducted by newly-hired bilingual/bicultural staff members – 2 years</li> <li>• Continue to leverage the relationship of the bilingual/bicultural Parent Liaison who will link with the YMCA’s childcare programs in Lawrence and in Methuen to explain the lottery and services for students who do not speak English as a first language and need language support at school – 1-3 years</li> <li>• Link with Casa Dominicana, Si Si Puede, St. Patrick’s Church, St. Mary’s Church, Movement City and the Maria del Pilar Quintana Family Center to share information and capacity as a dual-language school – 1 year</li> <li>• Provide bilingual and multilingual staff at Open Houses and Informational Sessions</li> </ul>
<b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b>	
<p align="center"><b>(a) CHART data</b></p> <p><b>School percentage:</b> 59.1%</p> <p><b>CI percentage:</b> 64.7%</p> <p>The school is slightly below the CI percentages Lawrence Pubic 70.7% Community Day (Prospect) 49%</p>	<p align="center"><b>(b) Continued 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> <b>Did Not Meet GNT/CI:</b></p> <p><b>Current Strategies</b></p> <ul style="list-style-type: none"> <li>• For recruitment, LFDCS does service projects including Thanksgiving baskets for families and collections for a nearby shelter. Information about its meals program will be shared through a board trustee who works at a nearby neighborhood shelter. Where needed, LFDCS will share information at community service centers and mobilize its 8th graders for community service projects</li> <li>• LFDCS will disseminate application materials, and, whenever possible, host 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</li> <li>• LFDCS will participate in the Community Pathways groups and build awareness among social service agencies of our school and free lunch program who in turn can share information with their clients and/or members in an informed manner</li> </ul> <p align="center"><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> <b>Did not meet CI: additional and/or enhanced strategies needed.</b></p> <p><b>Enhanced strategies- 5.6% below the comparison index which include Lawrence Public Schools (70.7%) but higher than Community Day Prospect (49%)</b></p> <ul style="list-style-type: none"> <li>• Explore accepting vouchers for after school child care in the school’s enrichment program, which may stimulate additional low income families to participate in the annual lottery – 3 years</li> </ul>

	<ul style="list-style-type: none"> <li>• Streamline methods of transportation for current students who are homeless to build a reputation with community organizations about the school's responsiveness to low income or homeless families – 2 years</li> <li>• Actively promote summer enrichment vouchers for current students who are homeless or economically disadvantaged to build a reputation with community organizations and families in need about the school's responsiveness to low-income families – 3 years</li> <li>• Make presentations at the Quintana Family Center to newly-arrived families, often from Central America – 1 year</li> <li>• Refer all families, including low-income families, to the lfcds website to download lottery applications – 1 year</li> </ul>
Students who are sub-proficient	<p align="center"><b>(d) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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. The school has lengthened its summer enrichment programs, added an ELL Summer full-day program for students meeting benchmark in order to prevent learning losses and increased its focus on health and nutrition. For recruitment of sub-proficient students, there are no strategy changes with outreach in the languages of English, Spanish and Khmer/Khmer</li> <li>• In all recruitment materials, we will explicitly state that our school is open to all students regardless of prior academic performance. Additionally, we will be explicit about how our programmatic elements (e.g., small class sizes and technology use to differentiate learning) are beneficial to students who have struggled academically and/or may need more intensive support</li> </ul> <p align="center"><b>2020-2021 Additional Strategy(ies), if needed</b></p> <p>Maintain strategies from FY20 in FY21.</p>
Students at risk of dropping out of school	<p align="center"><b>(e) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Share information about the charter school at Head Start and the Dept. of Transitional Assistance so that disadvantaged families see the opportunity to enroll</li> <li>• Post lottery posters at neighborhood convenience stores to inform community members, who lack transportation, to enroll at the charter school</li> <li>• Inform staff of <i>BlueSkies Wellness</i> about the charter school's lottery, so they as trusted confidants, share information with families struggling with mental or emotional issues</li> <li>• Post lottery information at Lawrence Family Development's SISU Center where teen high school dropouts learn academic and vocational skills</li> </ul> <p align="center"><b>2020-2021 Additional Strategy(ies), if needed</b></p> <p>Maintain strategies from FY20 in FY21.</p>
Students who have dropped out of school	<p align="center"><b>(f) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable, we do not enroll students who are age eligible to drop out</li> </ul> <p align="center"><b>2020-2021 Additional Strategy(ies), if needed</b></p> <p>Maintain strategies from FY20 in FY21</p>

## Retention Plan – 2020-2021

### 2019-2020 Implementation Summary

LFDCS establishes a retention goal in its charter of 95-100% for all students, and in FY2019-20 achieved an overall rate for retention at 98.4%. Its goal for FY2020-21 remains the same of 95-100% retention that is similar to Community Day Prospect (FY20 retention for all students @ 95.8%). For kindergarten students the levels were: Kindergarten-98.8%, Grade 1-97.6%, Grade 2-98.8%, Grade 3-98.8%, Grade 4-96.3%, Grade 5-97.7%, Grade 6-98.8%, Grade 7-100% and Grade 8-not applicable as they exit in June for high school. LFDCS is proud that all measured subgroups were at or above 95% - with an exact retention of 98.4%. The results are: English Language Learners at 98.8%, High Needs at 98.1%, Low Income at 97.7% and Students with Disabilities at 100%. It is acknowledged that Lawrence's prevalent languages are listed as English, Spanish and Khmer/Khmai. If Khmer/Khmai-speaking families are added in the future to the student base, all retention strategies will apply to them as they do to speakers of English and Spanish.

### Overall Student Retention Goal

Annual Goal for Student Retention

95%

## Retention Plan – 2020-2021 Strategies

### Special education students/students with disabilities

#### (a) CHART data

**School percentage:** 0%  
**Third Quartile:** 15.3%

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

*Retention Rate for FY2019-20= 100%  
Goal for FY2020-21 remains: 95% or better*

#### (b) Continued 2019-2020 Strategies

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

- Build professional development and demonstrate best practices through the Massachusetts Charter School Association's Model Special Education Model School Project as well as guest access to the 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, assure that all SPED staff receives professional development and possesses certification
- Maintain paraprofessional support at the early childhood level and maintain small class size for all grade levels
- Provide K-1 home visits to enhance communication with parents of student support services
- Involve parents at Board meetings, events and SPED/ELL PAC meetings
- Fully integrate the needs of SPED students in RTI and in all programs

#### (c) 2020-2021 Additional Strategy(ies), if needed

Maintain strategies from FY20 in FY21

### Limited English-proficient students/English learners

#### (a) CHART data

**School percentage:** 1.2%  
**Third Quartile:** 15.5%

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

*Retention Rate for FY2019-20= 99.8%  
Goal for FY2020-21 remains: 95% or better*

#### (b) Continued 2019-2020 Strategies

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

- Maintain Title Three activities for parents and review quarterly the ELL Coordinated Program Review expectations
- Use Title IV activities in poetry, art, coding and music to expand academic language of limited English students
- Fully integrate SEI techniques into professional development resources available on our Learning Management System (Schoology)
- Provide full translation services to parents at meetings, family events and SPED PAC meetings



<b>Retention Plan – 2020-2021 Strategies</b>	
	<p>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> <p><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p>Maintain strategies from Family FY20 in FY21</p>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 2.3%</p> <p><b>Third Quartile:</b> 13.2%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p> <p><i>Retention Rate for FY2019-20= 97.7%</i></p> <p><i>Goal for FY2020-21 remains: 95% or better</i></p>	<p><b>(b) Continued 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> <b>Below median and third quartile: no enhanced/additional strategies needed</b></p> <ul style="list-style-type: none"> <li>Continue to align activities for access, diversity and equity to the charter and LFDCS mission which is “Strengthening Families....Building Community”</li> <li>Use grants (Title One, Title Three, Title IIA and foundation supports) to supplement the core instructional and student support services</li> <li>Invite school community to LFDCS’ summer Food Fiesta and other special events</li> <li>Maintain the diversity of parent involvement activities and involve low-income parents in leadership opportunities</li> </ul> <p><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p>Maintain strategies from FY20 in FY21</p>
<p>Students who are sub-proficient</p>	<p><b>(d) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>Offer extended-day Saturday and Summer Programs for intervention, language development and enrichment</li> <li>Host monthly grade-level meetings on the curriculum and interventions</li> <li>Maintain low student-to-teacher ratios to allow maximum opportunities for individualized instruction</li> <li>Add Professional Development Practices with blended learning to further differentiate instruction and maximize project-based learning</li> </ul>
<p>Students at risk of dropping out of school</p>	<p><b>(e) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>LFDCS Secondary School Coordinators to work with Upper School students in grades 6 to grade 8 on admission plans and retention strategies in high schools to ensure high school retention and track outcomes over time</li> <li>Through a strong academic program, academic support with high school transitions (“Opening Doors”) and in-house and contracted student support services, LFDCS will continue to support the social/emotional needs of all of its students</li> <li>Continue the high performance of the restructured Opening Doors programs with Secondary School Coordinators increasing the connections between high school admissions and retention</li> <li>Continue increased data tracking of scholarships and high school progress from the Superintendent’s office for results monitoring</li> <li>LFDCS’ Parent Liaison (who is its Homeless Liaison) and the School Nurses (all bilingual) provide support to students and families by identifying warning signs for students who may be at risk of dropping out of school when age-eligible</li> </ul>

<b>Retention Plan – 2020-2021 Strategies</b>	
	<ul style="list-style-type: none"> <li>• 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</li> <li>• Provide remote access and a webcam in the classroom to students who are hospitalized or homebound for an extended period of time</li> <li>• Share with parents of the charter school information issues related to this population through the management organization of LFDCS (Lawrence Family Development, Inc. program for teen dropouts)</li> <li>• Run sessions for teachers on engagement and student behavior as well as for parents on discipline and bullying</li> <li>• Get information about students at risk and retention strategies from the Department of Children and Families and the Department of Transitional Assistance through the Community Pathways</li> </ul> <p style="text-align: center;"><b>2020-2021 Additional Strategy(ies), if needed</b></p> <p>Maintain strategies from FY20 in FY21.</p>
Students who have dropped out of school	<p style="text-align: center;"><b>(e) 2019-2020 Strategies</b></p> <p>No change; LFDCS is a Kindergarten to grade 8 school</p>

**APPENDIX C - SCHOOL AND STUDENT DATA**

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04540000&orgtypecode=5>

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

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
<b>Race/Ethnicity</b>	<b># of students</b>	<b>% of entire student body</b>
African-American	3	0.4%
Asian	1	0.1%
Hispanic	766	98.5%
Native American	0	0.0%
White	8	1.02%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	0	0.0%
Special education	72	9.3%
Limited English proficient	200	25.7%
Economically Disadvantaged	456	58.6%

<b>TEACHERS AND STAFF ATTRITION FOR FY'2019-2020</b>				
	<b>Number last day of FY2019-2020</b>	<b>Departures during FY2019-2020</b>	<b>Departures end of FY2019-2020</b>	<b>Reason for departure</b>
Teachers	62	7	5	9 resigned 3 non-renewals
Other Staff	46	8	2	5 resigned 5 dismissed

<b>BOARD AND COMMITTEE INFORMATION</b>	
Number of commissioner-approved board members as of August 1, 2020	12
Minimum number of board members in approved bylaws	5
Maximum number of board members in approved bylaws	13
Number of board committee members who are neither trustees nor school employees during 2019-2020 school year	0

ADMINISTRATIVE ROSTER FOR FY2019-2020			
Name, Title	Brief Job Description	Start Date	End Date
Ralph Carrero Superintendent	Chief Executive Officer – Responsible for implementation of mission, policies & budget	8/07	
Judith Marley, EdD Asst. Superintendent	Responsible for Administration, Reporting and Compliance; Serves as Superintendent's designee	9/14	
Susan Earabino, EdD Principal	Head of Educational Program – Hiring, supervision, training, evaluation of staff/curriculum	7/14	
Anita McDowell Special Education Director	Special Education program: staffing, IEPs, establish procedures, etc.	8/19	6/20
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 Director, Nutritional Services	Food services	7/16	
Sacha Lu Enrichment Coordinator	After-school enrichment program	8/17	
George Masterson STEM Coordinator	Science curriculum and partnerships	8/15	
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	
<b>Please Note:</b> The Director of Finance, Technology Coordinator and Maintenance Supervisor all do work for the Lawrence Family Development Charter School but are employed by Lawrence Family Development, Inc., the management organization for Lawrence Family Development Charter School.			

<b>BOARD OF TRUSTEES – FY2019-2020</b>				
<b>Name</b>	<b>Position</b>	<b>Committee Affiliation</b>	<b>Area of expertise and/or additional role at school</b>	<b>Number &amp; length of term(s) including date of election and expiration of term</b>
Raquel Bauman	Chair	Community stakeholder	Retired	3 <sup>rd</sup> term 2/2011-1/2020
Joan Thompson	Vice Chair/ Interim Chair	Community stakeholder	Professor Endicott College	3 <sup>rd</sup> term 1/2014-8/2022
Christopher Needham	Treasurer	Community stakeholder	Chairman Corporate Education Group	1 <sup>st</sup> term 5/2019-8/2021
Beilis Soto	Clerk	Parent representative	Small Business Owner	2 <sup>nd</sup> term 12/2014-8/2020
Rita Almanzar	Trustee	Parent representative	Tech Assistant Lowell General Hospital	3 <sup>rd</sup> term 12/2013-8/2023
David DeFillippo	Trustee	Community stakeholder	Development Director Central Catholic High School	1 <sup>st</sup> term 10/2019-8/2022
Rosalia Gallo	Trustee	Community stakeholder	Dentist	1 <sup>st</sup> term 9/2018-8/2021
Claribel Garcia	Trustee	Parent representative	HR Consultant (Business Systems Support Analyst/ Project Manager) Santander	1 <sup>st</sup> term 10/2019-8/2022
Lynnette McRae	Trustee	Parent representative	HR Manager Tallman Eye Associates	1 <sup>st</sup> term 6/2018-8/2020
Ana Medina	Trustee	Community stakeholder	Discipline Parent Liaison Greater Lawrence Vocational High School	2 <sup>nd</sup> term 12/2014-8/2020
Elizabeth Nolberto	Trustee	Parent representative	Respiratory Therapist Self-employed CPR Instructor	1 <sup>st</sup> term 10/2019-8/2022
Mercedes Silia	Trustee	School Site Council Member/Parent representative	Training Coordinator Charles River	1st term 5/2018-8/2020
Jose Tejada	Trustee	Parent representative	Sales Representative Don Kennett, Inc.	1 <sup>st</sup> term 12/2019-8/2022

## APPENDIX D - ADDITIONAL REQUIRED INFORMATION

### Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Joan Thompson	<a href="mailto:conleyjc@aol.com">conleyjc@aol.com</a>	Open
Charter School Leader	Ralph Carrero	<a href="mailto:rcarrero@lfdcs.org">rcarrero@lfdcs.org</a>	No Change
Assistant Charter School Leader			Open
Principal	Susan Earabino	<a href="mailto:searabino@lfdcs.org">searabino@lfdcs.org</a>	No Change
Head of Academy for Early Academic Prep	Erica Crescenzo	<a href="mailto:ecrescenzo@lfdcs.org">ecrescenzo@lfdcs.org</a>	No Change
Head of Lower School	Hali Castleman	<a href="mailto:hcastleman@lfdcs.org">hcastleman@lfdcs.org</a>	No Change
Head of Upper School	Jennifer Barnhill	<a href="mailto:jbarnhill@lfdcs.org">jbarnhill@lfdcs.org</a>	No Change
Special Education Director	Samuel Bradbury	<a href="mailto:sbradbury@lfdcs.org">sbradbury@lfdcs.org</a>	Open
MCAS Test Coordinator	Susan Earabino	<a href="mailto:searabino@lfdcs.org">searabino@lfdcs.org</a>	No Change
SIMS Coordinator	Debra Horwath	<a href="mailto:dhorwath@lfdcs.org">dhorwath@lfdcs.org</a>	No Change
English Language Coordinator	Hali Castleman	<a href="mailto:hcastleman@lfdcs.org">hcastleman@lfdcs.org</a>	No Change
Comm. Director/Public Records Officer	Susan Lyons	<a href="mailto:slyons@lfdcs.org">slyons@lfdcs.org</a>	No Change
School Business Official	Susan Perry	<a href="mailto:sperry@lfdcs.org">sperry@lfdcs.org</a>	No Change
SIMS Contact	Debra Horwath	<a href="mailto:dhorwath@lfdcs.org">dhorwath@lfdcs.org</a>	No Change

### Enrollment

Action	For FY2020-2021
Student Application Deadline	February 26, 2021
Lottery	March 10, 2021

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
August 12, 2020, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
September 9, 2020, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
October 14, 2020, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
November 18, 2020, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
December 9, 2020 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
January 13, 2021 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
February 10, 2021, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
March 10, 2021, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
April 14, 2021, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
May 12, 2021, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom
June 9, 2021, 5:30 PM	Foley Library, 404 Haverhill Street, Lawrence, MA 01841 or Zoom

<b>COMMITTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR</b>		
<b>Name of Committee</b>	<b>Date/Time</b>	<b>Location</b>
Nominating & Governance	July 8, 2020, 4:00 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	July 15 2020, 5:00 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Nominating & Governance	July 29, 2020 4:00 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	August 5, 2020, 5:00 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	September 2, 2020, 5:00 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	October 7, 2020, 5:00 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	November 12 2020, 5:00 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	December 2, 2020, 5:00 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	January 6, 2021, 5:00 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	February 7, 2021, 5:00 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	March 3, 2021, 5:00 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	April 7, 2021, 5:00 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	May, 5, 2021 5:00 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom
Finance	June 2, 2021, 5:00 PM	Conference Room, 355 Haverhill Street, Lawrence, MA 01841 or Zoom