

Lawrence Family Development Charter School



FY2018-2019

ANNUAL REPORT

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AUGUST 1, 2019

Lawrence Family Development Charter School

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A MESSAGE FROM THE CHAIR OF THE BOARD OF TRUSTEES

On behalf of the Board of Trustees, administration, teachers and staff, students and families that are served by Lawrence Family Development Charter School (LFDCS), we present this Annual Report which covers July 1, 2018 to June 30, 2019. This year LFDCS educated 756 students in grades Kindergarten-1 through 8. The school effectively managed its enrollment growth, which increases to 800 students by the year 2020. This FY2018-2019 Annual Report reflects our unwavering commitment to our mission: *strengthening families and building community.*

In FY18, LFDCS had a full CPR cycle for compliance in Civil Rights, Title One, Special Education and English as a Second Language programming. In FY19, LFDCS received 100% CPR compliance status and was pleased that two of these areas (Title 1 and ESL programs) were in full compliance at the time of the reviews. Civil Rights and Special Education enhancements were approved by ESE in FY19 after a small number of adjustments to the Parent-Student Handbook, the school website and the Employee Manual. LFDCS made civil rights protocol edits with adjustments to its Bullying Policy in the Parent-Student Handbook and added bullying prevention as part of staff training. LFDCS also adjusted its Special Education procedures for suspensions if suspensions exceed 10 consecutive school days, as well as revised Special Education program evaluation methods.

During FY19, extensive planning and revisions continued on LFDCS' new Data and Student Information System (SIS) called *Rediker*. The management of student and staff data, as well as attendance and gradebook modules and transcripts, are now used with full effectiveness. It also sends real-time/continuous transfer (SIF) of student, faculty and course information to the Massachusetts Department of Elementary and Secondary Education. Led by the Assistant Superintendent, two new work groups were formed: a *Rediker* technology implementation work group and an accountability and teacher support work group. These teams worked to refine data and strategically support teachers' abilities to maximize student growth, which included the FY19 newly-created role of Teacher Coach, an outcome of a FY18 evaluation by *SchoolWorks* suggesting expansion to teachers' induction and support. This past year LFDCS also invested in Eureka Math materials as a new Math series, and this investment was complemented by professional development for teachers. Six members of the Math Curriculum Committee attended a multi-day Eureka Math summer 2018 conference in Boston in order to extend their leadership to the Math Curriculum Committee for these new materials. LFDCS is now closely monitoring Math growth and achievement to ensure that Math continues as a key focus area of the curriculum and of students' progress.

FY19 saw the Wellness Committee work energetically on ways to more effectively communicate with parents and to revise policies on allergies and health alerts. The Wellness Committee met under the leadership of the Nutritional Services Director during a year of a full ESE review of Nutritional Services. The outcome of the committee's work was revised policies for health reporting by parents that will be included in the Parent-Student Handbook and allergies and other relevant health information stored in a new nursing database called SNAP. This year a new effort called *The Leader in Me* was initiated to inspire greatness, leadership and emotional health in all students. LFDCS teachers focused on the 7 Healthy Habits in their classrooms to foster leadership skills in students, to help students be active members of the LFDCS community and be involved and informed citizens.

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: a survey of board trustees' views of priorities, the timeliness of evaluations of the Director/Superintendent and a planned review of compensation levels and accomplishments of senior leadership members.

I hope that the highlights found in this FY2018-2019 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,

Raquel Bauman, EdD, Chair, LFDCS Board of Trustees

INTRODUCTION TO THE SCHOOL

Type of Charter	Commonwealth	Location	Lawrence, MA
Regional or Non-Regional?	Non-Regional	Districts in Region	1
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015
Maximum Enrollment	760*	Current Enrollment as of 6/30/2019	756
Chartered Grade Span	K-1-Grade 8	Current Grade Span	K-1-Grade 8
# of Instructional Days per school year	180	Students on Waitlist as of 6/30/2019	265
School Hours	K-1-Gr. 1 7:45am-3:10pm Grs. 2-4 7:45am-3:20pm Grs. 5-8 7:45am-3:30pm	Age of School	24 years
*800 students by 2020			
<u>Mission Statement</u>			
Strong families, working in partnership with the school as advocates for academic achievement, will create an environment where every child has the opportunity to acquire the foundation skills and habits of mind that foster life-long learning, citizenship participation and personal fulfillment.			

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

I. Faithfulness to Charter

Mission and Key Design Elements

LFDCS, in its 24 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 directors of LFD, Inc., the Management Organization, seven parents of students enrolled at the school, alumnus of the school, alumnus parents of the school and/or community stakeholders with knowledge of the school. 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.

The key evidence of how LFDCS implemented these design elements was demonstrated in FY2018-2019 by:

- 1. Parent Engagement** - A new homework detention policy (grades 4-8) was developed and piloted in FY19 with students and their parents. This policy was then presented to the Board of Trustees for a vote for full implementation and added to the FY2019-2020 Parent-Student Handbook. Also, revisions to health policies and protocols were done this year by the Wellness Committee (which included a parent board representative in the year-long work of this committee) who looked at data tracking and communication related to students' health issues and allergies as they impact food served by the Nutritional Services Department and alerts and procedures managed by LFDCS teachers and nurses.
- 2. Dual Language** - More specific benchmarking of student progress in Spanish was added in FY18 and then fully implemented in FY19. To streamline the number of assessments done with students and to fully include Spanish language development in progress monitoring, a decision was made this year to use NWEA/MAP testing for progress monitoring in Spanish for the FY20 school year.
- 3. Effective Teaching is Key** - Teachers were closely monitored in FY19 for their certification status, and some teachers, not meeting expectations after one year, were notified with a June 1 deadline for continued employment. Additionally, beginning this year, LFDCS used 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. LFDCS also prioritized teacher mentoring and induction in FY19 by expanding coaching with the addition of a Teacher Coach by implementing the results of a program evaluation done in FY18 by *SchoolWorks*. In FY2018-2019, the Innovative Learning Team (ILT) was established in lieu of the Technology Committee. The charge of the ILT focused on transforming lessons rather than using digital tools following the SAMR model by Dr. Ruben Puentedura. ILT members documented and shared their progress with grade-level peers. The restructuring of the Technology Committee and responsibilities from monthly sessions also allowed for a professional learning opportunity to be delivered in a professional development day where sessions could be longer than an hour. Surveys show professional learning opportunities for enhancing and growing digital skills are meeting staff satisfaction. LFDCS staff satisfaction grew from 78% to 90% from November 2017 to April 2019. The November 2017 TechTalk workshops focused on using one tool (Google Docs) where staff were given a choice to sign up for either an Introductory or Intermediate level. Ninety-three percent (93%) agreed that the content of the workshop will be useful in their work. Subsequent workshops offered a larger choice of topics, and consensus of the usefulness of workshop content varied from 68% in March 2018 to the most recent survey where 89% agreed that the content and strategies provided in the professional learning will be useful in their work.
- 4. Partnerships** - Partnerships in FY19 were expanded with two additional Merrimack College fellows (movement from two to four fellows in total for ESL and early childhood) which support teacher recruitment and development. Following a partnership established in FY18, the Iyer Foundation launched a new STEM partnership in FY19 which advanced competencies and financial support for expanded opportunities with robotics and coding in the STEM after school programs led by the STEM Coordinator.
- 5. Governance and Leadership Structure** – In FY19, LFDCS's recruitment consisted of replacing long-serving Board Trustees, some due to three 3-year term limits. Selections of their replacements have been completed with the selection of three new Board trustees who will be elected at the FY20 Annual Meeting. This year was also a year of engagement of the Board of Trustees as LFDCS prepares for re-chartering. The Board was involved in a Board self-evaluation as well as being involved in the evaluation of the Director/Superintendent (which was done in the past by Executive Committee trustees only).

Amendments to the Charter

There were no amendments for FY2018-2019.

Access and Equity: Discipline Data

2017-2018 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	740	33	0.0	4.5	0.0
EL	215	8	0.0	3.7	0.0
Economically Disadvantaged	477	25	0.0	5.2	0.0
Students with Disabilities	55	6	0.0	10.9	0.0
High Needs	570	26	0.0	4.6	--
Female	400	5	--	--	0.0
Male	340	28	0.0	8.2	
American Indian or Alaska Native	0	-	--	--	--
Asian	0	-	--	--	--
African American/Black	6	0	--	--	--
Hispanic/Latino	728	33	0.0	4.5	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 2018-19 SSSDR data submitted in June 2019, 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. During 2017-18 and 2018-19, a student with disabilities contributed disproportionately to the school suspension rate of 10.9% and 10% respectively. The student involved has been supported with a number of behavioral plans due to behavior and attention deficits. 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. Also noted in the meeting is how parent(s) will be involved, and a file is kept of all the details and which adult will observe and monitor the child going forward. The new data management system *Rediker* has provided 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(s), 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"> • partnership with level 5 district to implement key aspects of the charter school’s program • active participation in district turnaround efforts • sharing resources or programs developed at the charter school • hosting LPS educators at the charter school 	<p>Lawrence Family Development, Inc. shared its charter school innovative practices with the Lawrence Public Schools’ Lawrence Family Public Academy (LFPA). The Lawrence Public Schools’ School Turnaround/Targeted Assistance Project is in its fifth year.</p>	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • RTI Coordinator • Lead teachers on loan with salaries and benefits reimbursed • Stipends for Head of Schools or teachers as needed <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 5-year contract</p>	<ul style="list-style-type: none"> • Monthly meeting agendas and minutes which are held by both organizations • City-wide MAP test results • FY19 Budgets for School Turnaround/Targeted Assistance Project • Calendars of dates for LPS and LFDCS collaboration • Disclosures/job descriptions showing the work done by LFDCS employees involved in turnaround efforts by Lawrence Family Development, Inc. <p><i>No Grant funds used</i></p>
<ul style="list-style-type: none"> • partnerships with other schools implementing key successful aspects of the charter school’s program • active participation in district turnaround efforts sharing resources or programs developed at the charter school 	<p>LFDCS organized its RTI (Response to Intervention) effort for the Lawrence Public Schools’ School Turnaround/Targeted Assistance Project at LPS’ Lawrence Family Public Academy.</p>	<ul style="list-style-type: none"> • Assistant Superintendent • RTI Coordinator • Lead teachers on loan with salaries and benefits reimbursed • Stipends for Head of School or teachers as needed <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 5-year contract</p>	<ul style="list-style-type: none"> • RTI results (DIBELS & MAP assessment); data charts for groups and RTI folders for each student • RTI monthly meeting agendas and minutes held by both organizations LFD, Inc. (a 501(c)(3) non-profit and LFDCS’s management organization) • Annual Reports for FY15, FY16, FY17 and FY18 <p><i>No Grant funds used</i></p>

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"> • partnerships with other schools implementing key successful aspects of the charter school's program • active participation in district turnaround efforts 	Rotation of 2 LFDCS lead teachers who taught their Lawrence Public School colleagues how to collaborate on lesson plan development and use of <i>Schoology</i> .	<ul style="list-style-type: none"> • Lead teachers on loan with salaries and benefits reimbursed Yearly disclosures on file 	Lawrence Public Schools' Lawrence Family Public Academy (LFPA), Lowell St., Lawrence Public Schools' School Turnaround/Targeted Assistance Project 4-year contract	<ul style="list-style-type: none"> • Team Leadership mtgs./organizational charts • Lesson Plan artifacts in <i>Schoology</i> • Effect of implementation of LFDCS curriculum <i>No Grant funds used</i>
<ul style="list-style-type: none"> • with other schools implementing key successful aspects of the charter school's program • active participation in district turnaround efforts • sharing resources or programs developed at the charter school 	Beginning in FY17, LFDCS adopted the LFPA assessment tool by using MAP, adding a common benchmark assessment - adding <i>Schoology</i> as common lesson planning tool at LFPA	<ul style="list-style-type: none"> • Assistant Superintendent • RTI Coordinator • Lead teachers on loan with salaries and benefits reimbursed • Stipends for Heads of School or teachers as needed Yearly disclosures on file 	Lawrence Public Schools' Lawrence Family Public Academy (LFPA), Lowell St., Lawrence Public Schools' School Turnaround/ Targeted Assistance Project 4-year contract	<ul style="list-style-type: none"> • Team Leadership mtgs./organizational charts • Lesson Plan artifacts in <i>Schoology</i> • Effect of implementation of LFDCS curriculum <i>No Grant funds used</i>
<ul style="list-style-type: none"> • presented at professional conferences about its innovative school practices 	Submitted proposals to MASSCUE and National Charter School Association Conference. Selected for the MASSCUE Conference.	<ul style="list-style-type: none"> • Digital Instructor • ILT (Innovative Learning Team members (teachers) 	Conference attendees at MASSCUE sessions	<ul style="list-style-type: none"> • Conferences' bios of presenters, slides, agenda • TechTalk resources, handouts and Videotapes • <i>Schoology</i>-housed artifacts • Participants conferences registration and session evaluations <i>Grant funds from Fund 140 and Fund 305</i>

II. Academic Program Success

Student Performance

Next Generation MCAS data for Spring 2018 Assessments

<http://reportcards.doe.mass.edu/2018/04540205>

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention	66	35% - Partially meeting targets

2018-2019 Student Performance on Internal Assessments Campus Level Data

Measures of Academic Progress (MAP) Spring 2018 Students at or Above Benchmark:

- Reading (grades K-2 to 8) - 80%
- Math (grades K-2 to 6) - 79.6%
- Science (grades 4 to 8) - 82.6%
- 76.3% of students in grades 3-8 scored at or above grade level on spring ELA L-FAST (internal) assessments
- 70.6% of students in grades 3-8 scored at or above grade level on spring Math L-FAST (internal) assessments
- 82% of students in grades 4-8 scored at or above grade level on spring Science L-FAST (internal) assessments
- 79.1% of students in grades K-1-8 scored at or above grade level on spring Spanish L-FAST (internal) assessments

Program Delivery

Curriculum and Instruction

Lawrence Family Development Charter School actively tracks curriculum and instruction expectations. LFDCS's curriculum standards are guided by the expectations of the Board of Elementary and Secondary Education (BESE). In response to the March 2017 vote by the (BESE) to revised learning standards for Mathematics and English Language Arts and Literacy (ELA), LFDCS purchased new ELA (Journeys) and Math (Eureka) materials. In FY19, the transition to new ELA materials was relatively smooth, and teachers used modified lesson plans and instruction to accommodate smaller groups and individualized reading, which complemented whole-group instruction. The Math materials transition was not as smooth, and ongoing professional development continues from FY19 into FY20. During FY18 and FY19, based on the work of the ELA and Math Curriculum Committees, who work under the guidance of the Principal, new curriculum maps were built and then newly-designed unit and lesson plans were developed. When LFDCS adopted Eureka Math, the new series significantly adjusted the way Math at LFDCS is taught. To ensure that student learning is maximized, MAP testing and RTI were used to monitor students' progress with the changed curriculum and instructional techniques. Benchmark assessments showed where students and teachers were slow to transition to the new series, and the administration kept a critical eye on student growth. The new position of Teacher Coach, which reports to the Assistant Superintendent, monitored Eureka lessons and supported continuous learning by mentors with their mentees. Full-day professional development sessions also helped to "on-board" teachers to the new Math and ELA materials and curriculum standards.

Led by the Principal, a new Social Studies Curriculum Committee was formed during FY19. This committee looked at the newly-released Social Studies standards and how to implement them at

LFDCS. After reviewing materials, Social Studies standards/curriculum maps, lesson plans and assessments were developed this year by the committee. This work allowed for accountability vertically between grades and horizontally across classrooms to meet the needs of all students. Schedules at the Upper School were revised, and a plan was developed to add an additional Social Studies teacher to the Upper School to work with grades 7 and 8 in FY2019-2020. To further support Social Studies, LFDCS reviewed the feasibility of a pilot project with the instructional software IXL in Social Studies in order to add additional resources for students.

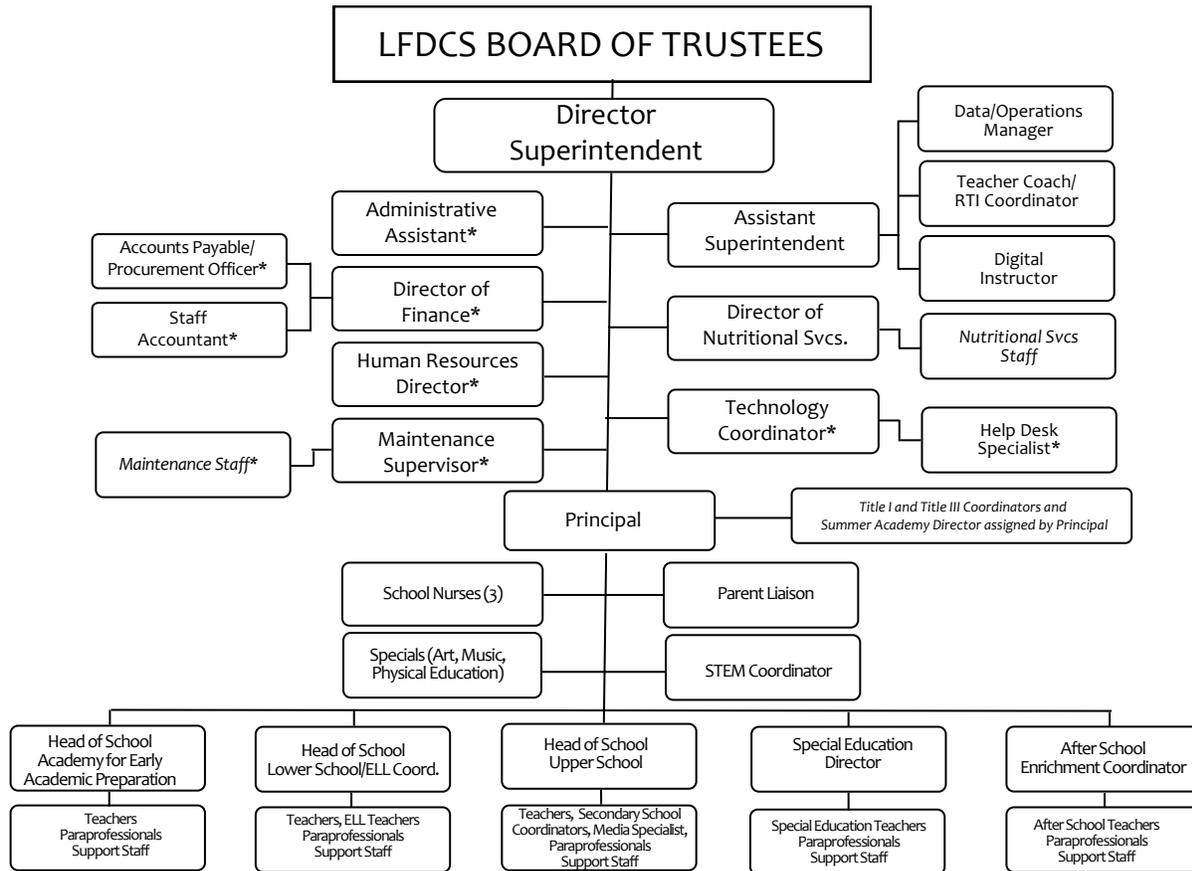
Instruction was also enhanced this year by enriching teacher induction and mentoring. In FY2017-18, *SchoolWorks* was engaged to evaluate the mentoring and teacher induction program. Based on their feedback, the mentoring and teacher in-service program at all levels was enhanced to impact instruction in FY19 and beyond. This redesign was complemented by a new Teacher Career Ladder designed for both teachers' development and to align with compensation levels. Overseeing mentoring and induction was a Teacher Coach/RTI Coordinator, who works under the guidance of the Assistant Superintendent. This new framework ties instructional practices of teachers to data points and ensures the faithfulness of interventions for students needing additional support and resources for curriculum mastery. Enhancements to the mentor program included monthly scheduled meetings as "Mentor-Led" presentations for new and second-year teacher-hires. Mentor training was also transformed for FY19 when all mentors completed a 4-hour training on the concepts of goal-setting, observations, needs of new teachers, collegial verbiage and communication, building trust and providing feedback. Mentors were assisted throughout the year with resources, and guidelines were distributed through the online learning management system which was used for continuous and relevant discussion and reflection. Additionally, following a new and required mentor training program, mentors adapted their mentor logs and observations sheets (which provided additional availability for scheduled observations) and goal-setting worksheets—completed by both mentors and mentees.

During this year, *Destiny*, the library database system, was enhanced as a research resource so that teachers and students could access collections electronically as an extension to the curriculum and to augment other school resources. A Digital Instructor helped teachers use technology more effectively which creates opportunities for students' engagement with the curriculum. The Digital Instructor helped teachers to extend students' critical thinking by using a SAMR model (by Dr. Ruben Puentedura) to transform lessons of the curriculum in a meaningful, reflective way versus only a simple use of digital tools. For differentiation and inclusion of SEI standards and for technology integration, lesson plans and curriculum were reviewed weekly and revised as needed by the Heads of Schools and program directors for special populations (ELL, SPED, High Needs).

Lastly, curriculum and instruction is grounded by classroom management techniques established by classroom routines that are outlined by teachers for internalization by students. In addition to behavior management techniques used through the years, *The Leader in Me* was introduced for students' wellness and responsibility. Built upon pilots in FY17 in Saturday Academy, in grade 5 in FY18 and schoolwide in FY19, *The Leader in Me* was adopted for an important impact on classroom and school climate with a common, schoolwide set of language and wellness efforts. Students are encouraged and rewarded for being: "*Responsible, Respectful, and Ready to Learn.*" At the end of FY19, to collect evidence on the effectiveness of the *The Leader in Me*, a survey of students and staff was done to show its effectiveness and to design enhancements to activities for FY20 and beyond.

III. Organizational Viability

Changes to the FY2018-2019 Organizational Chart included the adding of a new Teacher-Coach position.



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

Teacher Evaluation

Formal evaluations at LFDCS were conducted for Senior Leadership using the Massachusetts Teacher and Administrator rubrics. The Director/Superintendent reports to the Board of Trustees, who are responsible to assess the Director/Superintendent's yearly performance and progress using the Massachusetts Superintendent's rubric. Using the same Massachusetts Teacher and Administrator's Superintendent/Asst. Superintendent rubric, the Asst. Superintendent is evaluated by the Superintendent. Similarly, using the Massachusetts Teacher and Administrator's Principal's rubric, the Principal is evaluated by the Superintendent. Teachers, like administrators, are evaluated yearly on their performance goals (self-directed or directed) which work in tandem with the LFDCS Accountability Plan. The teacher evaluation system is tied to a Teacher Career Ladder (new in FY18 and fully implemented in FY19). The Teacher Career Ladder focuses on and rewards teachers' development by outlining teacher salaries and information from the teacher's evaluation that includes Progress Toward Goals and Proficiency levels on the four ESE standards. Teacher Career Ladder increments move from Novice to Developing to Career to Advanced and finally to the Master teacher level. Additionally, LFDCS offers up to \$5,000 per calendar year in tuition reimbursement support for degrees and for earning a Sheltered English Immersion (SEI) endorsement. In the past few years, LFDCS worked with a consultant to add a Leadership Academy to promote teachers and develop mid-level leaders to expand administrative leadership roles while preparing LFDCS leaders for advanced and/or additional certification areas. As LFDCS prepares for succession of its senior leadership team (Superintendent, Assistant Superintendent and Principal), the Leadership Academy develops the capacity of LFDCS' middle-management leaders. Lastly, with support from *SchoolWorks* in FY18 and implemented in FY19, LFDCS revamped its Teacher Mentoring and Induction Program and also re-trained all of its mentors to maximize support to its newest staff members.

BUDGET AND FINANCE

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL

**Statements of Activities and Changes in Net Assets (unaudited)
and FY'2020 Budget**

(approved by LFDCS Board of Trustees 6/12/19)

Year ended June 30, 2019

	<u>2019</u>	<u>APPROVED 2020 BUDGET</u>
REVENUES AND SUPPORT		
Tuition and Fees	\$10,100,578	\$10,738,046
State grants	\$8,029	\$9,000
Federal grants	\$1,186,214	\$1,100,000
Donations	\$116,875	\$148,000
Food Service	\$11,424	\$20,000
Catering	\$78,000	\$80,000
Investment Return	\$7,062	\$7,000
Participant Fees	\$447,791	\$382,000
Pension revenue from state	\$803,246	\$770,000
Temporarily Restricted	\$48,125	0
TOTAL REVENUES AND SUPPORT	<u>\$12,807,344</u>	<u>\$13,254,046</u>
EXPENDITURES		
Salaries, taxes and benefits	\$8,425,078	\$8,833,000
Administrative Expenses	\$829,622	\$996,000
Instructional Expenses	\$788,601	\$724,000
Student Services	\$557,551	\$582,700
Facilities	\$1,875,351	\$1,980,000
TOTAL EXPENDITURES	<u>\$12,476,203</u>	<u>\$13,115,700</u>
Net Ordinary Income	\$333,062	\$138,346
Depreciation	\$100,579	\$160,000
CHANGE IN NET POSITION	\$232,483	(\$21,654)
NET POSITION		
BEGINNING OF YEAR	<u>\$3,386,126</u>	<u>\$3,616,688</u>
NET POSITION, END OF YEAR	<u>\$3,616,688</u>	<u>\$3,595,034</u>

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL

Statements of Net Assets (unaudited)

June 30, 2018 and 2019

	<u>ASSETS</u>	
	<u>2019</u>	<u>2018</u>
Current Assets:		
Cash and Cash Equivalents	\$2,797,065	\$3,429,229
Accounts Receivable, deemed fully collectible	\$1,255,922	\$238,365
Related Party Receivable	0	\$44,447
Prepaid Expenses/Deposits	0	0
Total Current Assets	<u>\$4,052,987</u>	<u>\$3,712,041</u>
Property and Equipment:		
Leasehold Improvements	\$727,376	\$727,576
Furniture and Equipment	\$326,358	\$326,358
Technology	\$529,055	\$503,666
Vehicles	\$124,564	\$108,764
Total Property and Equipment	<u>\$1,707,353</u>	<u>\$1,666,164</u>
Less: Accumulated Depreciation	(\$1,472,793)	(\$1,372,213)
Property and Equipment, Net	<u>\$234,560</u>	<u>\$293,950</u>
TOTAL ASSETS	<u><u>\$4,287,547</u></u>	<u><u>\$4,005,990</u></u>
<u>LIABILITIES AND NET ASSETS</u>		
LIABILITIES		
Current Liabilities:		
Accounts Payable and Accrued Expenses	\$107,261	\$72,142
Related Party Payable	0	0
Wages and Related Payable	\$563,598	\$547,722
TOTAL LIABILITIES	<u>\$670,859</u>	<u>\$619,864</u>
COMMITMENTS AND COINTINGENT LIABILITIES		
NET ASSETS		
Unrestricted	\$3,568,563	\$3,386,126
Temporarily Restricted	\$48,125	0
	<u>\$3,616,688</u>	<u>\$3,386,126</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>\$4,287,547</u></u>	<u><u>\$4,005,990</u></u>

CAPITAL PLAN FOR FY2019-2020

Lawrence Family Development Charter School (LFDCS) has an approved student growth plan to 800 students. 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. In FY19, LFDCS added an additional sixth grade classroom, and in FY20, will add another seventh grade group of students who will be absorbed into existing classrooms by increasing the number of students per homeroom at the Upper School at 400 Haverhill Street. The student growth hitting the Upper School is managed because the Upper School has the needed number of regular education classrooms to accommodate this growth.

Safety of staff and students remains a key priority. To enhance drainage at the Academy for Early Academic Preparation at 10 Railroad Street, water drains were repaired for a cost of \$5,000. To ensure that parking lots are level and safe, in FY19, all three parking lots at 34 West Street, 400 Haverhill Street and 10 Railroad Street were repaired and re-sealed due to holes in the parking lot pavement. In addition, heating and air ducts were cleaned and repaired on the three school buildings at a cost of \$7,000. Additionally, to ensure food safety with adequate refrigeration, a new walk-in refrigerator and speed racks were added at the Upper School for a cost of \$3,000.

In FY20, it is expected that the administrative space for the charter school, now located at 34 West Street, will move to the Orange Wheeler House, 355 Haverhill Street, which is owned by Lawrence Family Development, Inc. (LFD, Inc.) with which LFDCS has a management agreement for its current administrative space. In FY20, the current West Street administrative space will be used for additional student activities and student support space. LFD, Inc., as landlord, makes many of the improvements to the facilities. When the administrative space for the charter school is vacated, construction of new art and music rooms will begin, and when planning is complete, a funding estimate will be available.

Leasehold improvements are done by LFDCS, and based on an energy audit in FY19, LFDCS is in the process of installing new LED lighting at the Upper School, Lower School and at the rented physical education, art and music space at 580 Haverhill Street. The result of this spending for LED lighting, \$27,000 in FY19 and \$27,000 in FY20, is taken from budget reserves for the installations and will result in long-term energy savings. This project will help to balance the end of e-rate being phased out, which was a significant opportunity for LFDCS. Technology continues as a priority for LFDCS, which has an impact on the yearly budget. In FY18, an investment was made in new phones, and some of that expense (\$14,000) impacted FY19. These infrastructure improvements include intercom capacities to support any emergency drills or announcements. Also as a result of technology for a growing staff and student population, in FY19 an exchange server (\$25,000) was added and a mail server (\$6,000) was added. A FY20 major project is anticipated for \$35,000 to replace the siding on the Lower School at 34 West Street. At this time, LFDCS does not anticipate any other major capital expenditures in FY20.

Financing for 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 \$500,000 is in an escrow account and is in reserve to fund build-outs for physical education and multipurpose room space by LFD, Inc., the management organization of LFDCS.

Capital Reserve Account

All buildings used by LFDCS in FY2019-2020 are assessed for renovations annually by the maintenance staff of LFD, Inc. LFDCS has a reserve fund which could be used for build-outs and maintenance; however, because LFDCS rents from LFD, Inc., most facilities and expenses are handled by LFD, Inc. versus LFDCS.

ADDITIONAL INFORMATION

APPENDIX A - ACCOUNTABILITY PLAN PERFORMANCE FOR FY2018-2019

I. Faithfulness to Charter

	2018-2019 Performance	Evidence
Key Design Element: Parent Engagement Objective: Lawrence Family Development Charter School parents are meaningfully and consistently involved in educational decisions; participate in trainings and satisfaction surveys and have roles in school governance.		
Measure: (Reach Goal) 1. Annually, for each of the first three academic terms, 100% of parents participate in parent conferences.	Met	100% Teachers' Sign-in Sheets
Measure: 2. Parents of grade K-1 students will have a home visit by the Academy Head of School and Parent Liaison to ensure successful student transition to school. School target will be to visit 95% of parents of grade K-1 students each year.	Met	100% Home Assessment and social/emotional data collected
Measure: 3. Each year, 90% of grade K-1 parents will attend a "Right from the Start" training and receive a certificate of completion.	Met	95% Parent Sign-In Sheet Certificates of completion

II. Academic Program Success

	2018-2019 Performance	Evidence
Key Design Element: Dual Language Objective: As demonstrated on formative and summative assessments, LFDCS fosters academic language acquisition on all WIDA standards in a dual-language Spanish language program and through ESL in the standards-based curriculum.		
Measure: 1. Each year, 85% of students in grades 3-8 will demonstrate at least 50% growth on an internally-designed Spanish language benchmark assessment.	Met 3-8	More than 78% of students in grades 3-8 scored at or above grade level on the spring Spanish language benchmark assessment (L-FAST)
Measure: (Reach Goal) 2. Each year, 85% of students in grades 3-8 will score at or above grade level on spring ELA and Math L-FAST assessments.	Not Met 3-8	Internally-designed assessment based on released questions (L-FAST)
Key Design Element: Effective Teaching Objective: LFDCS hires certified teachers in required fields who also hold high expectations for all students. Teachers grow in effectiveness through in-house sponsored professional development, professional readings, teacher-led workshops and tuition reimbursement for advanced degrees.		
Measure: 1. Each year, 100% of teachers who are new to the school will successfully complete a 2-year mentoring program with a trained mentor.	Met	100% - Attendance sheets, Meeting Agendas, Certificates of Completion, LFDCS Mentor Program Summary Report in accordance with 603 MMR 7.12

	2018-2019 Performance	Evidence
Key Design Element: Effective Teaching (cont'd) Objective: LFDCS hires certified teachers in required fields who also hold high expectations for all students. Teachers grow in effectiveness through in-house sponsored professional development, professional readings, teacher-led workshops and tuition reimbursement for advanced degrees.		
Measure: 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.	Partially Met	Survey Results 91% return rate; 87% rated highly satisfied or satisfied with the quality and quantity of mentoring activities offered their first year.
Measure: 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% Agendas, Sign-in sheets Heads of School Walkthrough Notes, Lesson Plans Learning Management System (LMS) artifacts in course shells Evidence collected via teacher surveys with 94% satisfaction. *LFDCS format changed in 2018-2019 from monthly Tech Talks to building-based, whole-day professional development sessions three times per year.
Measure: 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 <i>Schoology</i> . All lesson plans included SEI strategies using WIDA Model Performance Indicators
Key Design Element: Partnerships Objective: LFDCS engages community partners to bring additional learning, enrichment and opportunities to our students, and LFDCS is consistent in inviting partners who support growth and achievement.		
Measure: 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, Girl Scouts of Eastern Massachusetts and Merrimack College
Measure: 2. Each year, 80% of students in grades 4-8 will score at or above grade level on spring Science L-FAST assessments.	Met Grade 5 Not Met Grades 4, 6-8	Science assessments (L-FAST)

III. Organizational Viability

	2018-2019 Performance	Evidence
Key Design Element: Governance and Leadership Structure Objective: Lawrence Family Development Charter School parents are meaningfully and consistently involved in educational decisions; participate in trainings and satisfaction surveys; and have roles in school governance.		
Measure: 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.	Met	86% Return Rate 95% reported satisfaction School-developed questionnaires and surveys aligned to 10 ESE criteria tracked by the Parent Liaison
Measure: 2. Each year, two parents from the School Site Council are voting members of the School Board of Trustees and will vote on every vote required item on the agenda.	Met	LFDCS Board Agendas LFDCS Board Minutes
Key Design Element: Partnerships Objective: LFDCS works with partners to prepare students for acceptance at admissions-based high schools with scholarships and financial aid.		
Measure: (Reach Goal) 1. Each year, 85 % of students who apply to admissions-based high schools will be accepted at one or more admissions-based high schools.	Met	98% 49 students applied; 48 accepted Acceptance letters from admissions-based schools
Measure: 2. Each year, LFDCS will increase the number of admissions-based secondary schools that attend the High School Fair for Grade 8 parents and students.	Not Met	33 high school attended the high school fair in 2018 compared to 34 in 2017
Measure: (Reach Goal) 3. Each year, 85% of students accepted to tuition-based high schools will receive financial aid and/or merit scholarships	Not Met	56% Scholarship Letters, Financial Aid Letters, 35/49 students applied, 32 students were accepted, 18 students received financial aid and/or merit scholarships
Key Design Element: Dissemination Objective: The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located as well as beyond the district.		
1. Measure: Over the course of the next charter, LFDCS will disseminate best practices related to academic, social and/or parent engagement models during three or more activities per year for different educational organizations.	Met	(3) teachers presented at MATSOL Massachusetts Charter Public Schools Association Professional Development Workshops, Lawrence Family Public Academy (School Turnaround Project to disseminate best instructional practices to the Lawrence Public Schools)

APPENDIX B - RECRUITMENT AND RETENTION PLAN

2018-2019 Implementation Summary

LFDCS' success with recruitment for 2018-2019 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 2018-2019, LFDCS successfully reached out to all sections of the City of Lawrence through lottery advertisements in prevalent languages (English, Spanish and Kamaer/Kmai) and posted lottery application details on its website in these prevalent languages. Recruitment success is demonstrated by LFDCS' substantial waitlist of 265. In preparation for the March 2019 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 2018, 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 (6.2 to 7.6* as shown on the October 1, 2018 SIMS report), while ELL, Low Income and High Needs remain substantially the same in FY19 as in FY18 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. Although the 2018-2019 CHART reflects lower quartile and comparison index scores for low income and high needs students, ESE commended LFDCS on its Title 1 Coordinated Program Review for the quality of schoolwide programs for economically-disadvantaged students.

*June 2019 SIMS: Special Education students increased to 70 or 9.26%

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

On the 2018-2019 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 and by June 2019 the SIMS: Special Education students increased to 70 students or 9.26%. Despite progress, LFDCS is below the first quartile and comparison index, which is influenced by the Lawrence Public Schools and its students with disabilities rate of 19.2%. On the 2017-2018 CHART, the high needs and low income subgroups also reflect lower quartile and comparison index scores. However, for high needs students, a strong RTI program, a full-day, two-year kindergarten and the school's dual-language capacity help significantly with language acquisition and address the learning and social needs of urban, economically-disadvantaged students—for example, LFDCS combines Sheltered English Immersion with daily ESL classes taught by ESL-certified teachers.

Incoming Class of K-1 students – FY2018-2019

The overall English Language Learner subgroup appears low at 28.0% (28.8% in FY18); however, approximately 55% of the entering K-1 students are ELL students; 71% of the entering K-1 students have a first language other than English based on home language surveys. Yet, because the majority of ELL students who enter as ELLs reach English proficiency by third grade, the overall school average of 28.0% appears low. A full analysis of home language surveys for incoming K-1 students has not been done because home visits are still occurring for the K-1 entering class, but LFDCS anticipates the number of ELLs entering K-1 in the fall of 2019 will be similar to the past two years. Additionally, despite its outreach to all subgroups, the number of siblings entering K-1 increased from 33% (FY16) to 44% (FY17) to 47% (FY18) and maintained for FY19 at 47% which further skews the school's CHART data for certain subgroups. LFDCS' recruitment is influenced by sibling preference.

General Recruitment Activities for 2019-2020

Lawrence Family Development Charter School (LFDCS) will use strategies approved by ESE in 2018. 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, Spanish and Kameron/Khmer) 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 2020 lottery, the Assistant Superintendent and Parent Liaison will again visit organizations with posters at community daycare sites, churches and neighborhood food markets. The LFDCS Parent Liaison formerly worked at the YMCA; therefore, the visibility of the lottery increased through her work, community contacts and visits to a variety of community locations. The Director/Superintendent is bilingual/bicultural and is visible in the community at events such as neighborhood block parties 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 and openings at its Lawrence Public Schools' project for School Turnaround/Targeted Assistance (known as Lawrence Family Public Academy). With support from the Parent Liaison and Special Education Director, LFDCS will share information about the lottery at Special Education PAC meetings and by running a series of evening parent workshops. The availability of seats will also be announced at School Board of Trustees' 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 2020 lottery will continue to be well promoted. LFDCS will work with the Lawrence Public Schools (LPS) for a summer National Family Night-out for families for recruitment. 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 FY19, LFDCS is pleased with its gains in the students with disabilities subgroup (6.2% to 7.6% as shown on the October 1, 2019 SIMS report, 8.2% in the March 2019 SIMS report and by June 2019 the SIMS: Special Education students increased to 70 or 9.26%). Although ELL, Low Income and High Needs remain substantially the same in FY19 as in FY18 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 28.0% (28.8% in FY18); however, approximately 55% of the entering K-1 students are ELL students, and seventy-one percent (71%) of the entering K-1 students have a first language other than English based on home language surveys. 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 for FY19 based on the offering of an onsite SEI course in the Spring of 2018 and prioritizes SEI strategies in all of its classrooms.

Recruitment Plan – 2019-2020 Strategies

Special Education Students/Students with Disabilities

(b) Continued 2018-2019 Strategies

Met GNT/CI: no enhanced/additional strategies needed

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 FY2018-2019, the Recruitment Strategies will include both current and enhanced strategies with information available in Lawrence’s prevalent languages of Spanish, English and Kamer/Khmai.

Current Strategies (2018-2019)

- Build videos of SPED teaching practices and share and access them through *Schoology*, LFDCS’ Learning Management System
- Invite parents to bring friends and neighbors who have children with disabilities to evening parenting sessions
- Show technology use of the school and benefits of iPads for students with disabilities
- Host socials for alternative MCAS assessment portfolios; allow parents to bring neighbors to this event showing assessments for specific disabilities
- Outreach through social service agencies supplemented by expanded outreach through *Blueskies Wellness* to reach students with disabilities
- 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
- Make available representatives from the school’s SPED PAC to prospective families at the lottery to discuss special education support
- Provide information about available instructional and assessment services for children with special needs at LFDCS’ Food Fiesta & Movie Night
- As a Provider of Targeted Assistance to the Lawrence Public Schools, LFDCS staff members, on loan for that project, will build awareness of supporting all learners
- The SPED Director will conduct information sessions about the transition to pre-kindergarten for students with disabilities
- Parent Advisory Meetings (PAC) will be posted at the Lawrence Public Schools’ Family Resource Center to attract parents of children with students with disabilities
- The Parent Liaison will link with the YMCA’s childcare programs to explain the lottery and services for students with disabilities

(c) 2019-2020 Additional Strategy(ies), if needed

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

Additional strategies are needed, but LFDCS wants to emphasize progress with strategies for this subgroup. Specifically, on the 2018-2019 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 and by June 2019 the SIMS: Special Education students increased to 70 students or 9.26%.

(a) CHART data

School percentage:

7.6%*

GNT percentage:

11.2%

CI percentage: 13.9%

The school is below GNT percentages and CI percentages

*June 2019 the SIMS: Special Education students increased to 70 students or 9.26%

	<p>Despite progress, LFDCS is below the first quartile and comparison index, which is influenced by the Lawrence Public Schools and its students with disabilities' rate of 19.2% (FY19) which increased from 16.7% (FY18). Despite progress, LFDCS estimates it will need three fiscal years to fill this gap.</p> <p><u>Enhanced Strategies over 1-3 years</u></p> <ul style="list-style-type: none"> • Form a relationship for collaboration with the Director of the Professional Center for Handicapped Students (PCHS) – 1 year • Make presentation to PCHS' parents about the LFDCS lottery – 1 year • Ask Head Start to send lottery flyers to families with special needs students who currently attend Head Start – 2 years • Send mailing to health clinics about LFDCS serving all students – 1 year • Work with Lawrence Public Schools for lottery for families – 3 years • 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 • 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 • The Special Education Director will meet with the screening team for new students to review available resources to support the learning of all students – 1 year
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Limited English-proficient students/English learners

<p>(a) CHART data</p> <p><u>Measure 2</u> <u>English Language</u> <u>Learners</u></p> <p>School percentage: 28.0%</p> <p>GNT percentage: not given on chart</p> <p>CI percentage: 31.2%</p> <p>The school GNT is not given on \ chart and CI percentages is below 3.2%</p>	<p align="center">(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> PARTIALLY Met GNT/CI See FLNE versus ELL: no enhanced/ additional strategies needed</p> <p><u>Current Strategies-Measure #2</u></p> <p><i>LFDCS is close to meeting the CI target of 31.2% with its current level at 28.0%. 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, Spanish and Kamer/Khmai and want ESE to understand our smaller K-8 population, which is dramatically influenced by effective ELL transitions that are generally 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"> • Provide School Site Council and PAC meetings with information delivered in English and in Spanish for parents to share in their neighborhoods to increase awareness about LFDCS' services for non-English speakers • Begin planning for sharing with parents and the community the LFDCS Learning Management System, including its dual-language content in English and in Spanish • Build resources and professional development mechanisms to show other parents at School Site Council meetings how the process of language
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	<p>acquisition in English and in Spanish can be enhanced for shorter timelines—if outreach to Kamer/Khmai speaking families is successful, that language will be added as well</p> <ul style="list-style-type: none"> • Continue neighborhood visibility with summer home visits for incoming students with continued promotion of ESL services, Family Movie and Math Nights and conducting such activities in English and in Spanish • Outreach through the LPS—especially the Lawrence Family Public Academy—with ads at community sites. Translation services will be conducted in Spanish at parent engagement activities <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT (not given)/CI is below for ELL, above the CI for FLNE: <u>Enhanced Strategies over 1-3 years.</u></p> <p><u>Measure #1 – not needed for FLNE</u></p> <p><u>Measure #2 – continue to build progress begun in FY19 for ELL</u></p> <ul style="list-style-type: none"> • Using the after school program, provide more enrichment activities which are conducted in foreign languages and invite the community to culminating events to showcase language and culture – 1 year • Build on success by increasing the number of staff members who are bilingual/bicultural in FY19 through external activities conducted by newly-hired bilingual/bicultural staff members – 2 years • 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 • Link with Casa Dominicana, Si Si Puede, St. Patrick’s Church, St. Mary’s Church and Movement City to share information and capacity as a dual-language school – 1 year
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 54.7%</p> <p>CI percentage: 58.6%</p> <p>The school is slightly below the CI percentages Lawrence Pubic 63.3% Community Day (Prospect) 47.9%</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p><u>Current Strategies</u></p> <ul style="list-style-type: none"> • For recruitment, LFDSCS 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, LFDSCS will share information at community service centers and mobilize its 8th graders for community service projects • LFDSCS 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 • LFDSCS 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
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	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed. Enhanced strategies- 3.9% below the comparison index which include Lawrence Public Schools (63.3%) but higher than Community Day Prospect (47.9%)</p> <ul style="list-style-type: none"> • 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 • 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 • 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 • Make presentations at the Quintana Family Center to newly-arrived families, often from Central America – 1 year
<p style="text-align: center;">Students who are sub-proficient</p>	<p style="text-align: center;">(d) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> • The MCAS (statewide benchmark) and MAP and L-FAST (internal) benchmarks 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 Kameron/Khmer • 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 • LFDCS collaborates with the Lawrence Public Schools’ leadership on school turnaround, targeted assistance projects, so that they are aware that a central element of our mission is recruiting and serving students who may need more intensive academic supports than they are receiving and can encourage the families of such students to apply <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Maintain strategies from FY19 in FY20
<p style="text-align: center;">Students at risk of dropping out of school</p>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Post lottery advertisements at the YWCA and YMCA in order to reach parents receiving subsidized childcare or who are living at these organizations for safety or economic reasons. • Share information about the charter school at Head Start and the Dept. of Transitional Assistance, so that disadvantaged families see the opportunity to enroll.

	<ul style="list-style-type: none"> • Post lottery posters at neighborhood convenience stores to inform community members, who lack transportation, to enroll at the charter school. • Inform staff of Blue Skies Wellness about the charter school’s lottery, so they as trusted confidants, share information with families struggling with mental or emotional issues. • Post lottery information at Lawrence Family Development’s SISU Center where teen high school dropouts learn academic and vocational skills. <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Maintain strategies from FY19 in FY20.
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Students who have dropped out of school	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Not applicable, we do not enroll students who are age eligible to drop out <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Maintain strategies from FY19 in FY20.
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Retention Plan – 2019-2020

2018-2019 Implementation Summary

LFDCS establishes a retention goal in its charter of 95-100% for all students and in FY2018-19 achieved an overall rate for retention at 97.3%. Its goal for FY2019-20 remains the same of 95-100% retention that is similar to Community Day Prospect (FY19 retention for all students @ 97.6%). For kindergarten students the levels were: Kindergarten-97.6%, Grade 1-100%, Grade 2-96.4%, Grade 3-98.8%, Grade 4-95.1%, Grade 5-98.8%, Grade 6-98.0%, Grade 7-92.5% and Grade 8-not applicable as they exit in June for high school.

According to the “the Chart,” all grades, with the exception of grade 7, were at or above target of 95-100% retention. Grade 7 was at an attrition of 7.5 or 92.5% due to students moving to different middle schools. LFDCS is proud that all measured subgroups were at or above 95% - with an exact retention of 97.3%. The results are: English Language Learners at 97.8%, High Needs at 97.9%, Low Income at 98.1% and Students with Disabilities at 98.0%.

It is acknowledged that Lawrence’s prevalent languages are listed as English, Spanish and Kamer/Khmai. If Kamer/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%
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Retention Plan – 2019-2020 Strategies

Special education students/students with disabilities

<p align="center">(a) CHART data</p> <p>School percentage: 2.0%</p> <p>Third Quartile: 17.4%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p> <p><i>Retention Rate for FY2018-19= 98.0%</i> <i>Goal for FY2019-20 remains: 95% or better</i></p>	<p align="center">(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Build professional development and demonstrate best practices through the Massachusetts Charter School Association’s Model Special Education Model School Project as well as guest access to the LFDCS Learning Management System (<i>Schoology</i>) • Provide all students with technology support (hardware and software) and differentiate teaching techniques • Build SPED capacity through an expanded inventory of assessment options • Evaluate SPED referrals and needs in a timely way, assure that all SPED staff receives professional development and possesses certification • Maintain paraprofessional support at the early childhood level and maintain small class size for all grade levels • Provide K-1 home visits to enhance communication with parents of student support services • Involve parents at Board meetings, events and SPED PAC meetings • Fully integrate the needs of SPED students in RTI and in all programs <p align="center">(c) 2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Maintain strategies from FY19 in FY20
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Limited English-proficient students/English learners

<p align="center">(a) CHART data</p> <p>School percentage: 1.2%</p> <p>Third Quartile: 17.3%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p> <p><i>Retention Rate for FY2018-19= 97.8%</i> <i>Goal for FY2019-20 remains: 95% or better</i></p>	<p align="center">(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> • Maintain Title Three activities for parents and review quarterly the ELL Coordinated Program Review expectations • Use Title IV activities in poetry, art, coding and music to expand academic language of limited English students • Fully integrate SEI techniques into professional development resources available on our Learning Management System (<i>Schoology</i>) • Provide full translation services to parents at meetings, family events and SPED PAC meetings • Through Spanish translations, maximize participation of non-English speaking parents with bilingual websites, letters, support services at the Quintana Family Center and at parent conferences and by using Spanish-translated “AP Notify” messages <p align="center">(c) 2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Maintain strategies from FY19 in FY20 • Maintain ELLs students in FY20 as in FY19
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Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 1.9% Third Quartile: 16.3%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p> <p><i>Retention Rate for FY2018-19= 98.1% Goal for FY2019-20 remains: 95% or better</i></p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Continue to align activities for access, diversity and equity to the charter and LFDCS mission which is "Strengthening Families...Building Community" • Use grants (Title One, Title Three, Title IIA and foundation supports) to supplement the core instructional and student support services • Invite school community to LFDCS' summer Food Fiesta and other special events • Maintain the diversity of parent involvement activities and involve low-income parents in leadership opportunities <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Maintain strategies from FY19 in FY20
<p>Students who are sub-proficient</p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Offer extended-day Saturday and Summer Programs for intervention, language development and enrichment • Host monthly grade-level meetings on the curriculum and interventions • Maintain low student-to-teacher ratios to allow maximum opportunities for individualized instruction • Add Professional Development Practices with blended learning to further differentiate instruction and maximize project-based learning
<p>Students at risk of dropping out of school</p>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • 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 • Through a strong academic program, academic support with high school transitions ("Opening Doors") and in-house and contracted student support services, LFDCS will continue to support the social/emotional needs of all of its students • Continue the high performance of the restructured Opening Doors programs with Secondary School Coordinators increasing the connections between high school admissions and retention • Continue increased data tracking of scholarships and high school progress from the Superintendent's office for results monitoring • LFDCS' Parent Liaison (who is its Homeless Liaison) and the School 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 • Provide scholarships and transportation for homeless students to Summer Academy, work with parents to provide transportation when parents need to leave their homes in an emergency and work with a neighborhood homeless shelter for student support • Provide remote access and a webcam in the classroom to students

	<p>who are hospitalized or homebound for an extended period of time</p> <ul style="list-style-type: none"> • 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) • Run sessions for teachers on engagement and student behavior as well as for parents on discipline • 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 <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Maintain strategies from FY19 in FY20.
<p>Students who have dropped out of school</p>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • No change; LFDCS is a Kindergarten to grade 8 school

APPENDIX C - SCHOOL AND STUDENT DATA

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04540205&orgtypecode=6&>

Listed below is student demographic and subgroup information from the June, 2019 SIMS report.

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	5	.66%
Asian	0	0%
Hispanic	743	98.28%
Native American	0	0%
White	8	1.06%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	0	0%
Special education	70	9.26%
Limited English proficient	212	28.04%
Economically Disadvantaged	421	55.69%

TEACHERS AND STAFF ATTRITION FOR FY'2018-2019				
	Number last day of FY2018-2019	Departures during FY2018-2019	Departures end of FY2018-2019	Reason for departure
Teachers	62	6	7	6 resigned 7 non-renewals
Other Staff	44	4	1	4 resigned 1 non-renewal

BOARD AND COMMITTEE INFORMATION	
Number of commissioner-approved board members as of August 1, 2019	13
Minimum number of board members in approved bylaws	6
Maximum number of board members in approved bylaws	13
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year	1

ADMINISTRATIVE ROSTER FOR FY2018-2019			
Name, Title	Brief Job Description	Start Date	End Date
Ralph Carrero Superintendent	Chief Executive Officer – Responsible for implementation of mission, policies & budget	8/07	
Judith Marley, EdD Asst. Superintendent	Responsible for Administration, Reporting and Compliance; Serves as Superintendent’s designee	9/14	
Susan Earabino, EdD, Principal	Head of Educational Program – Hiring, supervision, training, evaluation of staff/curriculum	7/14	
Janis Brodeur Special Education Director	Special Education program: staffing, IEPs, establish procedures, etc.	8/13	6/19
Stephanie Cole Head of Upper School	Building operations, student behavior and discipline, schedules, parent communication	7/08	8/18
Jennifer Barnhill Head of Upper School	Building operations, student behavior and discipline, schedules, parent communication	8/18	
Jennifer Barnhill Head of Lower School	Building operations, student behavior and discipline, schedules, parent communication	8/13	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 Teacher Coach/RTI Coordinator	Teacher Coach/RTI program	8/18	
Anna Yuen Digital Instructor	Blended Learning Program	8/17	
Please Note: The Director of Finance, Technology Coordinator and Maintenance Supervisor all do work for the Lawrence Family Development Charter School but are employed by Lawrence Family Development, Inc., the management organization for Lawrence Family Development Charter School.			

BOARD OF TRUSTEES – FY2018-2019				
Name	Position	Committee Affiliation	Area of expertise and/or additional role at school	Number & length of term(s) including date of election and expiration of term
Raquel Bauman	President	Community Stakeholder	Retired	3 rd term 2/2011-12/2019
Joan Thompson	Vice President	Community Stakeholder	Professor Endicott College	2 nd term 1/2014-8/2019
Anne Hemmer	Treasurer	Community Stakeholder	Retired East Boston Savings Bank	3 rd term 4/2010-8/2019
Beilis Soto	Clerk	Parent representative	Small Business Owner	2 nd term 12/2014-8/2020
Rita Almanzar	Trustee	Parent representative	Tech Assistant Lowell General Hospital	2 nd term 12/2013-8/2019
Rosalia Gallo	Trustee	Community Stakeholder	Dentist	1 st term 9/2018-8/2021
Agustina Lopez	Trustee	School Site Council Representative/Ex- officio Parent representative	Glove Box Operator Straumann	1 st term 11/2017-8/2020
Lynnette McRae	Trustee	Parent representative	Admissions Counselor Cambridge College	1 st term 6/2018-9/2021
Ana Medina	Trustee	LFD, Inc. representative	Discipline Coordinator Greater Lawrence Vocational High School	2 nd term 12/2014-8/2020
Ilonka Mora	Trustee	Parent representative	Quality Control Clerk The Gem Group	3 rd term 1/2011-8/2019
Christopher Needham	Trustee	Community Stakeholder	Needham Associates	1 st term 5/2019-8/2022
Yokasta Perez	Trustee	Parent representative	HIM Scanner Lead Clerk Greater Lawrence Family Health Center	2 nd term 1/2014-8/2020
Mercedes Silia	Trustee	Parent representative	Training Coordinator Charles River	1st term 5/2018-8/2021

APPENDIX D - ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Raquel Bauman	raquelbauman@comcast.net	No Change
Charter School Leader	Ralph Carrero	rcarrero@lfdcs.org	No Change
Assistant Charter School Leader	Judith Marley	jmarley@lfdcs.org	No Change
Principal	Susan Earabino	searabino@lfdcs.org	No Change
Head of School Academy for Early Academic Preparation	Erica Crescenzo	ecrescenzo@lfdcs.org	No Change
Head of Lower School	Hali Castleman	hcastleman@lfdcs.org	New Position
Head of Upper School	Jennifer Barnhill	jbarnhill@lfdcs.org	New Position
Special Education Director	Janis Brodeur	jbrodeur@lfdcs.org	Open Position
MCAS Test Coordinator	Susan Earabino	searabino@lfdcs.org	No Change
SIMS Coordinator	Debra Horwath	dhorwath@lfdcs.org	New Position
English Language Coordinator	Hali Castleman	hcastleman@lfdcs.org	No Change
Communications Director/Public Records Officer	Susan Lyons	slyons@lfdcs.org	No Change
School Business Official	Susan Perry	sperry@lfdcs.org	No Change
SIMS Contact	Debra Horwath	dhorwath@lfdcs.org	New Position

Enrollment

Action	For FY2019-2020
Student Application Deadline	February 28, 2020
Lottery	March 11, 2020

ANTICIPATED BOARD MEETING SCHEDULE FOR 2019-2020

August 21, 2019, 5:30 pm, Foley Library, 404 Haverhill Street, Lawrence, MA 01841
 September 11, 2019, 5:30 pm, Foley Library, 404 Haverhill Street, Lawrence, MA 01841
 October 9, 2019, 5:30 pm, Foley Library, 404 Haverhill Street, Lawrence, MA 01841
 November 13, 2019, 5:30 pm, Foley Library, 404 Haverhill Street, Lawrence, MA 01841
 December 11, 2019, 5:30 pm, Foley Library, 404 Haverhill Street, Lawrence, MA 01841
 January 8, 2020, 5:30 pm, Foley Library, 404 Haverhill Street, Lawrence, MA 01841
 February 12, 2020, 5:30 pm, Foley Library, 404 Haverhill Street, Lawrence, MA 01841
 March 11, 2020, 5:30 pm, Foley Library, 404 Haverhill Street, Lawrence, MA 01841
 April 8, 2020, 5:30 pm, Foley Library, 404 Haverhill Street, Lawrence, MA 01841
 May 13, 2020, 5:30 pm, Foley Library, 404 Haverhill Street, Lawrence, MA 01841
 June 10, 2020, 5:30 pm, Foley Library, 404 Haverhill Street, Lawrence, MA 01841