

Lawrence Family Development Charter School



FY'2024-2025

ANNUAL REPORT

**ADMINISTRATION OFFICES
34 WEST STREET, LAWRENCE, MA 01841
TEL: 978 689-9863**

**ACADEMY FOR EARLY ACADEMIC PREPARATION (K-1/K-2)
7 MAY STREET, LAWRENCE, MA 01841
TEL: 978 258-6210**

**ACADEMY FOR EARLY ACADEMIC PREPARATION (GRADES 1-2)
10 RAILROAD STREET, LAWRENCE, MA 01841
TEL: 978 237-0628**

**LOWER SCHOOL (GRADES 3-4)
34 WEST STREET, LAWRENCE, MA 01841
TEL: 978 689-9863**

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

WEBSITE: WWW.LFDACS.ORG

DARSHAN THAKKAR, SUPERINTENDENT, DTTHAKKER@LFDACS.ORG AUGUST 1, 2025

Lawrence Family Development Charter School

Table of Contents

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES	4
INTRODUCTION TO THE SCHOOL	7
SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION	7
I. Faithfulness Charter	7
● Mission and Key Design Elements	7
● Amendments to the Charter	9
● Access and Equity	9
● Dissemination Efforts	12
II. Academic Program Success	15
● Student Performance	15
● Program Delivery	16
III. Organizational Viability	17
● FY'2024 Statement of Revenues, Expenses and Change in Net Assets (unaudited)	18
● FY'2025 Approved School Budget	19
● Statement of Net Assets for FY'2025 (unaudited)	19
● FY'2025 Enrollment Table	20
● Capital Plan for FY'2026	20
Appendix A: Accountability Plan for FY'2024-2025	22
Appendix B: Recruitment and Retention Plan	30
Appendix C: School and Student Data Tables	45

Appendix D: Additional Required Information	50
● Facilities	50
● Enrollment	50
● Complaints	50

A MESSAGE FROM THE CHAIR OF THE BOARD OF TRUSTEES

On behalf of the Board of Trustees, administration, teachers, staff, students and families who are served by Lawrence Family Development Charter School (LFDCS), we present this Annual Report that covers July 1, 2024, to June 30, 2025. This year LFDCS educated 900 students in kindergarten-1 through grade 8 and effectively managed its enrollment growth plan of 1,000 students by SY'2029-2030. This FY'2024-2025 Annual Report reflects our unwavering commitment to our mission: strengthening families and building community.

Beginning August 14, 2023, LFDCS' new staff has had three days of professional development that focused solely on acclimating them to their new school. During these three days (Aug 13-15, 2025) of orientation, sessions were presented by the Human Resources, Finance and Technology Departments, who set up new hires with ID badges, email/printing, Google accounts and Chromebooks. The three-day new staff orientation week also included sessions on an introduction to the Mentor Program, Educational Technology, *Schoology* (LFDCS's Learning Management System), LFDCS's Special Education, English Language Learners and Response to Intervention Programs and the Substitute Basics for Paraprofessionals Program. There was also a workshop done by the Heads of School on Classroom Management and Social/Emotional Learning, and a presentation on Family Engagement by the Student Services Coordinator and the Parent Liaison. At the end of each day, new teachers had most of the afternoon to prepare their classrooms. The following week all school staff returned and attended one week of professional development that focused primarily on required compliance topics. Other topics were the 2024-2025 Reopening Plan, BambooHR (LFDCS's HR platform), Technology, a Civil Rights training, Health and Safety and sessions on the Unified Classroom Curriculum & Instruction (UCCI), *Schoology*, Special Education, Curriculum Committees, Teacher Coaching/Mentor Program, Paraprofessional Coaching, Vision setting, PowerSchool training, Evaluations at LFDCS (an overview of the rubrics and documents used during the evaluation process), new tools for paraprofessionals and receptionists and ALICE Training (original civilian active shooter response training) presented by the trained Principal and Paraprofessional Coach that addressed the awareness and response options available during a violent critical incident.

In October 2023, LFDCS began the Extended Day Academic Academy, a data driven after-school program that provided additional academic support for students who tested in Tier 3 in ELA and/or Math based on LFDCS's 2024 ELA and Math MAP assessment scores in the fall. This program, taught and split amongst eleven teachers across grade levels, focused on Math (grades K-2 to 2 and 5-8) and ELA (grades 3-4) and was attended by 89 students who were recommended for this program by their Head of School. These students were separated by overall RIT score and not by grade level. Out of these 89 students who attended the program, 29 students tested out of the program in the winter of 2025. This past year LFDCS focused on supporting the whole child by hiring additional support staff (two Title I Reading

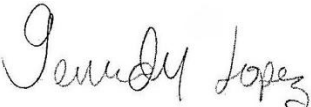
Teachers, a Title I Math Teacher, a Social Emotional Learning Teacher, a Librarian/Media Specialist and a School Psychologist) and hiring a School Social Worker/Adjustment Counselor for SY'2024-2025. The SEL Teacher refined the curriculum *Second Step* to provide common language to students in K-2 to Grade 8, and the SEL team met monthly to discuss ways to support the whole child. LFDCS fully implemented the SEL assessment called *Panorama* in the Spring of 2025 to help collect data on students who may need extra SEL support. LFDCS also launched an SEL RTI (Response to Intervention) program. Additionally, the whole school relaunched its 3Rs (Respect/ Responsibility/Ready to Learn) by creating a school-wide system of expectations for students.

In April 2024, EDAA started up again for 77 students who tested in Tier 3 in ELA and/or Math based on LFDCS's 2024 ELA and Math MAP assessment scores in the winter. Another successful professional development/employee appreciation day was held on the day before April vacation. Topics included: Unified Classroom Curriculum & Instruction (UCCI) Training Parts 1 & 2 (part of PowerSchool's educational platform), Science of Reading, Needs-Based Groups, Second Step, Behavior Supports Tier II/III, Behavior Management, *Schoolology* for Paraprofessionals, Behavior Management for Paraprofessionals, Classroom Management/SEL, Productive Struggle in Math and The New IEP. After a half-day of professional development, staff were treated to a nice luncheon by the Nutritional Services Department followed by an awards presentation that included certificates, pins and Amazon gift cards for those employees who have completed five, ten, fifteen and twenty years of service.

With full recognition of the importance of the Board of Trustees' responsibility to monitor its effectiveness in overseeing policies and performance of LFDCS leadership, the Board embarked on several areas during FY'2024-2025. Subcommittee meetings included continuation for the second year the Academic Advisory Subcommittee established in FY'2023-2024. It met in November, January and March. The purpose of establishing this committee, comprising teacher representatives from each school division along with three Board Trustees, was for the Board to be able to advise and support the Heads of School, Principal, Assistant Superintendent and Superintendent in identifying instructional challenges and finding effective responses. Also held were monthly Finance Subcommittee Meetings and Wellness Subcommittee Meetings. The Board also completed their annual end-of-year Board survey that included individual board goals and whole-board goals to be incorporated into the strategic plan.

For FY'2025-2026, LFDCS looks forward to moving forward in its goals of professionalism and excellence in all aspects of its work with staff, students and parents. We hope that the highlights found in this FY'2024-2025 Annual Report prompt readers and the

Board of Trustees to share our enthusiasm for what the next year offers for our students and staff.


Germinudy Lopez, 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, 2025
Maximum Enrollment	1,000	Enrollment for FY'2024-25	897
Chartered Grade Span	K-1 to Grade 8	Current Grade Span for FY'2024-25	K-1 to Grade 8
# of Instructional Days per school year	180	Students on Waitlist for FY'2025-2026	357
# of Instructional Days during FY'2024-25	180		
School Hours	K-1-Gr. 1 7:45am-3:10pm M-F Grs. 2-4 7:45am-3:20pm M-F Grs. 5-8 7:45am-3:30pm M-F	Age of School in FY'2024-25	30 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

Criterion 1. Mission and Key Design Elements

LFDCS, in its 30 years of existence, has maintained the philosophy of its founders based on its Mission (see above) and the Key Design Elements through which it operates its charter and sets its accountability goals. The governance structure exemplifies the mission of the school by ensuring that the Board make-up consistently has parents involved at every level of the school.

Key design elements are:

- 1. Parent Engagement** - Parents are engaged as “advocates for their children” as an essential element of our history.
- 2. Dual Language (now we call it Heritage 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 of Trustees, comprised of seven parents of students enrolled at the school and six community stakeholders with knowledge of the school. A Parent Representative Trustee serves on the Board and on the School Site Council to regularly inform Board Trustees on parent views of all aspects of curriculum, programs, student academic growth and any need for new policies.

Key evidence of how LFDCS implemented these design elements was demonstrated in FY'2024-2025 by:

1. **Parent Engagement** – Parent engagement was strong in FY'2024-2025. Due to the commitment of our parents and staff, LFDCS met its accountability measure of 100% parent conferences for all quarters, and a record number of parents attended parent coffees. ELL/SPED Parent Advisory Committee meetings and School Site Council meetings met their accountability attendance goal for officer participation of at least 75%. LFDCS continued its Grades 3-5 ELL Family Science Night, and a Disney-themed Dance for the Academy (K-1 to Grade 2) students. The Principal continued providing monthly Parent Newsletters to keep parents updated on school events and showcased student activities and work samples.
2. **Dual Language** – During FY'2024-2025, Spanish language development continued to be an important part of an LFDCS education by providing and teaching reading, writing, speaking and listening in Spanish for all grades. Growth was monitored Fall to Winter and Winter to Spring through the Measures of Academic Progress (MAP) Spanish assessment, and data from the MAP was used during Response to Intervention (RTI) meetings as part of the discussion of student growth and progress in reading, writing and speaking in Spanish. Graduating eighth graders presented their eighth-grade civics projects in Spanish as part of their Culminating Portfolios in front of all other eighth graders, teachers, administrators and parents. Throughout the course of SY'2024-2025, a Spanish Curriculum Committee was in effect for a second year in a row. Also, during SY'2024-2025, the Office of Language Acquisition asked us to change the name of the program from Dual Language to Heritage Language to remove any possible confusion with the Dual Language Education certification program by DESE. From this year onwards, it will be known as Heritage Language program.
3. **Effective Teaching is Key** - During FY'2024-2025, weekly review of lesson plans were reviewed by Heads of School to ensure that all components were being addressed. They conducted regular learning walks with same-day feedback; participated in weekly grade-level team planning and prioritized their presence in Response to Intervention (RTI) meetings focused on student progress and planned individualized interventions. Blocks of time designated for Needs-Based Groups provided teachers with time to provide the interventions. LFDCS implemented professional development to support teachers in using the Needs-Based Group blocks effectively. During April, teachers received professional development on implementing interventions, classroom management and the use of some of the online platforms LFDCS uses—such as, Clever (primarily used in K-1 through grade 3), Google Workspace and *Schoology* (the primary platform for grades 4 through 8) to deliver, maintain

and manage digital instructional content. All students and staff have accounts on all three platforms, and students had 1:1 use of Chromebooks for classwork, homework and assessments. GoGuardian was used to monitor student learning online. In RTI, both acceleration and remediation were part of the discussion as teachers presented databased information about students with work samples as evidence. Differentiation and rigor are necessary for student success, so there were ongoing efforts to provide teachers with the ideas and information they needed for ongoing growth in these areas. LFDCS also prioritized professional development for the paraprofessional staff during FY'2024-2025 by adding a coaching curriculum created by the Paraprofessional Coach. During SY'2024-2025, curriculum committees were continued to review new curriculum for ELA, Writing and Spanish and implemented the plans in SY'2024-2025 for students in Kindergarten-1 called World of Wonders, for K-2 to Grade 6 Into Reading (ELA) and Arriba La Lectura (Spanish) and ELA curriculum for Grades 7-8 called Into Literature along with a revised Health curriculum.

4. Partnerships – In FY'2024-2025, LFDCS's extended day enrichment program continued its partnerships with Knucklebones, Chess Wizards and Cake Decorating by Tara Servino, Soccer Shots and Rainforest Reptiles. LFDCS also partnered with ACT WorkKeys to provide onsite test options for those seeking to fulfill the DESE requirements for paraprofessionals.
5. Governance and Leadership Structure– During FY'2024-2025, subcommittees of the Board were involved in monthly Finance Subcommittee Meetings, Academic Advisory Subcommittee Meetings, Wellness Subcommittee Meetings and the LFD, Inc./LFDCS Review of Services provided by LFD, Inc. employees to LFDCS Subcommittee (included in the LFD, Inc./LFDCS Management Agreement). Board Trustees also completed an end-of-year Board survey.

Amendments to the Charter

There were no amendments submitted for SY'2024-2025.

Criterion 2. Access and Equity

[Enrollment by Race/Ethnicity \(2024-25\)](#)

Student Data by Race/Ethnicity (2024-25)	
Race/Ethnicity	Percentage of Student Body
African American	0.6%
Asian	0
Hispanic	99.4%
Native American	0
White	0
Native Hawaiian, Pacific Islander	0
Multi-Race, Non-Hispanic	0.0

[Selected Populations \(2024-25\)](#)

Selected Student Populations (2024-25)	
Title	Percentage of Student Body
First Language not English	74.5%
English Language Learner	37.5%
Low-income	73.4%
Students with Disabilities	10.6%
High Needs	86.1%

[2024-2025 Student Discipline Data Report](#)

2024-2025 Student Discipline									
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Expulsion	Percent Alternate Setting	Percent Emergency Removal	Percent Students with a School-Based Arrest	Percent Students with a Non-Arrest Law Enforcement Referral
All Students	897	19	0.33%	2.01%	0	0	0	0	0.11%
EL	334	2	0.30%	0.30%	0	0	0	0	0
Students with Disabilities	106	3	1.89%	0.94%	0	0	0	0	0
Low Income	779	15	0.39%	1.54%	0	0	0	0	0
Female	496	6	0.60%	0.40%	0	0	0	0	0.20%
Male	401	13	0.75%	2.49%	0	0	0	0	0
High Needs	0	0	0	0	0	0	0	0	0
African American/Black	5	1	0	20.0%	0	0	0	0	0
American Indian or Alaska Nat.	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Hispanic/Latino	790	15	0.25%	1.65%	0	0	0	0	0.13%
Multi-race, Non-Hispanic/Latino	100	3	1.00%	2.00%	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0	0
White	2	0	0	0	0	0	0	0	0

Criterion 4. Dissemination

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
<p>Studying Skillful Teacher Course—an engaging and research-based course provided by Research for Better Teaching, Inc. Participants will focus on the following:</p> <ul style="list-style-type: none"> ● Explore powerful beliefs and expectations that drive student motivation. ● Learn how to foster growth mindsets in students. ● Design impactful lessons that clarify learning objectives and define success Apply research-based instructional strategies. ● Collect, analyze, and utilize formative assessment data to make informed decisions about student learning. 	<p>Electronic outreach to Lawrence Public Schools about course enrollment and spots available in this shared learning experience.</p>	<p>Dr. Darshan Thakkar, Superintendent; Tracey Mara, Teacher Coach.</p>	<p>Superintendent of Lawrence Public Schools, Ralph Carrero.</p>	<p>Open Enrollment opportunity for Studying Skillful Teacher Course beginning in August of 2025. Teacher participation in this course will directly impact student growth and achievement. At this time, there are still spots available for LPS staff.</p>
<p>More Than Academics, Making SEL The Heart of Our School Culture Presentation- which detailed the work we have done to make Morning Meetings and Advisory an integral part of our school culture at LFDCS. It focused on making Social Emotional Learning a key aspect of the teaching and learning community at LFDCS and</p>	<p>Electronic submission of a proposal to present at the 2025 SEL Exchange Conference in March 2025.</p>	<p>Tracey Mara, Teacher Coach, submitted a proposal to present at the 2025 SEL Exchange Conference with Sarah Hecht, Paraprofessional Coach, Laurie Lawler, HOS, and Chloe Parcell, HOS.</p>	<p>2025 SEL Exchange Conference- a national conference that is sponsored each year.</p>	<p>In May 2025, we were selected to share our work via poster format at the conference. Tracey Mara, Teacher Coach and Chloe Parcell, HOS, will be representing the LFDCS team and will share best practice on SEL with other conference attendees at the 2025 SEL Exchange Conference in</p>

<p>included our ongoing PD, data collection and use of SEL flowcharts.</p>				<p>November in Minneapolis, Minnesota.</p>
<p>Survey Implementation & Result Interpretation OST Program Enhancements</p>	<p>2025 DESE Federal Grants Conference – June 10, 2025 Breakout Session #1 Presentation</p>	<p>Sandra Calandrella, Director of Extended Day Sarah Hecht, Paraprofessional Coach Stacey O’Brien, Grants Administrator</p>	<p>Approximately 30 attendees of Breakout Session #1 Julia Foodman, Federal Programs Coordinator</p>	<p>Extended Day Academic Academy (EDAA) Program Outcomes. MAP score improvement in math and reading. Extended Day/After School Program enhancements and continuing change based on parent, student, and staff surveys. Club Program offerings and new opportunities for development. Positive impacts of OST programs.</p>
<p>Efforts to Reduce Chronic Absenteeism</p>	<p>Power Point presentation at DESE’s Spring 2025 Federal Grants Conference on June 10, 2025 Best Western Hotel 181 Boston Post Rd W, Marlborough, MA 01752</p>	<p>Sarah Hecht, Paraprofessional Coach, Sandy Calandrella, ED Director, Stacey Obrien, Grants</p>	<p>Joelle Brookner. Director of Curriculum & Instruction, Mount Greylock Regional School District Cheryl Ann Bomal Title I Facilitator After Dark Coordinator - Greater Lowell Technical High School John Crocker, M.Ed.</p>	<p>Joelle and I spoke about funding and how to improve more support within the school, especially with afterschool programs, since transportation is a huge issue in their district. She and I also had a discussion about my position and looking to try to share with her district the need for that position and how to exploring funding the position. Cheryl Ann Bomal, and John Crocker attended our session as well, and were impressed to hear in the ways that we have conducted program evaluation, and the variety in offerings of</p>

			Director of School Mental Health & Behavioral Services- Methuen Public Schools	afterschool programing and how it has a positive effect on not only in combating chronic absenteeism, but also academic performance.
Paraprofessional Coaching- Work Keys Exams	Conversations with perspective employees and aspiring educators who were taking WorkKeys exams on Wednesdays throughout the year. (Hosting other educators at LFDCS)	Sarah Hecht, Paraprofessional Coach	All testers listed here . All testers were from various cities within the Merrimack Valley and Middlesex Counties. Many testers worked for other districts and expressed a wish that their district funded a position like mine for career growth and best practice development for classroom skills.	One tester in particular (Lourdes Ayala- from Lowell Community Charter Public School) Shared that her program pays her paraprofessionals year round and over vacations, but does not fund any positions like mine. She shared she would be bringing the suggestion back to her district.

II. Academic Program Success

Criterion 5. Student Performance

1. Next Generation MCAS data for Spring 2024 Assessments

[2024 School Report Card](#)

2. Measure of Academic Process (MAP) assessment results are included in Appendix A: Accountability Plan Evidence 2023-2024. MAP is the only assessment taken by our students aside from MCAS and ACCESS—English Language Learners take the ACCESS assessment. LFDCS has continued to maintain a 100% participation rate of our EL students on ACCESS. Below is a table of students who met the attainment target set by DESE (a 4.2 overall and 3.9 in literacy). LFDCS outperformed the state in Grades 1-5.

ACCESS		
Percentage of Students Who Met their Language Attainment Target		
Grade	State	LFDCS
K	3%	0%
1-2	9%	13%
3-5	25%	44%

Below is a table of students who met their individual growth target set by DESE. LFDCS outperformed the state in Grades 1-5.

ACCESS		
Percentage of Students Who Met their Language Growth Target		
Grade	State	LFDCS
1-2	58%	58%
3-5	48%	63%

The following ACCESS data shows our EL students' progress:

The number of EL students who met the language attainment of at least a 3.9 in literacy and at least an overall proficiency score of 4.2 on their ACCESS test grew from 2023 to 2024:

33 EL students 2023-14% of our EL students met the language attainment target

47 EL students 2024: 18% of our EL students met the language attainment target

Our K2-8 EL students outperformed the state showing growth towards their Language Proficiency target goals each year:

LFDCS 2023: 59% of all EL students made progress toward their Language Proficiency target goal

State 2023: 38% of all EL students made progress toward their Language Proficiency target goal

LFDCS 2024: 57% of all EL students made progress toward their Language Proficiency target goal

State 2024: 39% of all EL students made progress toward their Language Proficiency target goal

At LFDCS we will be continuing progress monitoring our EL students' growth towards proficiency using the WIDA MODEL online assessment and setting personal learning goals helps us ensure our students are receiving the appropriate support to reach their language proficiency target goals each year.

Criterion 6. Program Delivery

There were three curriculum changes for FY '2024–2025. LFDCS implemented a new English Language Arts curriculum for grades K-8, through HMH. “Into Reading” is a K-6 reading curriculum designed to develop strong readers writers built on the foundations of research-based literacy instruction. It emphasizes evidence-based elements such as phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Grades 7-8 implemented “Into Literature”, a comprehensive ELA program that provided engaging and rigorous texts that supports the development of analytical readers, independent thinkers, and proficient writers.

The second curriculum change was in regards to the K-6 Spanish curriculum. HMH “Arriba la Lectura!” is a curriculum that is designed to develop literacy skills in Spanish speaking students using authentic Spanish language texts and various resources to improve both reading comprehension and writing abilities.

Finally, LFDCS shifted to using DESE-created curriculum “Investigating History” for grades 5-7.

Teachers continued using the curriculum maps for grades 3-8. Rigorous and targeted instruction continued to be a focus, and the core curriculum programs used were the same as in recent years. The STEM Coordinator creates the scope and sequence and individual standards-based lessons for Science. The core curriculum resources used were the Eureka Mathematics Program, McGraw-Hill Social Studies and Massachusetts OurHome (Stockwell) for Grade 3 Social Studies. In addition to rigorous instruction, the three important related process points critical to LFDCS's academic operation continue to be the use of MAP data, Response to Intervention (RTI) and using needs-based groups for interventions. Using the data, teachers administered interventions in different modalities that included small group review, one-to-one additional support, pullout groups, worksheets, online intervention programs, games, partner practice and manipulatives. Some of the online tools used to support curriculum were: Accelerated Reader, BrainPOP, BrainPOP Science, Edpuzzle, Epic School Plus, Freckle, Gizmos, IXL (Math, Reading, Science)HMH, Mystery Science, Nearpod, Newsela, Raz-Plus, Sora, Storyboard That, Tumblebook, VoiceThread and XtraMath. During FY'2024-2025, curriculum committees assessed new curriculums that could better support the students at LFDCS in the areas of Science. New this year was explicit data-tracking using Panorama, an educational resource platform that utilized surveys for students in grades K-8 to measure social and emotional skills and well-being.

The Learning Management System Schoology was the most important tool to provide access to lessons even if a teacher or student was absent. Schoology was used to organize, share and archive lesson plans that teachers could update from home and interact with the substitute. Staff absences were not allowed to affect instruction due to an in-house substitute system where paraprofessionals were assigned to different grade levels, learned classroom processes and how lesson plans were written and accessed and got to know the students. When a teacher was absent, a substitute was available. During FY'2024-2025, paraprofessionals were provided with targeted professional development sessions—such as, additional

instruction on classroom management and ways to successfully substitute and were provided strategies for supporting all learners to better prepare them to support the classroom.

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

LFDCS used its strong RTI program to accelerate learning during FY'2024-2025. At the start of the school year, assessment data and report cards were used to identify the needs of the students, and MAP assessments were given in Mathematics, ELA, Spanish and Science to get a fall baseline. Teachers continued to move forward with curriculum while implementing interventions and other supports for students based on their needs. LFDCS continued to utilize RTI to shape our Needs-Based Groups and provide targeted interventions to students. Teachers differentiated their instruction based on assessment data and monitored student progress through a variety of classroom-based formal and informal assessment tools. For a third year in a row, the Extended Day Academic Academy (EDAA) Program provided free extended day learning in Mathematics and English Language Arts. Enrollment was based on percentages from the MAP assessments in the fall and winter and was only for Tier 3 students in Math who were at the bottom 20%. Students were able to get targeted tutoring in areas of struggle related to what Math and ELA content was current in the classroom, and gap skills and current skills being taught were connected when possible. Beginning June 18, and for four weeks, LFDCS offered a Summer Academic Academy for K-2 to Grade 7 students who scored in Tier III on the Spring MAP test in Reading and Math.

III. Organizational Viability

CRITERION 10. FINANCE

BUDGET AND FINANCE

Lawrence Family Development Charter School
Statements of Activities and Changes in Net Assets (unaudited)
and FY'2026 Budget

(approved by LFDCS Board of Trustees 6/11/2025)

Year ended June 30, 2025

	<u>2025</u>	<u>APPROVED</u> <u>2026 BUDGET</u>
REVENUES AND SUPPORT		
Tuition and Fees	\$ 18,292,675	\$ 20,187,457
State grants	14,844	8,000
Federal grants	2,537,790	2,500,000
Donations	250	-
Food Service	-	-
Investment Return	168,530	30,000
Participant Fees	231,855	200,000
Pension revenue from state	-	1,200,000
Temporarily Restricted	-	-
TOTAL REVENUES AND SUPPORT	21,245,945	24,125,457
EXPENDITURES		
Salaries, taxes and benefits	11,774,988	15,190,275
Administrative Expenses	2,222,518	1,759,400
Instructional Expenses	2,593,378	1,734,200
Student Services	1,595,258	1,568,000
Facilities	3,540,292	3,805,000
TOTAL EXPENDITURES	21,726,434	24,056,875
Net Ordinary Income	(480,489)	68,582
Depreciation	(222,696)	(295,000)
CHANGE IN NET POSITION	(703,185)	(226,418)
NET POSITION, BEGINNING OF YEAR	11,758,128	11,054,943
NET POSITION, END OF YEAR	\$ 11,054,943	\$ 10,828,525

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL
Statements of Net Assets (unaudited)
June 30, 2025 and 2024

ASSETS

	<u>2025</u>	<u>2024</u>
Current Assets:		
Cash and Cash Equivalents	\$ 11,081,640	\$ 12,583,311
Accounts Receivable, deemed fully collectible	218,925	524,396
Related Party Receivable	404,002	
Prepaid Expenses/Deposits		
Right of Use Asset Real Estate Current		1,543,985
Right of Use Asset Copier Equipment Current		51,445
Total Current Assets	11,704,567	14,703,137
Property and Equipment:		
Leasehold Improvements	1,789,276	925,581
Furniture and Equipment	733,123	372,231
Technology	1,135,807	789,230
Vehicles	340,958	260,612
Right of Use Asset Real Estate Long Term	1,644,179	1,667,608
Right of Use Asset Copier Equipment Long Term	93,641	191,465
Total Property and Equipment	5,736,984	4,206,727
Less: Accumulated Depreciation	(2,297,251)	(2,077,255)
Property and Equipment, Net	3,439,733	2,129,472
TOTAL ASSETS	\$ 15,144,300	\$ 16,832,609

LIABILITIES AND NET ASSETS

LIABILITIES

Current Liabilities:		
Accounts Payable and Accrued Expenses	\$ 384,091	\$ 159,555
Related Party Payable		358,706
Wages and Related Payable	1,758,435	726,457
Right of Use Liability Real Estate Current	1,652,613	3,211,593
Right of Use Liability Copier Equipment Current	36,560	97,615
Total Current Liabilities	3,831,698	4,553,926
Right of Use Liability Real Estate Long Term	195,659	
Right of Use Asset Copier Equipment Long Term	62,000	145,296
Total Long Term Liabilities	257,659	145,296
TOTAL LIABILITIES	4,089,358	4,699,222

COMMITMENTS AND CONTINGENT LIABILITIES

NET ASSETS

Unrestricted	11,054,943	11,758,128
Temporarily Restricted	-	-
TOTAL NET ASSETS	11,054,943	11,758,128
TOTAL LIABILITIES AND NET ASSETS	\$ 15,144,300	\$ 16,832,609

FY26 Enrollment Table

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2025 submission	901.60
Number of students upon which FY26 budget tuition line is based	920
Number of expected students for FY26 first day of school	920
Please explain any variances: <i>No variances.</i> Anticipated enrollment for 24-25: 900 Anticipated enrollment for 25-26: 920 (we add 20 students every year per our expansion plan).	

Capital Plan for FY'2024-2025

Table: Current of Future Capital Plans

Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Admin Building Renovation	In Progress	10/1/2025	\$300,000	Cash Reserves
Increase Number of Classrooms	Scheduled	8/1/26	\$400,000	Cash Reserves
Campus Acquisition	Planning	7/1/27	Fair Market Appraisal to be Completed	Financing

****Add rows as necessary***

To support LFDCS's enrollment plan, the FY26 capital plan includes two projects: the conversion of an underutilized building on the School's campus to administrative office space, and the renovation of 404 Haverhill Street to increase the number of classrooms available to the Upper School (grades 5-8). The School will pay for both projects using its cash reserves.

The administration building will consolidate operational functions for Information Technology, Human Resources, Payroll, Finance, Grant Management, and Compliance. In addition to improving communication and coordination among administrative teams, consolidation will also return space to instructional teams and students. The administration building is located behind the lower school at 34 West Street and is a free-standing, single-story, structure. Most of the renovation budget was focused on expanding the existing bathroom facilities to accommodate a long-term goal of building a new auditorium adjacent to the admin building. The School will recognize significant construction savings when building the auditorium without the need for separate bathroom facilities. Construction of the auditorium is anticipated as part of the School's long-term plan to purchase its campus, which it currently leases. The renovation at 404 Haverhill Street, which is adjacent to the Upper School at 400 Haverhill Street, will add eight new classrooms; two pull-out, small-group meeting rooms; and a food service station and cafeteria. The building was originally a Catholic school, and most recently operated as a day care center and adult education school with evening classes and an immigration services program. The infrastructure for classrooms largely exists. The renovation involves moving some partitions, replacing windows, upgrading systems, including security and networking, new lighting fixtures, paint, and flooring. Construction is scheduled to begin this fall and will be completed in time for the start of the 26-27' school year.

The School will renew its lease for its four-building campus in Lawrence. The proposed lease includes a purchase option, and the School will begin due diligence and planning for the purchase in the fall of 2025. Should the School's Board of Trustees decide to exercise the purchase option, the cost to prepare for a purchase will be funded by the School's cash reserves while the purchase price would be financed with debt. Although there are many factors in completing the acquisition, ownership of its buildings would provide the School with greater predictability and flexibility to better serve the interests of our students and families.

APPENDIX A - ACCOUNTABILITY PLAN PERFORMANCE FOR FY'2024-2025

I. Faithfulness to Charter

	2024-2025 Performance	Evidence
Key Design Element: Parent Engagement Objective for Key Design Element 1: Parent Engagement - Lawrence Family Development Charter School will engage all parents as an essential element of their children’s success.		
Measure: 1. Each year, for each of the first three academic terms, 100% of parents participate in parent conferences.	Met	100% of parents participated in parent conferences <i>Virtual and In-person Parent Conferences Attendance Sheets</i>
Measure: 2. Each year, 95% of grade K-1 parents will attend a “Right from the Start” training (an early introduction for K-1 parents and students to Math, ELA and our health program) and receive a certificate of completion. The focus will be on parents and teachers as working partners.	Met	99% of K-1 parents attended “Right from the Start” training <i>Certificates of Completion, Attendance Sheets</i>
Measure: 3. Each year, 98% of new families will have a home visit by the Head of School and Parent Liaison to ensure successful student transition to school.	Met	100% of new families had a home visit by the Head of School and Parent Liaison <i>Home Visit Sheets</i>
Measure: 4. Each year, 95% of the parents of the graduating eighth graders applying to admission-based high schools will attend High School Orientation Night, the High School Fair or the Parent-to-Parent Panel in preparation of applying to admissions-based high schools.	Met	97% (67/69) of parents of the grade 8 graduating class attended the High School Orientation Night and LFDCS’s High School Fair <i>Attendance Sheets</i>

		<i>Parent-to-Parent Panel is only for Grades 6 & 7 parents.</i>
--	--	---

II. Academic Program Success

	2024-2025 Performance	Evidence
Objective for Key Design Element #2: Dual Language - Lawrence Family Development Charter School will teach all students to read, write and speak in Spanish as well as English.		
Measure 1. Each year, after the 2019-2020 baseline, 60% of students from all subgroups (including ESL and Special Education) in grades K-2—8 will meet their individual projected growth fall-to-spring on the Spanish Measures of Academic Progress (MAP) norm-referenced test.	Not Met	Results of Fall to Spring Spanish Measures of Academic Progress (MAP) norm-referenced test See Attachment: Appendix A: Accountability Plan Evidence 2024-2025 <i>A Spanish curriculum that supports both achievement and growth was adopted.</i>
Measure: 2. Each year, 100% of graduating eighth graders will present a digital portfolio in English and Spanish as a graduation requirement.	Met	100% of graduating eighth graders presented a digital portfolio in English and Spanish <i>Attendance Sheets, Diplomas</i>
Objective for Key Design Element #3: Effective Teaching is Key - Lawrence Family Development Charter School will expect rigorous, standards-based teaching, tiered to meet the needs of all students in preparation for the opportunity to apply for acceptance at admission-based high schools with scholarships and financial aid.		
Measure: 1. Each year, after the 2019-2020 baseline, 60% of students from all subgroups (including ESL and Special Education) in grades K-2—8 will meet their individual projected growth fall-	Not Met	Results of Fall to Spring Measures of Academic Progress (MAP) norm-referenced tests in English Language Arts, Mathematics and Science (Grs. 4-8) See Attachment: Appendix A: Accountability Plan Evidence 2024-25 LFDCS started implementing a new Reading and Spanish curriculum that is more aligned with NWEA.

<p>to-spring on the Measures of Academic Progress (MAP) norm-referenced tests in English Language Arts, Mathematics and Science (grades 4-8 only).</p>		
<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>	<p>Met</p>	<p>100% of new teachers at LFDCS successfully completed the required 50 hours of mentoring with a trained coach/mentor by the end of their first year of teaching. Additionally, 80% of those who completed the mentoring program achieved a rating of "Proficient" on Standard 2 in their summative evaluation.</p> <p>Note: Two new teachers who began at LFDCS in March of 2025 were not included in this data, as they did not have sufficient time to complete the full mentoring program within the reporting period. The one returning teacher will repeat the mentoring program in the 2025-2026 school year to ensure full participation and support.</p> <p><i>Attendance sheets, Meeting Agendas, Certificates of Completion, LFDCS Mentor Program Summary Report in accordance with 603 MMR 7.12</i></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>	<p>Met</p>	<p>96% of all staff attended 7 days of instructional, technology and compliance 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>	<p>Met</p>	<p>82% - 32 out of 39 students who were accepted to tuition-based high schools received financial aid and/or merit scholarships</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.		
	2024-2025 Performance	Evidence
<p>Measure:</p> <p>1. Each year at least one community partner will be engaged for academic and/or arts activities.</p>	<p>Met</p>	<ul style="list-style-type: none"> ● Soccer Shots, extended day enrichment program ● Rainforest Reptiles shows, extended day enrichment program ● ChessWizards, extended day enrichment program ● Tara Savino, cake decorating, extended day enrichment program ● Knucklebones, summer enrichment program
<p>Measure:</p> <p>2. Each year at least one higher education partner will be engaged for academic and/or arts activities.</p>	<p>Met</p>	<p>French River Education Center, in-house SEI course</p> <p>ACT WorkKeys, test site and test administrator for those seeking paraprofessional status based on requirements to become a MA paraprofessional</p> <p>Educational Testing Institute, for in-house Communication &</p>

		<p>Literacy MTEL prep. course and tutoring</p> <p>The Reading Connection, in-house Reading MTEL prep. course</p> <p>Jane Hardin, a leading expert in supporting students with special needs, provided professional development to K-1/K-2 teachers who are seeing an increased need for support with student behaviors</p> <p>UNH Tech Camp</p> <p>Pingree School Prep@Pingree Program</p> <p>Phillips Academy Andover PALs Program</p> <p>Governor’s Academy GovsPLUS Program</p> <p>Calculus Project</p>
--	--	--

III. Organizational Viability

	2024-2025 Performance	Evidence
<p>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.</p>		
<p>Measure:</p> <p>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.</p>	<p>Not Met</p>	<p>Board Trustees attended 67.3% of all scheduled meetings</p> <p><i>LFDCS Board of Trustee Meeting Minutes</i></p>

<p>Measure:</p> <p>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.</p>	<p>Met</p>	<p>Officers of the Special Education and ESL Parent Advisory Council and School Site Council attended 75% of meetings.</p> <p><i>ESL/SPED PAC Advisory Attendance Sheets and School Site Council Meeting Minutes</i></p>
<p>Measure:</p> <p>3. The Special Education and ESL Parent Advisory Councils will provide four parent workshops annually, the topics of which will be solicited by fall parent surveys.</p>	<p>Met</p>	<p><i>Workshop presentations:</i></p> <ul style="list-style-type: none"> · <i>What is PAC?</i> · <i>Parents' Rights</i> · <i>ELE and Special Education Accomodations</i> · <i>Summer Activities for ELL and Special Education Students and Families</i>
<p>Measure:</p> <p>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 two or three regarding satisfaction with the availability of opportunities for parent involvement.</p>	<p>Not Met</p>	<p>52% (277/532 families) completed the end-of-year Parent Survey</p> <p>97% (269) of parents responded with Highly Satisfied and/or Satisfied with the availability of opportunities for parent involvement.</p>

Objective: Lawrence Family Development Charter School will disseminate its best practices to other educators from different educational organizations.

<p>Measure:</p> <p>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.</p>	<p>Met</p>	<p>Hosting of twenty-six high school representatives at Lawrence Family Development Charter School's High School Fair for LFDCS G8 students and parents and invited G8 students and families from Community Day Charter School, the Boys and Girls Club and the Youth Development Organization (YDO) of Lawrence.</p> <p>· Functioned as an ACT WorkKeys test site and administer of WorkKeys assessments to in-house staff and community members in order for them to pursue and receive the WorkKeys Proficiency Certificate for Teacher Assistants. The ACT WorkKeys Reading, Math and Business Writing assessments are an alternative assessment for those who have not been able to pass the ParaPro Assessment. To fulfill the MA hiring requirements for paraprofessionals in MA, employees must pass either the above ACT WorkKeys assessments, the ParaPro assessment, have 48 credits or more or have an</p>
--	-------------------	--

		Associates, Bachelor's or Master's degree.
<p>Measure:</p> <p>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.</p>	Not Met	

Appendix B: Recruitment and Retention Plan 2025-26

As defined in MGL c. 71, § 89 and 603 CMR 1.00, Massachusetts charter schools must receive approval from the Department for a Recruitment and Retention Plan, which is updated annually. In developing the Recruitment and Retention Plan, please review the charter school regulations governing student recruitment, enrollment, and retention, found at [603 CMR 1.05](#).

“A charter school must develop a plan that includes deliberate, specific strategies the school will use to attract, to enroll, and to retain a student population that is demographically comparable to similar grades in schools from which the charter school enrolls students. Charter schools shall submit recruitment and retention plans for approval by the Department that meet the requirements of MGL c. 71, § 89; 603 CMR 1.05; and any guidelines issued by the Department” (603 CMR 1.05(1)). The charter school statute outlines certain demographic groups that must be included in all recruitment and retention plans, including: limited English proficient¹, special education², free lunch, and reduced-price lunch students,³ as well as those who are sub-proficient on the MCAS, at risk of dropping out of school, have dropped out of school, or other at-risk students who should be targeted to eliminate achievement gaps. The Board of Elementary and Secondary Education will consider the extent to which the school has followed and updated its recruitment and retention plan as one of the factors in making a renewal decision (c. 71, § 89(i)).

Furthermore, as specified in MGL c. 71, § 89 (i)(3), if the school is located in a district with 10 percent or more of English learners, the school’s recruitment strategies must include a variety of outreach efforts in the most prevalent⁴ languages of the district.⁵ **Please note that a country’s official language is not an acceptable substitute for the prevalent languages in the “List of charter schools that are located in districts that enroll 10% or more of English learners” document located on the [Department website](#).** For example, translations must be provided into Cape Verdean Creole for families that list Cape Verdean Creole as their primary language. The school may not translate materials for these families into Portuguese, even though it is the country’s “official” language in Cape Verde.

Please note that if the school’s Recruitment and Retention Plan is not approved by November 1, 2025, it will be reflected in future ratings of Criteria 2: Access and Equity.

Resources:

- Schools must use the new [Charter School Dashboard](#) to input data into the Recruitment and Retention Plan. This tool incorporates data and displays previously found in the Charter Analysis and Review Tool (CHART). The display and amount of information contained in the Charter

¹ Please note: The Department now uses the term English learner.

² Please note: The Department now uses the term students with disabilities.

³ Please note: The Department now uses the term [Low income](#).

⁴ According to 603 CMR 1.05, “A language shall be deemed a prevalent language if it is the primary language of 1% or more of the district’s total enrollment.”

⁵ Materials to be translated should include, at a minimum, promotional materials, the application for enrollment, and the school website.

School Dashboard is different from CHART. Please use the guidance to familiarize yourself with the new tool.

- Guidance on how to navigate the Charter School Dashboard to complete the Recruitment and Retention plan can be found under each section below.
- The Department has created a [Compendium of Recruitment Strategies](#) to assist schools when creating Recruitment and Retention Plans.
- Please contact charterschools@mass.gov if you require assistance with the Charter School Dashboard tool or the creation of the Recruitment and Retention Plan.

Recruitment Plan 2025-26

2024-25 Implementation Summary:

Please list the successes and challenges of implementing the school's recruitment strategies from the 2024-25 Recruitment Plan.

LFDCS' success with recruitment for FY'2024-2025 was demonstrated by the number of students interested in enrollment due to its reputation for excellence, dual language, encouragement of parent involvement and a strong academic program.

- For FY'2024-2025, LFDCS successfully reached out to all sections of the City of Lawrence through lottery advertisements in prevalent languages (English and Spanish) and posted the lottery application and details on its website in these prevalent languages.
- Recruitment success is demonstrated by LFDCS being approved by MA DESE Board to expand its enrollment beginning in FY'2022-2023 by a total of two hundred additional seats over the next seven years. Even with these additional seats being added, LFDCS still has a substantial waitlist for FY'2025-2026 of more than 300 applicants for K-1 to Grade 4.
- In preparation for the March 2025 lottery, the bilingual/bicultural Student Support Services Coordinator and Parent Liaison visited multiple locations with posters to dozens of community daycare sites, churches, nonprofits and neighborhood food markets.
- LFDCS used its recruitment strategies, approved by DESE in 2024, and was a member of the gateway cities group of the Massachusetts Charter School Association where LFDCS shares its practices and reviewed the statewide compendium.
- Due to its staffing of bilingual/bicultural professionals, recruitment was done by the school's leadership team and a bilingual/bicultural Superintendent, Assistant Superintendent and Principal. The school demonstrates its commitment to culture and access in a number of ways, including dual-language. Eighth grade graduating students' presented their civics portfolios to students, staff, parents and community members in both English and Spanish showing content/curriculum and language outcomes of a high-performing school.

- Despite oversubscription for enrollment, LFDCS works hard each year on its recruitment plan to enroll students in underrepresented subgroups, especially when enrollment is below the comparison index.

List the school's anticipated general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2025-26:

LFDCS will use strategies approved by DESE in 2025. 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, Assistant Superintendent and Principal, the school demonstrates its commitment to culture and access in several ways, including being a dual-language school, which affects recruitment.

Recruitment also highlights differentiation of instruction using technology, which adds access for teaching all students. LFDCS reaches out to all sections of the City of Lawrence through lottery advertisements in prevalent languages (English and Spanish) and will have lottery applications available at the school and posted on its website in these prevalent languages. Its popularity will be promoted in neighborhoods, including low-income housing, to continue to generate a substantial waitlist. In preparation for the March 2026 lottery, LFDCS will be recruiting for 20 additional seats at the K-1 grade due to its DESE-approved expansion plan to increase enrollment from 800 students to 1,000 students by FY'2029-2030.

The bilingual Student Services Coordinator and the bilingual Parent Liaison will visit organizations with posters at the YMCA, community daycare sites, churches, nonprofits and neighborhood food markets. The Superintendent, Assistant Superintendent and Principal are bilingual/bicultural, and the Superintendent is visible in the community.

Recruitment activities and flyers will highlight that students from all subgroups are invited and welcome to the LFDCS' lottery. The school also promotes that it is fully handicapped accessible.

At Special Education and ELL PAC meetings, School Site Council meetings and monthly parent coffees, LFDCS families will be educated on how to “spread the word” about the LFDCS lottery.

With support from the bilingual Student Services Coordinator, bilingual Parent Liaison, Special Education Director and ELL Coordinator, LFDCS will share information about the lottery at ELL/Special Education Parent Advisory Council (PAC) meetings by running a series of evening parent workshops at least four times per year.

The availability of seats will also be announced at LFDCS Board of Trustees’ meetings, Parent Coffees, School Site Council meetings and posted on the school’s website.

To build awareness of its recruitment period, LFDCS will distribute posters at special events such as its Summer Academy Family Fiesta, at adult ESL, citizenship and community education programs at the Maria del Pilar Quintana Family Center, and at its Alternative Youth Program SISU Center.

With neighborhood stakeholders, foundation funders and the business community, its March, 2026 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 to target comparison indexes for all subgroups.

To the extent possible, LFDCS also commits to making progress toward its GAP goals for Special Education and intends to continue its positive work with its outreach to all subgroups, especially for access and equity in continuing its upward trend for students with disabilities.

Directions for creating deliberate, specific strategies for the Recruitment Plan:

- A) Open [Charter School Dashboard](#) in order to fill in the Recruitment Plan template below.
- B) Navigate the Charter School Dashboard to input the school’s enrollment data. For a tutorial on how to find the school’s data and input it into the school’s recruitment plan, click [here](#).

Recruitment Plan – 2025-26 Strategies

Each student group should have its own set of specific and deliberate strategies.

Do not repeat strategies below.

Students with disabilities

(a) Charter School Dashboard data

(b) Continued 2024-25 Strategies

At or Above CI: no enhanced/additional strategies needed

Copy and paste strategies here from last year’s approved Annual Report.

Recruitment Plan – 2025-26 Strategies

Each student group should have its own set of specific and deliberate strategies.

Do not repeat strategies below.

School percentage:

10.6%

CI percentage: 15.0%

The school is **below** CI percentages.

- The Special Education staff will continue to belong to several special education-related organizations and online forums where they discuss opportunities for students at the charter school.
- The Special Education Department will continue to participate in the Kindergarten Screening Process to provide parents with programmatic information.
- The Parent Liaison and the Student Services Coordinator will continue to make appointments for prospective parents with the LFDCS Special Education Director for families interested in available resources to serve students' needs
- The Special Education Director will continue to improve communication with parents by attending monthly parent coffees
- The Special Education Director will continue communicating with Special Education parents by having virtual coffees on Fridays where parents can have discussions with the Special Education Director and Special Education teachers.
- Special Education/ELL PAC (Parent Advisory Council) meetings will continue to educate ESL parents on LFDCS Special Education services.
- The Parent Liaison and the Student Services Coordinator will continue encouraging 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 extended day program geared toward special education students to get the word out to other families that builds awareness of and interest in the school.

(c) 2025-26 Enhanced/Additional Strategy(ies), if needed

Below CI: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

- LFDCS will advertise its Extended Day Academic and Enrichment Program that specifically targets Special Education students. LFDCS will post information on this expanded program on the LFDCS website, post posters throughout the community and at LFD, Inc.'s Maria del Pilar Quintana Family Center (adult ESL & Citizenship class provider) and at the SISU Center (high-risk teens and adults program provider) – 1 year
- The Special Education Director will meet at least monthly with the external affairs contacts from the United Way, Department of Public

Recruitment Plan – 2025-26 Strategies

Each student group should have its own set of specific and deliberate strategies.

Do not repeat strategies below.

	<p>Health and Girls and Boys Club to share and provide families with programmatic information – 2 years</p> <ul style="list-style-type: none"> • Special Education teachers will build and post videos of SPED teaching practices on the LFDCS website for students, parents and community members to view – 2 years • LFDCS will host socials for alternative MCAS assessment portfolios by allowing parents to bring neighbors to this event showing assessments for specific disabilities – 2 years • LFDCS’s contracted services providers—such as, ProCare, Speech Therapy Group, Domingos, and ATX Learning will share the types of special education services provided to students with disabilities at LFDCS to their clientele and encourage them to apply to LFDCS’s lottery – 1 year • The Special Education Director will conduct information sessions about the transition to pre-kindergarten for students with disabilities – 1 year • A survey asking new families how they heard about LFDCS will be sent to new parents after their child has been enrolled – 1 year
--	---

English learners⁶⁷

<p>(a) Charter School Dashboard data</p> <p>School percentage: 37.6%</p> <p>CI percentage: 37.6%</p>	<p>(b) Continued 2024-25 Strategies</p> <p><input checked="" type="checkbox"/> At or Above CI: no enhanced/additional strategies needed</p> <p>Copy and paste strategies here from last year’s approved Annual Report.</p> <p>LFDCS continued its community outreach done in English and Spanish and wants DESE to understand our smaller K-8 population that is dramatically influenced by effective ELL transitions generally made by grade 4. Based on</p>
---	--

⁶ According to 603 CMR 1.05, “A language shall be deemed a prevalent language if it is the primary language of 1% or more of the district’s total enrollment.” *Please Note: As specified in MGL c. 71, § 89 (i)(3), if the school is located in a district with 10 percent or more of limited English-proficient students, the school’s recruitment strategies must include a variety of outreach efforts in the most prevalent⁶ languages of the district. **Please note that a country’s official language is not an acceptable substitute for the prevalent languages in the “List of charter schools that are located in districts that enroll 10% or more of English learners” document located on the [Department website](#).** For example, translations must be provided into Cape Verdean Creole for families that list Cape Verdean Creole as their primary language. The school may not translate materials for these families into Portuguese, even though it is the country’s “official” language in Cape Verde.*

⁷ Materials to be translated should include, at a minimum, promotional materials, the application for enrollment, and the school website

Recruitment Plan – 2025-26 Strategies

Each student group should have its own set of specific and deliberate strategies.

Do not repeat strategies below.

The school is **at/above** CI percentages

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:

- The English Language Learner Department will continue to participate in the Kindergarten screening process by providing parents with programmatic information
- LFDCS will continue to advertise its Extended Day Academic Program that specifically targets ELL, ELA and Math students below benchmark through its website and posted posters and flyers throughout the community, at Maria del Pilar Quintana Family Center (adult ESL & Citizenship class provider) and at the SISU Center (high-risk teens and adults program provider). LFDCS had more enrichment activities and invited the community to culminating events to showcase language and culture
- The Parent Liaison and Student Services Coordinator will continue collaborating with the ELL Coordinator by providing information on LFDCS's ELL program to families in the community either by directly speaking to the ELL Coordinator and/or referring them to the LFDCS website.
- The bilingual Parent Liaison and bilingual Student Services Coordinator will continue linking with the YMCA's childcare programs in Lawrence and in Methuen by explaining the lottery and services for students who do not speak English as a first language and need language support at school
- LFDCS will continue to 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 by sharing information through presentations and via the LFDCS website regarding LFDCS's ESL program and the importance of being a heritage language (formerly known as dual-language) school

(c) 2025-26 Enhanced/Additional Strategy(ies), if needed

Recruitment Plan – 2025-26 Strategies

Each student group should have its own set of specific and deliberate strategies.

Do not repeat strategies below.

	<input type="checkbox"/> Below CI: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
--	---

Low income

<p>(a) Charter School Dashboard data School percentage: 73.4% CI percentage: 80.3% The school is below CI percentages</p>	<p>(b) Continued 2024-25 Strategies</p> <input type="checkbox"/> At or Above CI: no enhanced/additional strategies needed Copy and paste strategies here from last year’s approved Annual Report. <ul style="list-style-type: none"> • LFDCS will continue to 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 • LFDCS will continue participating in the Community Pathways groups and builds awareness among social service agencies of our school and free lunch programs who in turn can share information with their clients and/or members in an informed manner • LFDCS will continue to refer all families, including low-income families, to the LFDCS website to apply to the lottery
	<p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <input checked="" type="checkbox"/> Below CI: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. <ul style="list-style-type: none"> • Post flyers at the Lawrence Boys and Girls Club, the Maria del Pilar Quintana Center, the SISU Center and the housing projects that tend to serve lower income families and their children (1 year) • Contact community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) and WIC (Women, Infants and Children) food stamp programs, food

Recruitment Plan – 2025-26 Strategies

Each student group should have its own set of specific and deliberate strategies.

Do not repeat strategies below.

	<p>pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc. (1 year)</p> <ul style="list-style-type: none">• Provide posters to preschool programs in the city such as the Lawrence Early Achievement Partnership (LEAP) that serve a high percentage of families who qualify for financial assistance (1 year)• Contact the Lawrence Housing Authority (LHA), to provide them with information regarding the schools, programs, lottery dates and informational sessions for low-income families who live in the four affordable housing projects owned and operated by the Lawrence Housing Authority (1 year)
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2024-25 Strategies</p> <p>Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.</p> <ul style="list-style-type: none">• Continue the Extended Day Academic Academy for ELA and Math for students in grades 2-8 who are on IEPs, ELs, high needs and/or students falling below benchmark• Continue to advertise its extended day organized sports program, in partnership with LFD, Inc.’s SISU Center on the LFDCS and LFD, Inc. websites and through flyers, banners and posters throughout the community, at Maria del Pilar Quintana Family Center (adult ESL & Citizenship class provider) and SISU Center (high-risk teens and adults program provider). This program is geared towards students in grades 2-8 who are sub-proficient, high needs and need social emotional support. Staff, parents and clients outside of the LFDCS community can see firsthand how this program works for LFDCS students who are sub-proficient and encourages families to apply to the LFDCS lottery. In all recruitment materials, LFDCS explicitly states that LFDCS is open to all students regardless of prior academic performance. Additionally, LFDCS is explicit about how our programmatic elements (e.g., small class sizes and technology use to differentiate learning) are beneficial to students

Recruitment Plan – 2025-26 Strategies

Each student group should have its own set of specific and deliberate strategies.

Do not repeat strategies below.

	<p>who have struggled academically and may need support that is more intensive.</p> <p>2025-26 Additional Strategy(ies), if needed</p> <p>Provide additional and/or enhanced strategies needed.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2024-25 Strategies</p> <p>Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.</p> <ul style="list-style-type: none">• Continue to post lottery advertisements at the YWCA and YMCA to reach parents receiving subsidized childcare or who are living at these organizations for safety or economic reasons• Continue to share information about the charter school at Head Start and the Dept. of Transitional Assistance Continue to post lottery posters at neighborhood convenience stores to inform community members, who lack transportation, to enroll at the charter school• Continue to ask our contracted services providers to share information about the charter school to other families who are struggling with mental or emotional issues to apply to the lottery• Continue to post lottery information at Lawrence Family Development, Inc.’s Maria del Pilar Quintana Family Center (adult ESL and Citizenship classes) and SISU Center (teen high school dropouts who learn academic and vocational skills) <p>2025-26 Additional Strategy(ies), if needed</p> <p>Provide additional and/or enhanced strategies needed.</p>

Retention Plan 2025-26

2024-25 Implementation Summary:
<p>Please list the successes and challenges of implementing strategies from the 2024-25 Retention Plan.</p> <p>LFDCS establishes a retention goal in its charter of 90% for all students and met its goal for FY'2023-2024 at 95.6%—its goal for FY'2024-2025 is 90%. LFDCS is proud that all measured subgroups were above 90%: English Language Learners at 97.2%, High Needs at 94.9%, Low Income at 96.9% and Students with Disabilities at 93.6%.</p>

For the purposes of a Recruitment and Retention Plan, retention shall be defined as the charter school's ability to maintain enrollment of its students with low turnover and limited attrition ([603 CMR 1.02](#)).

Directions for creating deliberate, specific strategies for the Retention Plan:

- A. Open [Charter School Dashboard](#) in order to input the data into the Retention Plan template below.
- B. Navigate the Charter School Dashboard to input the school’s attrition data.
 - a. For a tutorial on how to calculate the school’s overall student attrition rate, click [here](#).
 - b. For a tutorial on how to find the school’s data and input it into the school’s Retention plan, click [here](#).

Overall Student Retention Goal	
<i>The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.</i>	
Annual goal for student retention (percentage):	90%

<p>Retention Plan – 2025-26 Strategies</p> <p><u>Each group should have its own set of specific and deliberate strategies.</u></p> <p><u>*Do not repeat strategies below.</u></p>
<p>Students with disabilities</p>

Retention Plan – 2025-26 Strategies

Each group should have its own set of specific and deliberate strategies.

*Do not repeat strategies below.

<p>(a) Charter School Dashboard data School percentage: 3.9% 1 Standard Deviation: 21.77% The school's attrition is at/below 1 standard deviation.</p>	<p>(b) Continued 2024-25 Strategies</p> <p><input checked="" type="checkbox"/> At or below 1 standard deviation: no enhanced/additional strategies needed</p> <ul style="list-style-type: none">• Copy and paste strategies here from last year's approved Annual Report.• Continue to 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>• Continue to provide all students with technology support (hardware and software) and differentiate teaching techniques• Continue to build SPED capacity through an expanded inventory of assessment options• Continue to evaluate SPED referrals and needs in a timely way• Continue to ensure that all SPED staff receive professional development and possess certification• Continue to maintain paraprofessional support at the early childhood level and maintain small class size for all grade levels• Continue to provide K-1 home visits to enhance communication with parents of student support services• Continue to involve parents at Board meetings, events and SPED PAC meetings• Continue to fully integrate the needs of SPED students in RTI and in all programs <p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above 1 standard deviation: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and local community organization(s) consulted on these strategies.</p>
--	---

English learners

<p>(a) Charter School Dashboard data School percentage: 2.0% 1 Standard Deviation: 18.29% The school's attrition is at/below 1 standard deviation.</p>	<p>(b) Continued 2024-25 Strategies</p> <p><input checked="" type="checkbox"/> At or below 1 standard deviation: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none">• Copy and paste strategies here from last year's approved Annual Report.• Continue to maintain Title III activities for parents and review quarterly the ELL Coordinated Program Review expectations• Continue to use Title IV activities for art, coding and music to expand academic language of limited English students
--	--

Retention Plan – 2025-26 Strategies

Each group should have its own set of specific and deliberate strategies.

***Do not repeat strategies below.**

	<ul style="list-style-type: none"> • Continue fully integrating SEI techniques into professional development resources available on our Learning Management System Schoology • Continue to provide full translation services to parents at meetings, family events, School Site Council and ELL PAC meetings Continue to offer non-English speaking parents with a translator when necessary, access to a bilingual website, translated letters and provide support services at the Maria del Pilar Quintana Family Center
	<p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above 1 standard deviation: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and local community organization(s) consulted on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2024-25 school year. No retention strategies needed.</p>

Low Income

<p>(a) Charter School Dashboard data School percentage: 3.2% 1 Standard Deviation: 16.74% The school's attrition rate is at/below 1 standard deviation.</p>	<p>(b) Continued 2024-25 Strategies</p> <p><input checked="" type="checkbox"/> At or below 1 standard deviation: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Copy and paste strategies here from last year's approved Annual Report. • Continue to align activities for access, diversity and equity to the charter and LFDCS mission which is "Strengthening Families...Building Community" • Continue to use grants (Title I, Title IIA Title III and foundation supports) to supplement the core instructional and student support services • Continue to invite the school community to the LFDCS' summer Food Fiesta and other special events • Continue to maintain the diversity of parent involvement activities and involve low-income parents in leadership opportunities
	<p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above 1 standard deviation: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and local community organization(s) consulted on these strategies.</p>

Retention Plan – 2025-26 Strategies

Each group should have its own set of specific and deliberate strategies.

***Do not repeat strategies below.**

<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2024-25 Strategies</p> <ul style="list-style-type: none">• Copy and paste strategies here from last year's approved Annual Report if they are still relevant or revise strategies as needed.• Continue to offer extended-day academic/enrichment programs for intervention and language development• Continue to 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 in the year will be required to attend Extended Day Academic Academy and Summer Academy.• Continue to maintain low student-to-teacher ratios to allow maximum opportunities for individualized instruction <p>2025-26 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none">• Provide additional and/or enhanced strategies needed.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2024-25 Strategies</p> <ul style="list-style-type: none">• Copy and paste strategies here from last year's approved Annual Report if they are still relevant or revise strategies as needed.• Continue to 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 by the LFDCS' Student Services Coordinator (who is its Homeless Liaison), the Parent Liaison, the School Nurses (all bilingual), the Social Emotional Learning Teacher and the School Psychologist• Continue to 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• Continue to provide remote access and a webcam in the classroom to students who are hospitalized or homebound for an extended period of time• Continue to run sessions for teachers on engagement and student behavior as well as for parents on discipline and bullying <p>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</p>

Retention Plan – 2025-26 Strategies	
<p><u>Each group should have its own set of specific and deliberate strategies.</u></p> <p><u>*Do not repeat strategies below.</u></p>	
	<p>parents their stories about being a teen dropout and the importance of staying in school.</p> <p>2025-26 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
<p><u>Students who have dropped out of school</u> <u>*Only schools serving students who are 16 and older</u></p>	<p>(f) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> • Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed. <p>2025-26 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
<p>OPTIONAL⁸ <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> • Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed. <p>2025-26 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.

⁸ Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

APPENDIX C - SCHOOL DATA TABLES

ADMINISTRATIVE ROSTER DURING SY'2024-2025			
Name, Title	Brief Job Description	Start Date	End Date
Darshan Thakkar, JD, PhD Superintendent	Chief Executive Officer – Responsible for implementation of mission, policies & budget	8/2020	
Hali Castleman Principal	Head of Educational Program – Hiring, supervision, training, evaluation of staff/curriculum	1/2023	
Elaine Fuller ELL Coordinator	ELL program: staffing, establish procedures, etc.	8/2023	
Sean Reardon Special Education Director	Special Education program: staffing, IEPs, establish procedures, etc.	4/2022	
Nicole Arpin Head of Upper School	Building operations, student behavior and discipline, schedules, parent communication	8/2023	
Chloe Parcell Head of Lower School	Building operations, student behavior and discipline, schedules, parent communication	8/2023	
Andreina Croes Head of Academy (Grs 1/2)	Building operations, student behavior and discipline, schedules, parent communication	8/2022	
Laurie Lawler Head of Academy (K-1/K-2)	Building operations, student behavior and discipline, schedules, parent communication	8/2024	
Rachel Sanchez School Dietician	Nutritional Services	10/2023	
Sandra Calandrella Extended Day Program Dir.	Extended day academic and enrichment program	11/2021	
Tracey Mara Teacher Coach/Mentor Coord./Leadership Coord.	Teacher Coach/ Mentor Coordinator, Leadership Academy Coordinator	8/2023	
Sara Hecht Paraprofessional Coach	Paraprofessional Coach	8/2024	
Nicole Dean Ward RTI & Assessment Coord.	RTI and Assessment Program	8/2023	
Anna Yuen Digital Instructor	Educational Technology Program	8/2017	
Kim Cadeaux School Data/SIS Manager	School data and operations	8/2023	01/25
Hallie Larocque School Data/SIS Manager	School data and operations	01/2025	

Stacey O'Brien Grants Administrator	Grant writing and administration.	08/2024	
Please Note: Finance, Nutritional Services, IT and Facilities are employed by Lawrence Family Development, Inc., the business management organization for LFDCS.			

TEACHERS AND STAFF ATTRITION FOR THE SY'2024-2025 SCHOOL YEAR				
	Number employed as of the last day of the 2024-25 school year	Number of departures during the 2024-25 school year	Number of departures following the end of the 2024-25 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	58	10	19	<ul style="list-style-type: none"> ● Personal Reason ● Violation of Code of Conduct ● Unknown ● Management/Culture ● Probationary Period ● Violation of Code of Conduct ● Failure to Meet Improvement Plan Goals ● Non-renewal
Other Staff	92	20	22	<ul style="list-style-type: none"> ● Relocation ● Unknown ● Management/Culture ● Probationary Period ● Tardiness/Attendance ● Failure to Meet Improvement Plan Goals ● New Opportunity ● Job Abandonment ● Personal Reason ● Attendance

				<ul style="list-style-type: none"> ● Violation of Code of Conduct ● New Opportunity in New Field
--	--	--	--	--

INFORMATION ABOUT THE BOARD OF TRUSTEES

Board Membership During the 2024-25 School Year					
Name	Position on the board	Committee affiliation(s)	Number of terms served on the board	Length of each term (start and end date in MM/YY format)	Final year of service possible based on term limits in bylaws
Germinudy Lopez	Chair, Parent Rep. Trustee	Executive, Finance, LFD Inc./LFDCS Management Services Agreement Review, Academic Advisory	1	09/20-08/23 09/23	09/28-8/29
Elizabeth Nolberto	Vice Chair, Parent Rep. Trustee	Executive, Nominating and Governance, Wellness Committee, Academic Advisory, Superintendent's Contract, Superintendent's Evaluation	1	10/19-08/22 09/22	09/27-8/28

Christopher Needham	Treasurer, Community Stakeholder Trustee	Executive, Finance, LFD, Inc./LFDCS Management Services Agreement Review, Superintendent's Contract	2	05/19-08/21 09/21-08/24 09/24-	09/26-8/27
---------------------	--	---	---	--------------------------------------	------------

Jose Tejada	Clerk, Parent Rep. Trustee	Executive, Nominating and Governance, Wellness	1	12/19-08/22 09/22-	09/27-8/28
Rita Almanzar	Community Stakeholder Trustee			10/22-08/25	09/30-8/31
Jennifer Cedeño	Parent Rep. Trustee			10/22-08/25	09/30-8/31
David DeFillippo	Community Stakeholder Trustee	Academic Advisory, Finance, Superintendent's Evaluation, LFD, Inc./LFDCS Management Services Agreement Review, Superintendent's Contract	1	10/19-08/22 09/22-	09/27-8/28
Jose Henriquez	Parent Rep. Trustee	Finance, LFD Inc./LFDCS Management Services Agreement	1	10/21-08/24 09/24-	09/29-08/30

		Review, Bylaws, Superintendent's Evaluation			
Lynette McRae	Parent Rep. Trustee	Finance, LFD, Inc./LFDCS Management Services Agreement Review, Superintendent's Evaluation	2	06/18-08/20 09/20-08/23 09/23-	09/25-8/26
Linette Perez	Parent Rep. Trustee	Nominating and Governance	1	02/22-08/24 09/24-	09/29-08/30

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

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

FACILITIES

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

ENROLLMENT

Action	FY'2024-2025
Student Application Deadline	February 28, 2025
Lottery	March 05, 2025

APPENDIX E: CONDITIONS, COMPLAINTS AND ATTACHMENTS

[Board of Trustees Contact Information](#)

COMPLAINTS

LFDCS did not receive any complaints in SY'2024-2025.