



Annual Report 2018-2019

Community Day Charter Public School-Prospect
Community Day Charter Public School-Gateway
Community Day Charter Public School-R. Kingman Webster

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August 1, 2019

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Non Discrimination Statement

Community Day Charter Public Schools are committed to ensuring that all of their programs and facilities are accessible to all members of the public. We do not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, religion, homelessness, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement when recruiting or admitting students.

Introduction to the Schools

| Community Day Charter Public Schools | | | |
|--|--|---|------------------------|
| Type of Charters | Commonwealth | Location | Lawrence |
| Regional or Non-Regional? | Non-Regional | Districts in Region (if applicable) | NA |
| # of Instructional Days during the 2016-2017 school year | 184 minimum number of days plus 6 snow days for 190 total scheduled days | School Hours | 8 AM – 4 PM |
| <i>Community Day Charter Public School-Prospect</i> | | | |
| Age of School (Year Opened) | 1995 | Year(s) Renewed | 2000, 2005, 2010, 2015 |
| Maximum Enrollment | 400 | Current Enrollment | 400 |
| | | Students on Waitlist | 1125 |
| Chartered Grade Span | K1-8 | Current Grade Span | K1-8 |
| <i>Community Day Charter Public School-Gateway</i> | | | |
| Age of School (Year Opened) | 2012 | Year(s) Renewed | 2017 |
| Maximum Enrollment | 400 | Current Enrollment | 360 |
| | | Students on Waitlist | 1116 |
| Chartered Grade Span | K1-8 | Current Grade Span | K1-7 |
| <i>Community Day Charter Public School-R. Kingman Webster</i> | | | |
| Age of School (Year Opened) | 2012 | Year(s) Renewed | 2017 |
| Maximum Enrollment | 400 | Current Enrollment | 360 |
| | | Students on Waitlist | 1085 |
| Chartered Grade Span | K1-8 | Current Grade Span | K1-7 |
| <p>The mission of Community Day Charter Public Schools is to provide a Kindergarten 1 through grade eight education that will draw on our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage that student in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The school will reinforce the positive aspects of our city: its culture, art and economy, its working class history, and strong work ethic. Our educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible.</p> | | | |

Letter from the Chairman, CDCPS Board of Trustees

The 2018-19 Annual Report details significant progress in meeting charter accountability goals and common school performance criteria across the Community Day Charter Public Schools (CDCPS) network. It also marks a period of transition.

After 45 years, The Community Group, the nonprofit organization which manages the CDCPS network, will have a new leader. Sheila Balboni, who along with Lawrence parents in 1995, helped establish one of the first charter schools in Massachusetts, retired as of July 1. While she may no longer be in on the day-to-day running of the organization, she will forever be a guiding hand as her DNA is embedded in all CDCPS programs. Maria Gonzales Moeller, a long-time staff member of 25 years, was named the new Chief Executive Officer. While this is a change, it is a change that promises to uphold the high standards set by CDCPS over the past 24 years.

This year, CDCPS experienced a continued increase in student enrollment; 1,120 students were enrolled in our network, an increase of 80 students from the previous school year. CDCPS-Gateway and CDCPS-R. Kingman Webster completed their seventh year in operation with each school adding grade 7 programs and serving a kindergarten 1 - grade 7 enrollment of 360; an increase of 40 students in each school from the previous year. CDCPS-Prospect, which concluded its 24th year, continued to serve 400 students in kindergarten 1 - grade 8. Next year, all three CDCPS will be at full capacity.

CDCPS continued to share and learn from our efforts to support Community Day Arlington (CDA), an elementary school within the Lawrence school district. CDA has transformed its relationships with families and the academic performance of its students. Students are achieving at CDA and we all are inspired by the hard work put in by the entire school community.

With a continued focus on literacy, this year, all grade levels focused on students demonstrating and applying their knowledge through the incorporation of in-depth, end-of-unit “culminating projects” across ELA, social studies, math, and science. Developed collaboratively by teachers and curriculum advisors to deepen learning and engage students, these culminating projects ask students to use what they learned in an original, research-based project that they present to the school. Projects ranged from a visit with farm animals in K2 that finished off their unit on farming to a schoolwide film festival of grade four produced 60 Minutes-style news clips recounting the civil rights movement. Parents, teachers, and students loved participating in these events.

The school year came to a close on June 13 with the 8th grade graduation ceremonies where we came together to congratulate and bid a fond farewell to the 20 students in the class of 2019. We are excited to see what the future holds for these young women and men as they head off to continue their educational careers in the following high schools this fall: Abbott Lawrence Academy, Central Catholic High School, Greater Lawrence Technical School, Lawrence High School, Miss Hall’s School, Notre Dame Cristo Rey High School, Nova Academy, Phillips Andover, Pingree School, Presentation of Mary Academy, and St. Johns Preparatory School.

As we highlight the accomplishments of the CDCPS network, it is important to recognize those individuals who have dedicated their time, talent, and resources to help us excel. We are as always grateful to administrators, teachers, parents, and students who are dedicated to *going beyond* to achieve high standards of educational excellence at Community Day Charter Public Schools.

Sincerely,



Bill Webber, President
CDCPS Board of Trustees

School Performance and Program Implementation

In addition to the detailed information provided in the Accountability Plan Evidence charts in Appendix A this section summarizes the progress of Community Day Charter Public Schools in three key areas: faithfulness to the charter; success of the academic program; and organizational viability.

- **Faithfulness to the Charter**

Mission and Key Design Elements

Key design elements of Community Day Charter Public Schools reflect the core belief that *ALL* students can meet challenging standards and graduate from grade 8 prepared for success at the high school level. Our schools provide faculty and staff with the resources and supports necessary to ensure that high-quality academic programs aligned to the Common Core and state learning standards are implemented to meet the range of student learning needs in every classroom. Teachers understand that student needs will vary in time and support in order to meet grade level learning goals. Student progress in relation to the standards is continuously monitored and instructional interventions based on assessment results are implemented by school leaders, classroom teachers, special education teachers, EL teachers and academic specialists who collaborate extensively and share responsibility for each student's achievement. There is a true partnership with parents, who participate in activities and programs that contribute to a culture of collaboration, support for learning, and appreciation for the diversity of languages and cultures present in each school. CDCPS educators developed relationships with public and private high schools, local philanthropists and scholarship organizations so that our families have access to the school and financial assistance information they need to consider a full range of secondary school options (comprehensive public high schools, regional vocational-technical high schools, independent private high schools) and to provide a positive transition from grade 8 to high schools chosen to meet students' educational needs and goals.

Amendments to the Charter

The following amendments were requested during the 2018-2019 school year:

| Date | Amendment Requested | Approved? |
|---------------|---|---|
| November 2018 | Request to amend the current application for admission to permit the three schools to use a single electronic application form and common application process | Yes – Approved by Commissioner Riley on November 21, 2018 |

Access and Equity

During the 2018-19 school year, there were 6 suspensions at CDCPS-Gateway (2 students), 15 at CDCPS-Prospect (4 students), and 8 at CDCPS-Webster (6 students). While CDCPS works to limit any sort of in or out of school suspensions, during the summer of 2018, we worked with school leadership to develop more extensive behavior policies and procedures. This toolkit for our staff includes student expectations, a clear definition of staff roles, a tiered-response chart with examples of how to deal with behavior, strategies for deescalating situations, clear definitions on what behavior calls for suspensions, and an additional toolkit on successful strategies to address behavior. There is a separate toolkit for each age group, Early Learning Center (PK-1), Lower School (grades 2-4), and Upper School (grades 5-8). CDCPS also sent a group of schools leaders to a statewide workshop, *Team-based Problem-solving for Behavioral and Academic Supports*, with Dr. Sheldon Loman put on by the MA Charter Public School Association and scheduled a workshop during staff orientation titled Supporting Students Impacted by Trauma that addresses how to work with children who have experienced trauma.

| CDCPS-Gateway 2017-18 Student Discipline | | | | | |
|---|---------------------------------|-----------------------------|-------------------------------------|---|----------------------------------|
| Student Group | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
| All Students | 324 | 2 | | | |
| EL | 93 | 1 | | | |
| Economically Disadvantaged | 176 | 2 | | | |
| Students with Disabilities | 38 | 1 | | | |
| High Needs | 261 | 2 | | | |
| Female | 157 | 1 | | | |
| Male | 167 | 1 | | | |
| American Indian or Alaska Native | 0 | | | | |
| Asian | 2 | | | | |
| African American/Black | 4 | | | | |
| Hispanic/Latino | 310 | 2 | | | |
| Multi-race, Non-Hispanic/Latino | 0 | | | | |
| Native Hawaiian or Pacific Islander | 0 | | | | |
| White | 8 | 0 | | | |

| CDCPS-Prospect 2017-18 Student Discipline | | | | | |
|--|---------------------------------|-----------------------------|-------------------------------------|---|----------------------------------|
| Student Group | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
| All Students | 401 | 4 | | | |
| EL | 163 | 1 | | | |
| Economically Disadvantaged | 226 | 3 | | | |
| Students with Disabilities | 55 | 2 | | | |
| High Needs | 320 | 3 | | | |
| Female | 202 | 1 | | | |
| Male | 199 | 3 | | | |
| American Indian or | 0 | | | | |

| | | | | | |
|-------------------------------------|-----|---|--|--|--|
| Alaska Native | | | | | |
| Asian | 2 | | | | |
| African American/Black | 2 | | | | |
| Hispanic/Latino | 386 | 4 | | | |
| Multi-race, Non-Hispanic/Latino | 0 | | | | |
| Native Hawaiian or Pacific Islander | 0 | | | | |
| White | 11 | 0 | | | |

| CDCPS-Webster 2017-18 Student Discipline | | | | | |
|--|--------------------------|----------------------|------------------------------|----------------------------------|---------------------------|
| Student Group | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
| All Students | 324 | 6 | | | |
| EL | 89 | 2 | | | |
| Economically Disadvantaged | 190 | 3 | | | |
| Students with Disabilities | 33 | 2 | | | |
| High Needs | 258 | 3 | | | |
| Female | 166 | 0 | | | |
| Male | 158 | 6 | | | |
| American Indian or Alaska Native | 0 | | | | |
| Asian | 4 | | | | |
| African American/Black | 5 | | | | |
| Hispanic/Latino | 302 | 6 | | | |
| Multi-race, Non-Hispanic/Latino | 0 | | | | |
| Native Hawaiian or Pacific Islander | 0 | | | | |
| White | 13 | 0 | | | |

Dissemination Efforts

| Best Practice Shared | Year Dissemination Occurred | Vehicle for Dissemination | Criteria that best aligns to the shared best practice | With whom did the school disseminate its best practices? | Result of dissemination |
|---|-----------------------------|--|---|--|---|
| Academic Performance – Collaboration with the Guilmette School in Lawrence | 2014-current | On-going professional development and technical supports | Curriculum, Instruction, Assessment | Guilmette School in Lawrence | 2014 – Sharing of CDCPS benchmark system and tests, support in the area of grading and report cards 2015 – Development of 2 nd grade benchmark math bank with Guilmette staff 2016 – Support of grades 3-4 ELA and writing adjustments for PARCC – Support for ELA writing adjustments for PARCC for grades 5-8 via mini-lesson development 2017 – Sharing of complete CDCPS Guided Reading materials and support for implementation |
| Whole School Turnaround (Community Day Arlington) – Sharing of Human Capital Best Practices | 2012-current | Providing dedicated shared services team staff to CDA; Seeding CDA with transferred seasoned faculty from CDCPS schools (school leadership and teachers) | School Leadership, Professional Climate | Lawrence District US DOE Kellogg Foundation | Revamping of staff and greatly increased professional development opportunities; regular use of data to drive instruction and curriculum. 2017 – implemented computer-based testing in grade 4 with minimal disruption to students or teachers |
| Whole School Turnaround (Community Day Arlington) – Actual School Recovery | 2012-current | Managing the school for the district receiver | Mission & Key Design Elements | Lawrence District US DOE Kellogg Foundation | Moved school from a Level 4 school to a Level 1 school in 3 years. |
| Whole School Turnaround (Community Day Arlington) – Early Learning Design Component | 2012-current | Brought early learning to school. Worked closely with City of Lawrence to develop model based on TCG's previous success for four year old learning. | Mission & Key Design Elements, Family Engagement | Lawrence District | Community Day Arlington now has an early childhood center along with a full parent education component. Parents can even complete early childhood education programming in order to become state licensed as a Family Child Care Provider or Certified Family Child Care Assistant. |

| | | | | | |
|---|--------------|---|--|---|---|
| Replication/Growth Efforts | 2017 | Hosted a visit of charter school leaders | School Leadership | Charter Expansion | 2015 – Provide training, technical assistance and curriculum resources for kindergarten 1- grade 4 educators at CDCPS-Gateway and CDCPS-Webster. Replication of curriculum mapping, instructional planning routines, ELL teaching strategies and differentiation to meet the needs of individual learners were key areas of focus for these schools, which implemented grade 4 programming. 2017 – Hosted successful meeting with the Academic Director, Director of School Design, and Operations Director at Zeta Charter School to discuss CDCPS replication/growth efforts, challenges, and opportunities. |
| Academic Performance – Collaboration with LEAP on ELA curriculum | 2017-current | On-going professional development and technical supports | Curriculum, Instruction, Assessment | Lawrence Early Achievement Partnership (LEAP) | Assisted in the implementation of a new ELA curriculum, Core Knowledge. Shared best practices, professional development, and other developed materials to assist in the curriculum implementation. |
| Use of data analysis to drive school curriculum development and action planning | 2018 | Hosted a visit of future school leaders for observation of professional development | School Leadership, Curriculum, Instruction, Assessment | Building Excellent Schools | Director of Leadership Development and 25 members of the Building Excellent School leadership program attended network October inservice day for analysis of MCAS data and action planning to adjust curriculum and instruction |
| ST Math MA cohort User Conference | 2019 | Hosted a user conference for schools across MA | Curriculum, Instruction, Assessment | ST Math MA Cohort Users | Deepened understanding of the neuroscience design and qualities that make ST Math a powerful instrumental tool; Emerging best practices in: -leading internal PD for teachers -puzzle talks and game mats -implementation from a leadership perspective |

School Performance and Program Implementation

- **Academic Program Success**

Student Performance

CDCPS-Gateway and CDCPS-Webster just completed their seventh year of operation serving students in kindergarten 1 – grade 7; therefore the MCAS was only given three times for these schools. The MCAS 2018 data for all CDCPS network schools can be accessed on the Department of Elementary and Secondary Education's School and District Profiles website using this link to the school's 2018 Report Card:

CDCPS-Gateway:

<http://reportcards.doe.mass.edu/2018/04260205>

CDCPS-Prospect:

<http://reportcards.doe.mass.edu/2018/04400205>

CDCPS R.-Kingman Webster:

<http://reportcards.doe.mass.edu/2018/04310205>

| School | Overall Classification | Accountability Percentile | Progress Toward Improvement Targets |
|----------------|--|---------------------------|---|
| | 2018 | 2018 | 2018 |
| CDCPS-Gateway | Not requiring assistance or intervention | - Percentile | Meeting 74 percent of Improvement targets |
| CDCPS-Prospect | Not requiring assistance or intervention | - Percentile | Meeting 68 percent of Improvement targets |
| CDCPS-Webster | Not requiring assistance or intervention | - Percentile | Meeting 96 percent of Improvement targets |

Program Delivery

In spring 2019, representative teachers from each grade level and the Heads of School from each school came together for vertical alignment and to discuss this past year's implementation of curriculum, data analysis, and important adjustments that will be made. This helped develop plans that included more problem-based learning in math and ELA Year at a Glance and its curriculum units that included thematic, cross-curricular culminating projects developed during the agency inservice. CDCPS also is revisiting more skills related to essay writing and apply deeper contextual understanding in math regarding fractional operations and rates and proportional understanding. It is in curricular details like these that we refine our lessons for the best student learning.

The Director of Academics along with network Curriculum Advisors create yearly curriculum maps that help teachers to pace lessons throughout the year. Curriculum advisors facilitate end of year team-meetings for horizontal alignment as well as network vertical alignment sessions with lead planners and school leaders. Based on the teacher input, the Director of Academics and network Curriculum Advisors for grades K-8 meet during the summer to update the Year at a Glance and curriculum mapping to reflect suggested changes and shifts for upcoming academic year. At our annual teacher orientation each August, Curriculum Advisors, Heads of School,

and teachers will review disseminated curriculum maps to make revisions based on current student data and to plan for the first unit of study. Learning teams continue to discuss standards for ever-improving vertical and horizontal alignment during professional development days all year.

The CDCPS curriculum is fully implemented in each classroom of each school. Each teacher utilizes the common Blackboard Configuration (BBC) each day – the Aim (what is to be taught), Do Now (warm-up activity), main lesson steps, and homework for each lesson. The Aim, which teachers are expected to display the Aim for each lesson, is standards driven and based on the teacher’s curriculum map. Students learn to refer to the BBC as a way to understand the plan for each lesson, and school leaders use it to inform them at a glance about what is occurring in a classroom at any given time. Every teacher submits weekly lesson plans, which include the BBCs for each day as well as the key vocabulary/concepts that will be covered for the week. Weekly plans are saved to the school common drive and are available for review by Heads of School, Curriculum Advisors and teachers.

The network has an extensive library of Curriculum Advisor and teacher-created curricula in the form of unit templates that address essential questions, standards, aligned assessment items, key vocabulary, and resources, which teachers review and update periodically to ensure alignment with grade level learning standards. Master teachers regularly come together in teams called “curriculum committees” to develop and update units that include: standards, lesson vocabulary, differentiation, resources and formative assessments. This happens during the school year and in the summer. Teams of teachers, Heads of School, and Curriculum Advisors meet weekly to develop and/or revise weekly lesson plans that are guided by the goals and activities in these units. Teachers across all CDCPS schools meet in teacher teams to work on curricular issues. Over the years, teachers have added to the richness of CDCPS curriculum by taking into consideration such features as pacing, resources, mandated school strategies like balanced literacy for ELA and periodic benchmark testing. This “architecture” then becomes the basis for common units and individual lesson plan development.

Social, Emotional, and Health Needs

Community Day Charter Public Schools provide services for all students, including English language learners and those with disabilities and/or special educational needs, as required by law – no major changes were made in our programming in this area over the past year.

CDCPS educators seek to discover the special characteristics and unique learning style of each student and to deliver the instructional and support services that respond to each student’s educational needs. Students with disabilities, limited English proficiency, and other learning needs are served in inclusive classrooms. Classroom teachers develop PEGs for every student; each PEG identifies the student’s strengths in counterpoint to those areas in which he/she will need additional support to meet grade-level learning standards. The schools’ District Curriculum Accommodation Plans (DCAP) serve as guides to faculty and staff as they work to ensure that all possible efforts are made to accommodate the wide range of student learning needs in general education classrooms.

Eighty eight (88) Community Day Charter students received special education services in school year 2018-19. Section 504 accommodation plans were developed for 58 students with disabilities. Special education services were provided by special education teachers, school psychologists, speech and language therapists, and occupational and physical therapists. In-class accommodations were made for all students whenever possible in order to maintain momentum and focus throughout lessons and class activities. Accommodations included seating adjustments, additional time on task, varied book levels, audio books, and use of manipulatives. While most instructional supports were delivered in the regular education classroom via the inclusion model, some students received individualized instruction separate from the regular education classroom for short durations

of time in order to strengthen specific areas of weakness, including reading, math, language, or social/emotional skills.

Services for English learners comply with state and federal requirements. Families new to our schools complete home language surveys. We assess the language proficiency for a student when the family identifies a primary home language other than English using assessments that measure English skills in speaking, listening, reading, and writing.

In 2018-19, there were 426 students identified as English learners (EL). EL students were placed in general education classrooms and EL instructional plans were prepared to outline the subject/instructional focus, the teacher responsible, and the frequency of instruction based on the proficiency level of each student. Classroom teachers, language support teachers, reading specialists, learning specialists, generalists and subject matter teachers worked together to provide the two components of effective Sheltered English Immersion (SEI) instruction: English as a Second Language, also known as English language development, to help students at the beginning and early intermediate levels of English proficiency to “catch up” to peers who are proficient in English; and sheltered content instruction, which includes a variety of approaches and strategies to make the content of lessons more comprehensible to EL students. CDCPS monitors the progress of students who exited the English learner education program for four years and we continue to provide these students with language and other support services as outlined in the DCAP. EL students also participate in the state’s ACCESS for EL tests, which measures their progress in learning English.

- **Organizational Viability**

Organizational Structure of the Schools

CDCPS attributes its success in providing for the unique learning needs of each student to its innovative organizational design involving three levels: the Early Learning Center (K1, K2, and grade 1), the Lower School (grades 2, 3, and 4), and the Upper School (grades 5, 6, 7, and 8). Each level has a head of school and an operations manager with approximately 150 students. The head of school is an instructional leader; the limited size of each cluster as well as the significant level of management support provided frees heads of school from unrelated but necessary administrative tasks allowing them to focus almost exclusively on classroom instruction and teacher, student, and parent relationships. The operations manager at each cluster level supports the non-instructional needs of that cluster. Staff and faculty roles are clearly defined and used to set goals on which personnel are evaluated.

In the past year, we added an operations manager for the Upper School so that both CDCPS-Gateway and CDCPS-R. Kingman Webster are now fully staffed at the leadership level.

Network Structure

The network of three Community Day Charter Public Schools includes the anchor school, now known as Community Day Charter Public School-Prospect, which opened in 1995, and Community Day Charter Public School-Gateway and Community Day Charter Public School-R. Kingman Webster, which opened in 2012. The three schools are governed by one board of trustees. Board members are responsible for defining the school mission, developing policies to support the mission, hiring and evaluating management personnel and establishing systems of accountability. They ensure that the school meets statutory and regulatory requirements and charter accountability goals.

The CDCPS Board of Trustees contracts with The Community Group (TCG), a nonprofit organization, to provide leadership and management services, including human resources, finance, technology, data reporting, fund raising and program development. The chief executive officer (CEO), who reports to the CDCPS board president, works closely with the full board, and supervises the network and school staff. A committee of the board, headed by its president, evaluates the performance of the management company on an annual basis.

With the new leadership change, CDCPS network structure will change so that the CEO provides supervision to the chief academic officer (CAO). The CAO oversees all academic matters (curriculum, assessment, instruction, parent involvement, professional development, and student services) and manages the network director of student services, director of academics, supervisor of early learning, and senior head of Upper School. The CAO works with the supervisor of early education to apply the agency's deep understanding of early childhood learning to grades K1-1. The Network Director, Student Services links the school to the TCG central office, supporting student services, including bus transportation, the nutrition program, extracurricular activities, high school placement, and staffing.

Teacher Evaluation

Community Day Charter Public Schools use a modified version of the Massachusetts Model System of Educator Evaluation that meets the educator evaluation requirements for charter schools. No changes were made to the CDCPS teacher evaluation in 2018-19.

Complaints

The CDCPS Board of Trustees did not receive any written complaint pursuant to the state's charter school regulations, 603 CMR 1.09.

- **Budget and Finance Reports**

CDCPS-Prospect

Statement of Operating Revenues and Operating Expenses (Unaudited)

| | FY 19 Actual* (as of July 24 2019) | FY 2020 Budget (July 1, 2019-June 30, 2020) Approved by the Board of Trustees on May 2, 2019 |
|--|--|--|
| <i>Revenue</i> | | |
| Tuition | \$5,320,781 | \$5,463,131 |
| Grants (State & Federal) | 361,501 | 365,000 |
| Medicaid (SPED) | 19,417 | 20,000 |
| Nutrition Programs | 242,358 | 245,000 |
| Transportation and Other fees | 72,643 | 73,000 |
| Donations | 236,675 | 245,000 |
| Other | <u>3,957</u> | <u>500</u> |
| <i>Total Operating Revenues</i> | \$6,257,333 | \$6,411,631 |
| <i>Expenses</i> | | |
| Personnel | \$4,438,633 | \$4,571,792 |
| Other Direct Student Costs | 695,603 | 716,471 |
| Occupancy | 458,347 | 472,098 |

| | | |
|---------------------------------|--------------------|--------------------|
| Equipment Renewal & Replacement | 31,225 | 32,162 |
| Other | <u>420,762</u> | <u>433,385</u> |
| Total Operating Expenses | \$6,044,570 | \$6,225,907 |

* Please note that this statement is preliminary. The school's fiscal year ends June 30 and the accounts payable period runs through August 31. Consequently, the books are not closed as of this statement.

| Balance Sheet | |
|------------------------------------|--------------------|
| Current Assets | \$1,225,001 |
| Fixed Assets (net) | 16,879 |
| Other Assets | <u>2,153,104</u> |
| Total Assets | \$3,394,983 |
| Current Liabilities | \$185,199 |
| Net Assets | <u>\$3,209,784</u> |
| Total Liabilities and Fund Balance | <u>\$3,394,983</u> |

| Fundraising | |
|--|-----------|
| The School raised the following during the year ended June 30, 2019: | |
| Scholarships | \$207,159 |
| Summer School | 7,500 |
| Foster Child Support Program | 22,000 |
| General Support | <u>16</u> |
| Total Fundraising | \$236,675 |

CDCPS-Gateway

Statement of Operating Revenues and Operating Expenses (Unaudited)

| | FY 19 Actual* (as of July 24, 2019) | FY 2020 Budget (July 1, 2019-June 30, 2020) Approved by the Board of Trustees on May 2, 2019 |
|---------------------------------|---|--|
| Revenue | | |
| Tuition | \$4,914,533 | \$5,459,953 |
| Grants (State & Federal) | 318,444 | 350,000 |
| Medicaid (SPED) | 12,568 | 13,000 |
| Nutrition Programs | 269,970 | 275,000 |
| Transportation and Other fees | 59,202 | 60,000 |
| Donations | 0 | 2,000 |
| Other | <u>463</u> | <u>500</u> |
| Total Operating Revenues | \$5,575,180 | \$6,160,453 |
| Expenses | | |
| Personnel | \$4,033,112 | \$4,429,105 |
| Other Direct Student Costs | 590,210 | 661,035 |
| Occupancy | 374,506 | 385,741 |

| | | |
|---------------------------------|--------------------|--------------------|
| Equipment Renewal & Replacement | 24,681 | 20,000 |
| Other | <u>426,022</u> | <u>477,145</u> |
| Total Operating Expenses | \$5,448,531 | \$5,973,026 |

* Please note that this statement is preliminary. The school's fiscal year ends June 30 and the accounts payable period runs through August 31. Consequently, the books are not closed as of this statement.

| Balance Sheet | |
|------------------------------------|------------------|
| Current Assets | \$890,614 |
| Fixed Assets (net) | 8,089 |
| Other Assets | <u>1,168,196</u> |
| Total Assets | \$2,066,899 |
| Current Liabilities | \$129,666 |
| Net Assets | <u>1,937,233</u> |
| Total Liabilities and Fund Balance | \$2,066,899 |

| Fundraising | |
|--|------------|
| The School raised the following during the year ended June 30, 2019: | |
| General Support | <u>\$0</u> |
| Total Fundraising | \$0 |

CDCPS-R. Kingman Webster

Statement of Operating Revenues and Operating Expenses (Unaudited)

| | FY 19 Actual* (as of July 24, 2019) | FY 2020 Budget (July 1, 2019-June 30, 2020) Approved by the Board of Trustees on May 2, 2019 |
|---------------------------------|---|--|
| Revenue | | |
| Tuition | \$4,847,496 | \$5,519,131 |
| Grants (State & Federal) | 291,194 | 320,000 |
| Medicaid (SPED) | 11,468 | 15,000 |
| Nutrition Programs | 260,734 | 275,000 |
| Transportation and Other fees | 45,839 | 49,000 |
| Donations | 0 | 2,000 |
| Other | <u>407</u> | <u>500</u> |
| Total Operating Revenues | \$4,736,221 | \$6,180,631 |
| Expenses | | |
| Personnel | \$3,717,118 | \$4,190,145 |
| Other Direct Student Costs | 612,333 | 673,566 |
| Occupancy | 677,371 | 697,692 |
| Equipment Renewal & Replacement | 15,077 | 20,000 |
| Other | <u>423,245</u> | <u>465,570</u> |

| | | |
|---------------------------------|--------------------|--------------------|
| Total Operating Expenses | \$5,445,145 | \$6,146,974 |
|---------------------------------|--------------------|--------------------|

* Please note that this statement is preliminary. The school's fiscal year ends June 30 and the accounts payable period runs through August 31. Consequently, the books are not closed as of this statement.

| Balance Sheet | |
|------------------------------------|--------------------|
| Current Assets | \$726,671 |
| Fixed Assets (net) | 31,321 |
| Other Assets | <u>712,112</u> |
| Total Assets | \$1,470,104 |
| Current Liabilities | \$149,458 |
| Net Assets | <u>1,332,646</u> |
| Total Liabilities and Fund Balance | <u>\$1,470,104</u> |

| Fundraising | |
|--|----------|
| The School raised the following during the year ended June 30, 2019: | |
| General Support | <u>0</u> |
| Total Fundraising | \$0 |

Capital Plan for FY19

The FY20 capital plan focuses on CDCPS-Webster and CDCPS-Gateway projects remodel existing space to accommodate two new classrooms for the addition of the 8th grade classes. Both schools have set aside a capital reserve of \$30,000 for this purpose..

Appendix A

Accountability Plan Evidence 2018-19

Mission:

The mission of Community Day Charter Public Schools is to provide a Kindergarten through grade eight education that will draw on our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage students in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The school will reinforce the positive aspects of our city: its culture, art and economy, its working class history, and strong work ethic. Our educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible.

2018-19 CDCPS-Prospect, Faithfulness to Charter

| | 2018-19 Performance (Met/Partially Met/Not met) | Evidence |
|---|--|---|
| Objective 1: CDCPS-Prospect will have high academic achievement for its students compared to the Lawrence district and will enable its student to have high academic and personal choices after they graduate from the eighth grade. | | |
| Measure 1: Annually, 75% of public or private secondary school institutions that enroll CDCPS-Prospect graduates and that base their admission on student achievement will agree or strongly agree that CDCPS students whom they enrolled were well prepared for academic and personal success. | Met | 85% of public or private secondary school institutions that enrolled CDCPS-Prospect graduates and that based their admission on student achievement agreed or strongly agreed (on a scale of strongly agree, agree, neutral, disagree, or strongly disagree) that CDCPS students whom they enrolled were well prepared for academic and personal success. |
| Objective 2: Objective: CDCPS-Prospect will have programs and policies that encourage strong parent involvement in their child's education. | | |
| Measure 1: Annually, the first parent teacher conference in the year will have 100% parent participation. | Met | The first parent teacher conference in the year had 100% (400 of 400) parent participation. |
| Measure 2: Parent groups at CDCPS-Prospect will be formed each year and will meet at least bimonthly: regular PAB and special needs PAB. | Met | The regular Parent Advisory Board at CDCPS-Prospect met 9 times (monthly Sept-May), and the special needs Parent Advisory Council at CDCPS-Prospect met 9 times (monthly Sept-May). |

| | | | | | | | | | | | | |
|---|------------------|---|-------------------------------|--|--|----------|-----------------------------|------------------|------------------------|-----|----------------------------|-----|
| Measure 3: Parent Involvement – 75% of parents agree or strongly agree that CDCPS-Prospect provides them with multiple opportunities to partner and share in their child’s school experience. | Met | 2018-19 Parent Survey Results: 93% | | | | | | | | | | |
| Objective 3: CDCPS-Prospect will make sure that parents are in agreement with the teaching methods and physical, emotional, and multicultural aspects of their child’s experience at school. | | | | | | | | | | | | |
| Measure 1: Academic learning - 75% of parents agree or strongly agree that CDCPS-Prospect consistently adheres to: 1) High scholastic achievement for all students in English Language Arts, Mathematics, Science, Social Studies, and Use of Technology; 2) Attention to the individual learning styles of each child. | Met | <table><tr><td colspan="2">2018-19 Parent Survey Results</td></tr><tr><td></td><td>Prospect</td></tr><tr><td>Response Rate</td><td>78% (313 of 400)</td></tr><tr><td>Scholastic Achievement</td><td>96%</td></tr><tr><td>Individual Learning Styles</td><td>89%</td></tr></table> | 2018-19 Parent Survey Results | | | Prospect | Response Rate | 78% (313 of 400) | Scholastic Achievement | 96% | Individual Learning Styles | 89% |
| 2018-19 Parent Survey Results | | | | | | | | | | | | |
| | Prospect | | | | | | | | | | | |
| Response Rate | 78% (313 of 400) | | | | | | | | | | | |
| Scholastic Achievement | 96% | | | | | | | | | | | |
| Individual Learning Styles | 89% | | | | | | | | | | | |
| Measure 2: Social environment - 75% of parents agree or strongly agree that CDCPS-Prospect consistently adheres to: 1) Physical and emotional safety for each student and faculty member of the school community; and 2) Respect by students and faculty for the multi-cultural aspects of the Lawrence community. | Met | <table><tr><td colspan="2">2018-19 Parent Survey Results</td></tr><tr><td></td><td>Prospect</td></tr><tr><td>Physical & Emotional Safety</td><td>89%</td></tr><tr><td>Multicultural Aspects</td><td>94%</td></tr><tr><td>Opportunities to Partner</td><td>93%</td></tr></table> | 2018-19 Parent Survey Results | | | Prospect | Physical & Emotional Safety | 89% | Multicultural Aspects | 94% | Opportunities to Partner | 93% |
| 2018-19 Parent Survey Results | | | | | | | | | | | | |
| | Prospect | | | | | | | | | | | |
| Physical & Emotional Safety | 89% | | | | | | | | | | | |
| Multicultural Aspects | 94% | | | | | | | | | | | |
| Opportunities to Partner | 93% | | | | | | | | | | | |

CDCPS-Prospect, Academic Program Success

| | 2018–19 Performance (Met/Partially Met/Not met) | Evidence | | | | | | | | | | | | | | | |
|---|--|---|--|-------------|--------------|---------|------|---|---------|------|----|---------|------|----|---------|------|----|
| Objective 1: Students at the CDCPS-Prospect demonstrate proficiency (includes attaining either proficient or advanced classification), or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes (any test at any grade level that “counts” towards AYP determination). | | | | | | | | | | | | | | | | | |
| Measure 1: Annually, the average ranking (for all MCAS type ELA tested grade levels) of CDCPS-Prospect with all Lawrence public schools will be in the top 20%, as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined. | Met | 2018 MCAS ELA <table border="1"> <tr> <td></td><td>Number Rank</td><td>Percent Rank</td></tr> <tr> <td>Grade 3</td><td>1/12</td><td>8</td></tr> <tr> <td>Grade 4</td><td>2/12</td><td>17</td></tr> <tr> <td>Grade 5</td><td>2/12</td><td>17</td></tr> <tr> <td>Grade 6</td><td>2/12</td><td>17</td></tr> </table> | | Number Rank | Percent Rank | Grade 3 | 1/12 | 8 | Grade 4 | 2/12 | 17 | Grade 5 | 2/12 | 17 | Grade 6 | 2/12 | 17 |
| | Number Rank | Percent Rank | | | | | | | | | | | | | | | |
| Grade 3 | 1/12 | 8 | | | | | | | | | | | | | | | |
| Grade 4 | 2/12 | 17 | | | | | | | | | | | | | | | |
| Grade 5 | 2/12 | 17 | | | | | | | | | | | | | | | |
| Grade 6 | 2/12 | 17 | | | | | | | | | | | | | | | |

| | | | | |
|---|------------|-------------------|-------------|--------------|
| | | Grade 7 | 1/11 | 9 |
| | | Grade 8 | 1/12 | 8 |
| | | Average 3-8 | NA | 13 |
| Measure 2: Annually, the average ranking (for all MCAS type Math tested grade levels) of CDCPS-Prospect with all Lawrence public schools will be in the top 20%, as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined. | Met | 2018 MCAS Math | | |
| | | | Number Rank | Percent Rank |
| | | Grade 3 | 1/12 | 8 |
| | | Grade 4 | 1/12 | 8 |
| | | Grade 5 | 1/12 | 8 |
| | | Grade 6 | 2/12 | 17 |
| | | Grade 7 | 2/11 | 17 |
| | | Grade 8 | 1/12 | 8 |
| | | Average 3-8 | NA | 11 |
| Measure 3: Annually, the average ranking (for all MCAS type Science tested grade levels) of CDCPS-Prospect with all Lawrence public schools (excluding other CDCPS schools) will be in the top 20%, as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined. | Met | 2018 MCAS Science | | |
| | | | Number Rank | Percent Rank |
| | | Grade 5 | 3/12 | 25 |
| | | Grade 8 | 1/11 | 9 |
| | | Average 3-8 | NA | 17 |

CDCPS-Prospect, Organizational Viability

| | 2018-19 Performance (Met/Partially Met/Not met) | Evidence |
|---|--|---|
| Objective 1: The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement. | | |
| Measure 1: The school's annual budget is sustained by its enrollment. | Met | The financial information provided by 2018-19 demonstrates that the school's annual budget was sustained by its enrollment. |
| Objective 2: The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget. | | |
| Measure 1: Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program and consistently operate | Met | The balance sheet provided in the financial reports demonstrates that CDCPS |

| | | |
|---|------------|---|
| within budget. | | operated within budget with adequate cash flow to sustain operations and support the academic program. |
| Objective 3: The school's annual independent audit is free of material or repeated findings. | | |
| Measure 1: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor. | Met | The independent audited financial statements show that CDCPS follows sound practices and policies in managing public resources. |
| Objective 4: The school implements the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plans, and as defined by statute and regulations. | | |
| Measure 1: Annually, CPCPS will maintain an enrollment of at least 95% of capacity and a waiting list equivalent to at least 25% of the student population. | Met | In 2018-19, an enrollment capacity of 100% was maintained; and the waitlist is 281% of the student population at CDCPS-Prospect. Note: CDCPS-Gateway's waitlist is at 279% of the student population and CDCPS-Webster is at 271% of the student population. |
| Measure 2: At least 95% of students will reenroll at CDCPS each year, exclusive of those who move out of the Lawrence area. | Met | 98.6% of the students re-enrolled for the 2018-19; excluding the 5 students that moved with their families out of the Lawrence area. Note: CDCPS-Gateway re-enrollment was 98.5% with 2 student leaving the area. CDCPS-Webster was 96.8% re-enrolled with 1 student leaving the area. |

CDCPS-Prospect, Dissemination (Lead School for CDCPS Dissemination)

| | 2018-19 Performance (Met/Partially Met/Not met) | Evidence |
|--|--|--|
| Objective 1: CDCPS-Prospect will share its ELA and Math curriculum with the Lawrence district school Community Day Arlington over the course of the charter term. | | |
| Measure 1: By the end of the charter term, CDCPS-Prospect will conduct at least 5 ELA workshops and 5 Math workshops for Community Day Arlington teachers, training these teachers in the use of CDCPS-Prospect curriculum documents and methods | Met | CDCPS-Prospect conducted 3 ELA-based workshops, including culminating projects, differentiation, and benchmark analysis; and 3 math-related workshops, including project-based learning, lesson planning, and integrating technology into math curriculum. |

2018-19 CDCPS-Gateway and CDCPS-Webster

| | 2018-19 Performance (Met/ Partially Met/ Not met) | Evidence | | | |
|---|---|--|--------------|--------------|--------------------|
| Objective 1: CDCPS-Gateway and CDCPS R. Kingman Webster will have high academic achievement for its students compared to the Lawrence district. | | | | | |
| Measure 1: Annually, the average ranking (for all MCAS type ELA tested grade levels at CDCPS-Gateway/Webster) of CDCPS-Gateway with all Lawrence elementary and middle public schools (excluding other CDCPS schools) will be in the top 20%, as measured by the percentage of students scoring in the top 2 achievement categories combined. | Met | 2018 MCAS ELA | | | |
| | | | Gateway Rank | Webster Rank | Percent Rank (G/W) |
| | | Grade 3 | 1/12 | 1/12 | 8 |
| | | Grade 4 | 1/12 | 1/12 | 8 |
| | | Grade 5 | 1/12 | 2/12 | 13 |
| | | Grade 6 | 2/12 | 1/12 | 13 |
| Average 3-8 | NA | NA | 11 | | |
| Measure 2: Annually, the average ranking (for all MCAS type Math tested grade levels at CDCPS-Gateway/Webster) of CDCPS-Gateway with all Lawrence elementary and middle public schools (excluding other CDCPS schools) will be in the top 20%, as measured by the percentage of students scoring in the top 2 achievement categories combined. | Met | 2018 MCAS Math | | | |
| | | | Gateway Rank | Webster Rank | Percent Rank (G/W) |
| | | Grade 3 | 1/12 | 1/12 | 8 |
| | | Grade 4 | 1/12 | 1/12 | 8 |
| | | Grade 5 | 1/12 | 2/12 | 13 |
| | | Grade 6 | 2/12 | 1/12 | 13 |
| Average 3-8 | NA | NA | 11 | | |
| Measure 3: Annually, the average ranking (for all MCAS type Science tested grade levels at CDCPS-Gateway/Webster) of CDCPS-Gateway with all Lawrence elementary and middle public schools (excluding other CDCPS schools) will be in the top 20%, as measured by the percentage of students scoring in the top 2 achievement categories combined. | Met | 2018 MCAS Science | | | |
| | | | Gateway Rank | Webster Rank | Percent Rank (G/W) |
| | | Grade 5 | 1/12 | 1/12 | 8 |
| Average 3-8 | NA | NA | 8 | | |
| Objective 2: CDCPS-Gateway and CDCPS R. Kingman Webster will focus on each child succeeding academically and socially through individualized instruction. | | | | | |
| Measure 1: Individual learning – Annually, 75% of parents agree or strongly agree that CDCPS-Gateway/Webster “consistently uses a | | 2018-19 Parent Survey Results Gateway response rate 59% (211 of 360). Webster response rate 76% (272 of 360) | | | |

| | | | | | | | | | | | | | |
|--|---------|---|---------|---------|--|---------|---------|-----------------------------|-----|-----|-----------------------|-----|-----|
| variety of teaching methods to promote attention to the individual learning styles of each child.” | | | Gateway | Webster | | | | | | | | | |
| | | Individual Learning Styles | 91% | 93% | | | | | | | | | |
| Objective 3: CDCPS-Gateway and CDCPS- R. Kingman Webster will have programs and policies that encourage strong parent involvement in their child’s education. | | | | | | | | | | | | | |
| Measure 1: Annually, the first parent teacher conference in December will have 100% parent participation. | | The first parent teacher conference in the year had 100% (320 of 320) for Gateway and 100% (320 of 320) for Webster parent participation. | | | | | | | | | | | |
| Measure 2: Parent involvement – annually, 75% of parents agree or strongly agree that CDCPS-Gateway/Webster provides them with multiple opportunities to partner and share in their child’s school experience. | | 2018-19 Parent Survey Results <table><tr><td></td><td>Gateway</td><td>Webster</td></tr><tr><td>Parent Involvement</td><td>94%</td><td>93%</td></tr></table> | | | | Gateway | Webster | Parent Involvement | 94% | 93% | | | |
| | Gateway | Webster | | | | | | | | | | | |
| Parent Involvement | 94% | 93% | | | | | | | | | | | |
| Objective 4: CDCPS-Gateway and CDCPS R. Kingman Webster will ensure that parents have positive feelings about their child’s experience at school. | | | | | | | | | | | | | |
| Measure 1: Academic learning - annually, 75% of parents agree or strongly agree that CDCPS-Gateway/Webster consistently uses a variety of teaching methods to promote High scholastic achievement for all students in English Language Arts, Mathematics, Science, Social Studies, and Use of Technology. | | 2018-19 Parent Survey Results <table><tr><td></td><td>Gateway</td><td>Webster</td></tr><tr><td>Scholastic Achievement</td><td>95%</td><td>96%</td></tr></table> | | | | Gateway | Webster | Scholastic Achievement | 95% | 96% | | | |
| | Gateway | Webster | | | | | | | | | | | |
| Scholastic Achievement | 95% | 96% | | | | | | | | | | | |
| Measure 2: Social environment – annually, 75% of parents agree or strongly agree that CDCPS-Gateway/Webster consistently adheres to: 1) Physical and emotional safety for each student and faculty member of the school community; and 2) Respect by students and faculty for the multi-cultural aspects of the Lawrence community. | | 2018-19 Parent Survey Results <table><tr><td></td><td>Gateway</td><td>Webster</td></tr><tr><td>Physical & Emotional Safety</td><td>93%</td><td>90%</td></tr><tr><td>Multicultural Aspects</td><td>92%</td><td>94%</td></tr></table> | | | | Gateway | Webster | Physical & Emotional Safety | 93% | 90% | Multicultural Aspects | 92% | 94% |
| | Gateway | Webster | | | | | | | | | | | |
| Physical & Emotional Safety | 93% | 90% | | | | | | | | | | | |
| Multicultural Aspects | 92% | 94% | | | | | | | | | | | |
| Objective 5: CDCPS-Gateway and CDCPS-R. Kingman Webster will celebrate the culture and community of Lawrence.. | | | | | | | | | | | | | |
| Measure 1: Cultural Respect – annually, 75% of parents agree or strongly agree that CDCPS-Gateway/Webster students and faculty consistently respect the multi-cultural aspects of the Lawrence community. | | 2018-19 Parent Survey Results <table><tr><td></td><td>Gateway</td><td>Webster</td></tr><tr><td>Multicultural Aspects</td><td>92%</td><td>94%</td></tr></table> | | | | Gateway | Webster | Multicultural Aspects | 92% | 94% | | | |
| | Gateway | Webster | | | | | | | | | | | |
| Multicultural Aspects | 92% | 94% | | | | | | | | | | | |
| Measure 2: Each year, CDCPS-Gateway/Webster will incorporate at least one unit of study on the city and | | Immigration is woven through all grades at CDCPS. As Lawrence is an immigrant city, the history and culture of Lawrence is always a part of these units. | | | | | | | | | | | |

| | | |
|---|--|--|
| culture of Lawrence at each grade level each year kindergarten through grade 8. | | |
|---|--|--|

CDCPS-Gateway and CDCPS-R. Kingman Webster Dissemination (Lead School for CDCPS Dissemination)

| | 2018-19 Performance (Met/Partially Met/Not met) | Evidence |
|---|--|---|
| Objective 1: In the course of assisting in the turnaround of the district Community Day Arlington (CDA) school, CDCPS-Gateway/CDCPS-R. Kingman Webster will share strategies for differentiation in ELA and Math. | | |
| Measure 1: During the charter term, the network of TCG will organize and CDCPS-Gateway/Webster teachers will conduct at least 5 workshops for teachers at CDA from the following list of topics, training these teachers in strategies for differentiation in ELA and Math, data analysis in ELA and Math, writing, problem-based learning strategies in Math, and checks for understanding in ELA and Math. | | CDCPS-Gateway (and Webster) 3 ELA-based workshops, including culminating projects, differentiation, and benchmark analysis; and 3 math-related workshops, including project-based learning, lesson planning, and integrating technology into math curriculum. |
| Measure 2: During the charter term, identified teachers from CDCPS-Gateway/Webster will conduct ongoing professional development and technical assistance with the integration of technology into daily curriculum and assessments directly with teachers from CDA. | | CDCPS-Gateway and CDCPS-Webster teachers worked with CDA teachers to successfully implement computer-based testing in grade 3 with minimal disruption to students or teachers |

Appendix B

Community Day Charter Public Schools Recruitment and Retention Plans

CDCPS-Prospect Recruitment Plan 2019-20

School Name: Community Day Charter Public School-Prospect

2018-19 Implementation Summary:

In school year 2018-19, recruitment plans for Community Day Charter schools were implemented for the 2019-20 school year. The application deadline for the schools was February 8, 2019, followed by the lottery held together for each school on March 5, 2019. Since this was our third year using online applications, and the first year applying for three schools on one application, every ad that was placed and every mailing prominently displayed this recent change and promoted our *Resource Hours*. In order to ensure that all residents had equal access, the application was available to fill out at the school Open House and we provided *Resource Hours* in the morning and evening throughout the entire application period. If parents were unable to attend any of our scheduled sessions, Operations Managers were also available to assist over the phone. The online applications continue to be a success, with an increase of roughly 37% in total applications for all Community Day Charter Public Schools.

CDCPS-Prospect, with a smaller incoming class of 20, offered more than half of its seats to siblings in our new class. Students selected and accepting enrollment for school year 2019-20 will not be enrolled until after August 1, 2019 thus we cannot report on their demographics or the effectiveness of the strategies implemented last year, however, CDCPS does not expect any changes in how our incoming class will meet the comparison index or the gap narrowing targets, as per the October 1, 2019 SIMS report.

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

General Recruitment Activities for 2019-20:

Advertising: Prior to the lottery, each school will advertise through the local media (English/Spanish) and by leafleting (English/Spanish/French) in the community. These advertisements announce that applications are being accepted for the upcoming school year, grades the school serves, when open houses will be held, the application deadline, and the lottery date, time and location. Advertising will begin at least one month in advance of the application deadline and will include the following channels:

- A mailing to students in the sending district
- 2 Spanish language radio station(s)
- 1 English and 1 Spanish language newspaper advertising
- Leaflets distributed to families with children enrolled
- Leaflets distributed to businesses and social service agencies throughout the city
- School websites

Use of Third Party Mail House: In accordance with 603 CMR 1.05 (6) (e), each school will use a third party mail house to contact families of students in the sending district regarding the opportunity to apply for enrollment at the school.

Recruitment Plan – Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

| | |
|--|--|
| <p>(a) CHART data</p> <p>School percentage: 13.3%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 12.9%</p> <p>The school is above CI percentages</p> | <p style="text-align: center;">(b) 2018-19 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Leaflets and the mailing to students in the sending district will articulate that the school is public and services all students, including those in need of special education services. • Leaflets will be distributed to the local Early Intervention program offices, supplemented with additional information provided to all child care facilities in the Lawrence area about our Special Education services. • Information about special education at the school will be incorporated into information presented at open house events. The SPED discussions will be a major part of the open house events. • Develop communications with MSPCC (Mass Society for Prevention of Cruelty to Children) and DCF (Department of Children and Families) to encourage the referral of students with disabilities. • Enhance communications with Early Intervention at the Professional Center for Child Development. • Invite families of children with disabilities enrolled in the Head Start Program and in mental health treatment programs provided by Family Services of the Merrimack Valley to information sessions focused on special education programs and inclusion models. • Ensure special education representatives are present at all open houses. • All recruitment materials explicitly state in the languages spoken by the families that children with special needs are welcome at our school. • The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information. • The Special Education Director will collaborate with the Elementary School principal to provide information to kindergarten applicants with information regarding the school's special education program. <p style="text-align: center;">(c) 2019-20 Additional Strategy(ies), if needed</p> |
|--|--|

Limited English-proficient students/English learners

| | |
|--|--|
| <p>(a) CHART data</p> <p>School percentage: 30.8%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 29.6%</p> <p>The school is above CI percentages</p> | <p style="text-align: center;">(b) 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Families with students in this group will be informed of the opportunity to apply to the school and participate in the lottery through multilingual leaflets. Languages will include the most prevalent languages of the district: Spanish and French. • Media placement will include communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper. • Leaflet distribution will include local businesses, organizations, and events frequented by cultural groups, including Mendez Flowers, Child Care Circuit Family Net events, Saigon Market, and Linh's Salon. <p style="text-align: center;">(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> |
|--|--|

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

| | |
|---|--|
| <p>(a) CHART data</p> <p>School percentage: 47.9%</p> <p>GNT percentage: 53.7</p> <p>CI percentage: 56.8%</p> <p>The school is below CI percentages</p> | <p>(b) 2018-19 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • A mailing advertising the school and application process will be sent to families with students in the Lawrence Public Schools. • Leaflet/information distribution will include postings at social service agencies in the community (for example, Greater Lawrence Family Health Centers, Boys/Girls Club, MA Department of Transitional Assistance). • Leaflet distribution will include students in preschool programs that serve a high percentage of families who qualify for financial assistance, including Community Day Learning. • Disseminate recruitment materials and develop contacts with the local community action agency (Greater Lawrence Community Action Council) to encourage referrals of low-income families served through their WIC (Women, Infants and Children) and Fuel Assistance programs. • Identify contact persons at 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 4 affordable housing projects owned and operated by the LHA, and the Section 8 housing voucher program that families access through the LHA. • Work with Resource and Referral agency to send mailings specifically targeting voucher recipient families. • Made contact with community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc. • Provided child care at one or more information sessions. <p>(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • Promotional materials and Open House announcements made at local Head Start sites. • |
| <p><u>Students who are sub-proficient</u></p> | <p>(d) 2018-19 Strategies</p> <ul style="list-style-type: none"> • Leaflets/information distributed will highlight the school's use of assessment data to identify and respond to the learning needs of every student. • Presentations will incorporate the school's efforts to continuously monitor students' academic progress and instructional methods to address the needs of any student who is not making adequate progress. |
| <p><u>Students at risk of dropping out of school</u></p> | <p>(e) 2018-19 Strategies</p> <ul style="list-style-type: none"> • The schools will attract/enroll a population of students who are at risk of dropping out of school, with risk factors including low socioeconomic status, low education level of parents, family disruption, low achievement in school, having a learning disability or emotional disturbance, and low engagement with school. • Leaflet distribution will include postings at social service agencies in the community, including those listed above serving families in need of financial assistance and children with special needs as well as ValleyWorks Career Center. |
| <p><u>Students who have dropped out of school</u></p> | <p>(f) 2018-19 Strategies</p> <ul style="list-style-type: none"> • Not applicable |

| | |
|---|--|
| OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u> | (g) 2018-19 Strategies <ul style="list-style-type: none"> • Not applicable |
|---|--|

CDCPS-Prospect Retention Plan 2019-20

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2018-19 Retention Plan.

2018-19 Implementation Summary:

We are reporting on the 2018-19 Retention Rate (100% minus Attrition Rate):

- ELL retention rates: 97%
- Low Income retention rates: 96.8%
- Special Education retention rates: 97.9%

All rates are higher than the state averages evidence that our strategies were generally successful for the 3 major demographic groups.

| Overall Student Retention Goal | |
|--|---|
| Annual goal for student retention (percentage): | <p style="text-align: center;"><u>95%</u></p> <p>The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (86.7%); Low Income (89.4%); and Special Education (90.7%)</p> |

| Retention Plan –Strategies List strategies for retention activities for <u>each</u> demographic group. | |
|---|--|
| Special education students/students with disabilities | |
| <p><u>(a) CHART data</u></p> <p>School percentage: 2.1%</p> <p>Third Quartile: 17.4%</p> <p>The school is below third quartile percentages.</p> | <p style="text-align: center;">(b) 2018-19 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Create personal educational goals (PEG) for each student to identify student strengths as well as areas in which he/she will need additional support to meet grade-level learning standards. The PEG will serve as the school's approved Individual Student Success Plan (ISSP). • Continue to facilitate the special education Parent Advisory Council. • Continue to offer an extended school day. <p style="text-align: center;">(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: 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.</p> |
| Limited English-proficient students/English learners | |

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| <p><u>(a) CHART data</u></p> <p>School percentage: 3.0% Third Quartile: 17.3%</p> <p>The school is below third quartile percentages.</p> | <p>(b) 2018-19 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Implement an English Immersion Program that includes Sheltered English Immersion (SEI) Instruction for English language learners until they are proficient in English. Assessments will track students' progress in developing listening, speaking, reading, and writing skills. Offer bilingual communication with parents in Spanish and English, the predominant languages spoken in student homes; communicate in other languages as needed. Facilitate the Association of Parents in Action, a bilingual group which meets to discuss topics related to children's education and the community. <p>(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. 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.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2018-2019 school year. No retention strategies needed.</p> |
| <p>Students eligible for free or reduced lunch (low income/economically disadvantaged)</p> | |
| <p><u>(a) CHART data</u></p> <p>School percentage: 3.2% Third Quartile: 16.3%</p> <p>The school is below third quartile percentages.</p> | <p>(b) 2018-19 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Hold meetings and other family events that build school community. Include activities in which students' academic work is shared. Create a forum for parents to give input through a Parent Advisory Board and planning social fundraising events. <p>(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. 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.</p> |
| <p><u>Students who are sub-proficient</u></p> | <p>(d) 2018-19 Strategies</p> <ul style="list-style-type: none"> Utilize data from several assessment tools to identify student, classroom, and grade level performance and inform instruction. Begin academic progress monitoring in the fall of each year; call a student support team (SST) meeting to address concern for any student who is not making adequate progress and ensure that "No child is left behind." |
| <p><u>Students at risk of dropping out of school</u></p> | <p>(e) 2018-19 Strategies</p> <ul style="list-style-type: none"> Actively foster a school culture of learning, respect, and personal responsibility through an award system for students who are role models, community service learning opportunities and school themes that guide academic commitment and behavior. Offer guidance in selection of and application to high school, including school visits for students, information sessions for parents, and assistance with the process of applying for financial aid for non-public high schools. (Community Day Charter-Prospect) Implement activities like career days that expose students to a range of careers and the pathways to their attainment.(Community Day Charter-Prospect) Offer a range of extracurricular activities and family events that promote |

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| | engagement with the schools and the community. |
| <u>Students who have dropped out of school</u> | (f) 2018-19 Strategies <ul style="list-style-type: none"> • Not applicable |
| OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u> | (g) 2018-19 Strategies <ul style="list-style-type: none"> • Not applicable |

CDCPS-Gateway Recruitment Plan 2019-20

School Name: Community Day Charter Public School-Gateway

2018-19 Implementation Summary:

In school year 2018-19, recruitment plans for Community Day Charter schools were implemented for the 2019-20 school year. The application deadline for the schools was February 8, 2019, followed by the lottery held together for each school on March 5, 2019. Since this was our third year using online applications, and the first year applying for three schools on one application, every ad that was placed and every mailing prominently displayed this recent change and promoted our *Resource Hours*. In order to ensure that all residents had equal access, the application was available to fill out at the school Open House and we provided *Resource Hours* in the morning and evening throughout the entire application period. If parents were unable to attend any of our scheduled sessions, Operations Managers were also available to assist over the phone. The online applications continue to be a success, with an increase of roughly 37% in total applications for all Community Day Charter Public Schools.

This year, CDCPS-Gateway offered roughly 50% of its seats to siblings in the new class. Students selected and accepting enrollment for school year 2019-20 will not be enrolled until after August 1, 2019 thus we cannot report on their demographics or the effectiveness of the strategies implemented last year, however, CDCPS does not expect any changes in how our incoming class will meet the comparison index or the gap narrowing targets, as per the October 1, 2019 SIMS report.

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

General Recruitment Activities for 2019-20:

Advertising: Prior to the lottery, each school will advertise through the local media (English/Spanish) and by leafleting (English/Spanish/French) in the community. These advertisements announce that applications are being accepted for the upcoming school year, grades the school serves, when open houses will be held, the application deadline, and the lottery date, time and location. Advertising will begin at least one month in advance of the application deadline and will include the following channels:

- A mailing to students in the sending district
- Local access channel 8 cable television
- 2 Spanish language radio station(s)
- 1 English and 1 Spanish language newspaper advertising
- Leaflets distributed to families with children enrolled
- Leaflets distributed to businesses and social service agencies throughout the city

- School websites

Use of Third Party Mail House: In accordance with 603 CMR 1.05 (6) (e), each school will use a third party mail house to contact families of students in the sending district regarding the opportunity to apply for enrollment at the school.

| Recruitment Plan –Strategies | |
|--|---|
| List strategies for recruitment activities for <u>each</u> demographic group. | |
| Special education students/students with disabilities | |
| <p>(a) CHART data</p> <p>School percentage: 10.3%</p> <p>GNT percentage: 10.5%</p> <p>CI percentage: 12.6%</p> <p>The school is below GNT percentages and below CI percentages</p> | <p>(b) 2018-19 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Leaflets and the mailing to students in the sending district will articulate that the school is public and services all students, including those in need of special education services. • Leaflets will be distributed to the local Early Intervention program offices, supplemented with additional information provided to all child care facilities in the Lawrence area about our Special Education services. • Information about special education at the school will be incorporated into information presented at open house events. The SPED discussions will be a major part of the open house events. • Develop communications with MSPCC (Mass Society for Prevention of Cruelty to Children) and DCF (Department of Children and Families) to encourage the referral of students with disabilities. • Enhance communications with Early Intervention at the Professional Center for Child Development. • Invite families of children with disabilities enrolled in the Head Start Program and in mental health treatment programs provided by Family Services of the Merrimack Valley to information sessions focused on special education programs and inclusion models. • Ensure special education representatives are present at all open houses. • All recruitment materials explicitly state in the languages spoken by the families that children with special needs are welcome at our school. • The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information. • The Special Education Director will collaborate with the Elementary School principal to provide information to kindergarten applicants with information regarding the school's special education program. |
| | <p>(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • Promotional materials direct prospective families to the school website for contact information and details about programs, events, and special needs services. |
| | Limited English-proficient students/English learners |

| | |
|--|---|
| <p>(a) CHART data</p> <p>School percentage: 24.2%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 29.8%</p> <p>The school is below CI percentages</p> | <p>(b) 2018-19 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Families with students in this group will be informed of the opportunity to apply to the school and participate in the lottery through multilingual leaflets. Languages will include the most prevalent languages of the district: Spanish and French. Media placement will include communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper. Leaflet distribution will include local businesses, organizations, and events frequented by cultural groups, including Mendez Flowers, Child Care Circuit Family Net events, Saigon Market, and Linh's Salon. <p>(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> Leave translated copies of our flyers and applications at adult ESL programs in the community Provided translators for families touring the school. Disseminate translated materials at cultural celebrations and citywide recreational events. |
| <p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p> | |
| <p>(a) CHART data</p> <p>School percentage: 50.3%</p> <p>GNT percentage: 55.9%</p> <p>CI percentage: 56.8%</p> <p>The school is below CI percentages</p> | <p>(b) 2018-19 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> A mailing advertising the school and application process will be sent to families with students in the Lawrence Public Schools. Leaflet/information distribution will include postings at social service agencies in the community (for example, Greater Lawrence Family Health Centers, Boys/Girls Club, MA Department of Transitional Assistance). Leaflet distribution will include students in preschool programs that serve a high percentage of families who qualify for financial assistance, including Community Day Learning. Establish communications with and disseminate recruitment materials to the new Preschool Expansion Grant Programs that will serve low-income 4 year old children beginning in August 2016. Disseminate recruitment materials and develop contacts with the local community action agency (Greater Lawrence Community Action Council) to encourage referrals of low-income families served through their WIC (Women, Infants and Children) and Fuel Assistance programs. Identify contact persons at 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 4 affordable housing projects owned and operated by the LHA, and the Section 8 housing voucher program that families access through the LHA. Work with Resource and Referral agency to send mailings specifically targeting voucher recipient families. Make contact with community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc. <p>(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> Provide child care at one or more information sessions. Promotional materials and Open House announcements made at local Head Start |

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| | sites. |
| <u>Students who are sub-proficient</u> | <p>(d) 2018-19 Strategies</p> <ul style="list-style-type: none"> • Leaflets/information distributed will highlight the school's use of assessment data to identify and respond to the learning needs of every student. • Presentations will incorporate the school's efforts to continuously monitor students' academic progress and instructional methods to address the needs of any student who is not making adequate progress. |
| <u>Students at risk of dropping out of school</u> | <p>(e) 2018-19 Strategies</p> <ul style="list-style-type: none"> • The schools will attract/enroll a population of students who are at risk of dropping out of school, with risk factors including low socioeconomic status, low education level of parents, family disruption, low achievement in school, having a learning disability or emotional disturbance, and low engagement with school. • Leaflet distribution will include postings at social service agencies in the community, including those listed above serving families in need of financial assistance and children with special needs and ValleyWorks Career Center. |
| <u>Students who have dropped out of school</u> | <p>(f) 2018-19 Strategies</p> <ul style="list-style-type: none"> • Not applicable |
| OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u> | <p>(g) 2018-19 Strategies</p> <ul style="list-style-type: none"> • Not applicable |

CDCPS-Gateway Retention Plan 2019-20

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2018-19 Retention Plan.

2018-19 Implementation Summary:

We are reporting on the 2018-19 Retention Rate (100% minus Attrition Rate):

- ELL retention rates: 98.7%
- Low Income retention rates: 96.9%
- Special Education retention rates: 100%

All rates are higher than the state averages evidence that our strategies were generally successful for the 3 major demographic groups.

| Overall Student Retention Goal | |
|--|---|
| Annual goal for student retention (percentage): | <p style="text-align: center;"><u>95%</u></p> <p>The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (86.7%); Low Income (89.4%); and Special Education (90.7%)</p> |

| Retention Plan –Strategies | |
|---|---|
| List strategies for retention activities for <u>each</u> demographic group. | |
| Special education students/students with disabilities | |
| <p><u>(a) CHART data</u></p> <p>School percentage: 0% Third Quartile: 18.3%</p> <p>The school is below third quartile percentages.</p> | <p>(b) 2018-19 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Create personal educational goals (PEG) for each student to identify student strengths as well as areas in which he/she will need additional support to meet grade-level learning standards. The PEG will serve as the school's approved Individual Student Success Plan (ISSP). Continue to facilitate the special education Parent Advisory Council. Continue to offer an extended school day. |
| | <p>(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: 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.</p> |
| Limited English-proficient students/English learners | |
| <p><u>(a) CHART data</u></p> <p>School percentage: 1.3% Third Quartile: 17.1%</p> <p>The school is below third quartile percentages.</p> | <p>(b) 2018-19 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Implement an English Immersion Program that includes Sheltered English Immersion (SEI) Instruction for English language learners until they are proficient in English. Assessments will track students' progress in developing listening, speaking, reading, and writing skills. Offer bilingual communication with parents in Spanish and English, the predominant languages spoken in student homes; communicate in other languages as needed. Facilitate the Association of Parents in Action, a bilingual group that discusses topics like children's education and community. |
| | <p>(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. 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.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2018-2019 school year. No retention strategies needed.</p> |
| Students eligible for free or reduced lunch (low income/economically disadvantaged) | |
| <p><u>(a) CHART data</u></p> <p>School percentage: 3.1% Third Quartile: 17.1%</p> <p>The school is below third quartile percentages.</p> | <p>(b) 2018-19 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Hold meetings and other family events that build school community. Include activities in which students' academic work is shared. Create a forum for parents to give input through a Parent Advisory Board and planning social fundraising events. |
| | <p>(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. 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.</p> |
| <u>Students who are sub-</u> | (d) 2018-19 Strategies |

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| <u>proficient</u> | <ul style="list-style-type: none"> Utilize data from several assessment tools to identify student, classroom, and grade level performance and inform instruction. Begin academic progress monitoring in the fall of each year; call a student support team (SST) meeting to address concern for any student who is not making adequate progress and ensure that "No child is left behind." |
| <u>Students at risk of dropping out of school</u> | <p>(e) 2018-19 Strategies</p> <ul style="list-style-type: none"> Actively foster a school culture of learning, respect, and personal responsibility through an award system for students who are role models, community service learning opportunities and school themes that guide academic commitment and behavior. Offer guidance in selection of and application to high school, including school visits for students, information sessions for parents, and assistance with the process of applying for financial aid for non-public high schools. (Community Day Charter-Prospect) Implement activities like career days that expose students to a range of careers and the pathways to their attainment.(Community Day Charter-Prospect) Offer a range of extracurricular activities and family events that promote engagement with the schools and the community. |
| <u>Students who have dropped out of school</u> | <p>(f) 2018-19 Strategies</p> <ul style="list-style-type: none"> Not applicable |
| OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u> | <p>(g) 2018-19 Strategies</p> <ul style="list-style-type: none"> Not applicable |

CDCPS-Webster Recruitment Plan 2019-20

School Name: Community Day Charter Public School-Webster

2018-19 Implementation Summary:

In school year 2018-19, recruitment plans for Community Day Charter schools were implemented for the 2019-20 school year. The application deadline for the schools was February 8, 2019, followed by the lottery held together for each school on March 5, 2019. Since this was our third year using online applications, and the first year applying for three schools on one application, every ad that was placed and every mailing prominently displayed this recent change and promoted our *Resource Hours*. In order to ensure that all residents had equal access, the application was available to fill out at the school Open House and we provided *Resource Hours* in the morning and evening throughout the entire application period. If parents were unable to attend any of our scheduled sessions, Operations Managers were also available to assist over the phone. The online applications continue to be a success, with an increase of roughly 37% in total applications for all Community Day Charter Public Schools.

CDPCS-Webster continues to offer roughly half of its seats to siblings in our new class. Students selected and

accepting enrollment for school year 2019-20 will not be enrolled until after August 1, 2019 thus we cannot report on their demographics or the effectiveness of the strategies implemented last year, however, CDCPS does not expect any changes in how our incoming class will meet the comparison index or the gap narrowing targets, as per the October 1, 2019 SIMS report.

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

General Recruitment Activities for 2019-20:

Advertising: Prior to the lottery, each school will advertise through the local media (English/Spanish) and by leafleting (English/Spanish/French) in the community. These advertisements announce that applications are being accepted for the upcoming school year, grades the school serves, when open houses will be held, the application deadline, and the lottery date, time and location. Advertising will begin at least one month in advance of the application deadline and will include the following channels:

- A mailing to students in the sending district
- Local access channel 8 cable television
- 2 Spanish language radio station(s)
- 1 English and 1 Spanish language newspaper advertising
- Leaflets distributed to families with children enrolled
- Leaflets distributed to businesses and social service agencies throughout the city
- School websites

Use of Third Party Mail House: In accordance with 603 CMR 1.05 (6) (e), each school will use a third party mail house to contact families of students in the sending district regarding the opportunity to apply for enrollment at the school.

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) 2018-19 Strategies

☒ Met GNT/CI: no enhanced/additional strategies needed

- Leaflets and the mailing to students in the sending district will articulate that the school is public and services all students, including those in need of special education services.
- Leaflets will be distributed to the local Early Intervention program offices, supplemented with additional information provided to all child care facilities in the Lawrence area about our Special Education services.
- Information about special education at the school will be incorporated into information presented at open house events. The SPED discussions will be a major part of the open house events.
- Develop communications with MSPCC (Mass Society for Prevention of Cruelty to Children) and DCF (Department of Children and Families) to encourage the referral of students with disabilities.
- Enhance communications with Early Intervention at the Professional Center for Child Development.
- Invite families of children with disabilities enrolled in the Head Start Program and in mental health treatment programs provided by Family Services of the Merrimack Valley to information sessions focused on special education programs and inclusion models.

(a) CHART data

School percentage:
8.6%

GNT percentage: 8.4%
CI percentage: 12.6%

The school is above
GNT percentages and
below CI percentages

| | |
|---|---|
| | <ul style="list-style-type: none"> • Ensure special education representatives are present at all open houses. • All recruitment materials explicitly state in the languages spoken by the families that children with special needs are welcome at our school. <p>(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: 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.</p> |
| Limited English-proficient students/English learners | |
| <p>(a) CHART data</p> <p>School percentage: 29.4%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 29.8%</p> <p>The school is below CI percentages</p> | <p>(b) 2018-19 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Families with students in this group will be informed of the opportunity to apply to the school and participate in the lottery through multilingual leaflets. Languages will include the most prevalent languages of the district: Spanish and French. • Media placement will include communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper. • Leaflet distribution will include local businesses, organizations, and events frequented by cultural groups, including Mendez Flowers, Child Care Circuit Family Net events, Saigon Market, and Linh's Salon. • Bilingual or multilingual staff available during the open houses and information sessions. <p>(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change.</p> <ul style="list-style-type: none"> • Leave translated copies of our flyers and applications at adult ESL programs in the community. • Promotional materials and Open House announcements made at regional Head Start sites. |
| Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged) | |
| <p>(a) CHART data</p> <p>School percentage: 49.4%</p> <p>GNT percentage: 51.7</p> <p>CI percentage: 56.8%</p> <p>The school is below the GNT and CI percentages</p> | <p>(b) 2018-19 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • A mailing advertising the school and application process will be sent to families with students in the Lawrence Public Schools. • Leaflet/information distribution will include postings at social service agencies in the community (for example, Greater Lawrence Family Health Centers, Boys/Girls Club, MA Department of Transitional Assistance). • Leaflet distribution will include students in preschool programs that serve a high percentage of families who qualify for financial assistance, including Community Day Learning. • Establish communications with and disseminate recruitment materials to the new Preschool Expansion Grant Programs that will serve low-income 4 year old children beginning in August 2015. • Disseminate recruitment materials and develop contacts with the local community action agency (Greater Lawrence Community Action Council) to encourage referrals of low-income families served through their WIC (Women, Infants and Children) and Fuel Assistance programs. • Identify contact persons at 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 4 affordable housing projects |

| | |
|---|---|
| | <p>owned and operated by the LHA, and the Section 8 housing voucher program that families access through the LHA.</p> <ul style="list-style-type: none"> • Work with Resource and Referral agency to send mailings specifically targeting voucher recipient families. |
| | <p>(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change.</p> <ul style="list-style-type: none"> • Provide child care at one or more information sessions. • Promotional materials and Open House announcements made at local Head Start sites |
| <u>Students who are sub-proficient</u> | <p>(d) 2018-19 Strategies</p> <ul style="list-style-type: none"> • Leaflets/information distributed will highlight the school's use of assessment data to identify and respond to the learning needs of every student. • Presentations will incorporate the school's efforts to continuously monitor students' academic progress and instructional methods to address the needs of any student who is not making adequate progress. |
| <u>Students at risk of dropping out of school</u> | <p>(e) 2018-19 Strategies</p> <ul style="list-style-type: none"> • The schools will attract/enroll a population of students who are at risk of dropping out of school, with risk factors including low socioeconomic status, low education level of parents, family disruption, low achievement in school, having a learning disability or emotional disturbance, and low engagement with school. • Leaflet distribution will include postings at social service agencies in the community, including those listed above serving families in need of financial assistance and children with special needs and ValleyWorks Career Center. |
| <u>Students who have dropped out of school</u> | <p>(f) 2018-19 Strategies</p> <ul style="list-style-type: none"> • Not applicable |
| OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u> | <p>(g) 2018-19 Strategies</p> <ul style="list-style-type: none"> • Not applicable |

CDCPS-Webster Retention Plan 2019-20

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2018-19 Retention Plan.

2018-19 Implementation Summary:

We are reporting on the 2018-19 Retention Rate (100% minus Attrition Rate):

- ELL retention rates: 96.1%
- Low Income retention rates: 95.7%
- Special Education retention rates: 93.1%

All rates are higher than the state averages, evidence that our strategies were generally successful for the 3 major demographic groups.

| Overall Student Retention Goal | |
|--|--|
| Annual goal for student retention (percentage): | <u>95%</u> The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (86.7%); Low Income (89.4%); and Special Education (90.7%) |

| Retention Plan –Strategies List strategies for retention activities for <u>each</u> demographic group. | |
|--|---|
| Special education students/students with disabilities | |
| <p><u>(a) CHART data</u></p> <p>School percentage: 6.9%</p> <p>Third Quartile: 18.3%</p> <p>The school is below third quartile percentages.</p> | <p>(b) 2018-19 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Create personal educational goals (PEG) for each student to identify student strengths as well as areas in which he/she will need additional support to meet grade-level learning standards. The PEG will serve as the school's approved Individual Student Success Plan (ISSP). • Continue to facilitate the special education Parent Advisory Council. • Continue to offer an extended school day. |
| | <p>(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: 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.</p> |
| Limited English-proficient students/English learners | |
| <p><u>(a) CHART data</u></p> <p>School percentage: 3.9%</p> <p>Third Quartile: 17.1%</p> <p>The school is below third quartile percentages.</p> | <p>(b) 2018-19 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Implement an English Immersion Program that includes Sheltered English Immersion (SEI) Instruction for English language learners until they are proficient in English. Assessments will track students' progress in developing listening, speaking, reading, and writing skills. • Offer bilingual communication with parents in Spanish and English, the predominant languages spoken in student homes; communicate in other languages as needed. • Facilitate the Association of Parents in Action, a bilingual group that |

| | |
|--|---|
| | discusses topics like children's education and community. |
| | <p>(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. 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.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2016-2017 school year. No retention strategies needed.</p> |
| Students eligible for free or reduced lunch (low income/economically disadvantaged) | |
| <p>(a) CHART data</p> <p>School percentage: 4.3%</p> <p>Third Quartile: 17.1%</p> <p><u>The school is below third quartile percentages.</u></p> | <p>(b) 2018-19 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Hold meetings and other family events that build school community. Include activities in which students' academic work is shared. Create a forum for parents to give input through a Parent Advisory Board and planning social fundraising events. |
| | <p>(c) 2019-20 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. 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.</p> |
| <p><u>Students who are sub-proficient</u></p> | <p>(d) 2018-19 Strategies</p> <ul style="list-style-type: none"> Utilize data from several assessment tools to identify student, classroom, and grade level performance and inform instruction. Begin academic progress monitoring in the fall of each year; call a student support team (SST) meeting to address concern for any student who is not making adequate progress and ensure that "No child is left behind." |
| <p><u>Students at risk of dropping out of school</u></p> | <p>(e) 2018-19 Strategies</p> <ul style="list-style-type: none"> Actively foster a school culture of learning, respect, and personal responsibility through an award system for students who are role models, community service learning opportunities and school themes that guide academic commitment and behavior. Offer guidance in selection of and application to high school, including school visits for students, information sessions for parents, and assistance with the process of applying for financial aid for non-public high schools. (CDCPS-Prospect) Implement activities like career days that expose students to a range of careers and the pathways to their attainment. (CDCPS-Prospect) Offer a range of extracurricular activities and family events that promote engagement with the schools and the community. |
| <p><u>Students who have dropped out of school</u></p> | <p>(f) 2018-19 Strategies</p> <ul style="list-style-type: none"> Not applicable |
| <p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p> | <p>(g) 2018-19 Strategies</p> <ul style="list-style-type: none"> Not applicable |

Appendix C

School and Student Data Tables

Student Demographic Information

In addition to the Student Data Tables provided here we are also including links to each school's student information that can be found on the Department of Elementary and Secondary Education's School and District Profiles website.

| Community Day Charter Public School - Prospect | | |
|--|---------------|--------------------------|
| STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2018-19 | | |
| Race/Ethnicity | # of students | % of entire student body |
| African-American | 2 | 0.5 |
| Asian | 1 | 0.3 |
| Hispanic | 389 | 97.2 |
| Native American | 0 | 0.0 |
| White | 8 | 2.0 |
| Native Hawaiian, Pacific Islander | 0 | 0.0 |
| Multi-race, non-Hispanic | 0 | 0.0 |
| Special education | 53 | 13.3 |
| Limited English proficient | 123 | 30.8 |
| Economically Disadvantaged | 192 | 47.9 |
| Community Day Charter Public School – Gateway | | |
| STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2018-2019 | | |
| Race/Ethnicity | # of students | % of entire student body |
| African-American | 4 | 1.1 |
| Asian | 2 | 0.6 |
| Hispanic | 344 | 95.6 |
| Native American | 1 | 0.3 |
| White | 9 | 2.5 |
| Native Hawaiian, Pacific Islander | 0 | 0.0 |
| Multi-race, non-Hispanic | 0 | 0.0 |
| Special education | 37 | 10.3 |
| Limited English proficient | 87 | 24.2 |
| Economically Disadvantaged | 225 | 50.3 |
| Community Day Charter Public School - R. Kingman Webster | | |
| STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2018-2019 | | |
| Race/Ethnicity | # of students | % of entire student body |
| African-American | 4 | 1.1 |
| Asian | 4 | 1.1 |
| Hispanic | 337 | 93.6 |
| Native American | 0 | 0.0 |
| White | 13 | 3.6 |
| Native Hawaiian, Pacific Islander | 0 | 0.0 |
| Multi-race, non-Hispanic | 2 | 0.6 |
| Special education | 31 | 8.6 |
| Limited English proficient | 106 | 29.4 |
| Economically Disadvantaged | 178 | 49.4 |

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR

| ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR | | | |
|--|---|-------------------|---|
| | | | |
| Name, Title | Brief Job Description | Start date | End date (if no longer employed at the school) |
| Community Day Charter Public Schools | | | |
| Sheila Balboni, Executive Director | Overall management of the network of schools, implementation of school missions and accountability plans | August 1995 | July 2019 |
| Mary Chance, Deputy Executive Director of Academics | Provide leadership for curriculum design & implementation, train and coach school leaders in use of data and assessments | August 2006 | |
| Patricia Teichman, Supervisor of Early Learning | Provide leadership for curriculum design & implementation, train and coach school leaders in use of data and assessments for Early Learning | August 2004 | |
| Brent Merten, Deputy Executive Director of Operations | Provide leadership for operational management and oversee networkwide programs (i.e., transportation, food service) | July 2016 | |
| Rebecca Morse, Director of Special Education and ELL | Oversee implementation of the State and Federal requirements of special education for each school | July 2013 | |
| Community Day Charter Public School-Prospect | | | |
| Dawn Kraunelis, Head of the Early Learning Center | Supervise/evaluate early learning center faculty and programs | August 2017 | June 2019 |
| Christopher Finan, Head of Lower School | Supervise/evaluate faculty and programs at the lower school | August 2018 | |
| Kelly Peake, Sr. Head of School | Supervise/evaluate faculty and programs at the upper school | August 2013 | |

| | | | |
|---|---|-----------|--|
| Community Day Charter Public School-Gateway | | | |
| Sarah Steinberg, Head of the Early Learning Center | Supervise/evaluate early learning center faculty and programs | July 2017 | |
| Carin Moriarty, Sr. Head of Lower School | Supervise/evaluate faculty and programs at the lower school | July 2015 | |
| Pierce Woodward, Head of Upper School | Supervise/evaluate faculty and programs at the upper school | July 2017 | |
| Community Day Charter Public School-R. Kingman Webster | | | |
| Christina Lopez, Head of School Early Learning Center | Supervise/evaluate faculty and programs at the lower school | July 2015 | |

| | | | |
|---|---|-----------|-----------|
| Peter White, Head of Lower School | Supervise/evaluate faculty and programs at the lower school | July 2016 | June 2019 |
| William Cummiskey, Head of Upper School | Supervise/evaluate faculty and programs at the upper school | July 2017 | |

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR

| | Number as of the last day of the 2018-2019 school year | Departures during the 2018-2019 school year | Departures at the end of the school year | Reason(s) for Departure |
|--|---|--|---|---|
| Community Day Charter Public School-Prospect | | | | |
| Teachers | 48 | 3 | 13 | 8 accepted another job 3 moved out of state 5 contract not renewed |
| Other Staff | 29 | 0 | 5 | 2 accepted another job 3 contract not renewed |
| Community Day Charter Public School-Gateway | | | | |
| Teachers | 42 | 0 | 11 | 1 moved out of state 3 contract not renewed 7 accepted another job |
| Other Staff | 18 | 0 | 1 | 1 accepted another job |
| Community Day Charter Public School-R. Kingman Webster | | | | |
| Teachers | 42 | 1 | 14 | 3 moved out of state 2 contract not renewed 10 accepted another job |
| Other Staff | 19 | 0 | 1 | 1 moved out of state |

| BOARD MEMBER INFORMATION | |
|---|----------|
| Number of commissioner approved board members as of August 1, 2019 | 9 |
| Minimum number of board members in approved by-laws | 5 |
| Maximum number of board members in approved by-laws | 20 |
| Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.) | NA |

| Name | Position on the Board | Committee affiliation(s) | - Number of terms served*; | Length of each term, including date of election and expiration |
|---------------------------|------------------------------|---|-----------------------------------|---|
| Bill Webber | Chair | Finance Committee Building Committee Executive Committee | 1 | 5 year term May 2017 – May 2022 |
| Mary Dyer | Secretary | Education Committee | 1 | 5 year term January 2016-May 2020 |
| Barbara Longworth | Member | Education Committee | 1 | 5 year term Dec 2018 – Dec 2022 |
| Kate Carpenter Bernier | Member | Education Committee Building Committee Governance Committee | 1 | 5 year term Dec 2017 – Dec 2022 |
| David Samick | Member | Finance Committee Building Committee | 1 | 5 year term Dec 2017 – Dec 2022 |
| Paulina Taveras | Member | Governance Committee | 1 | 5 year term May 2017-May 2022 |
| Patricia McGovern | Member | Governance Committee (Chair) Building Committee | 1 | 5 year term January 2014-May 2019 |
| Victor Abramson | Member | | 3 | 1 year term May 2015 – May 2016 |
| JohnFredy Loaiza | Member | Education Committee | 1 | 5 year term January 2016-May 2020 |

Appendix D

Additional Required Information

Key Leadership Changes

| Position | Name | No Change/New/Open Position |
|-----------------------------------|----------------------------------|-----------------------------|
| Board of Trustees Chairperson | Bill Webber | Change |
| Charter School Leader | Christopher Finan (Prospect ELC) | Change |
| Assistant Charter School Leader | NA | |
| Special Education Director | NA | |
| MCAS Test Coordinator | NA | |
| SIMS Coordinator | NA | |
| English Language Learner Director | NA | |

Facilities

No Community Day Charter Public Schools changed facilities in this past school year. Locations of all Community Day Charter Public Schools are listed on the table below.

| Location | Dates of Occupancy |
|--|--------------------|
| Community Day Charter Public School-Prospect: ELC: 190 Hampshire Street Lower & Upper Schools: 73 Prospect Street | 2001 1995 |
| Community Day Charter Public School-Gateway: ELC: 9 Ballard Way Lower & Upper School: 50 Pleasant Street | 2012 2013 |
| Community Day Charter Public School-R. Kingman Webster: ELC: 7 Ballard Way Lower & Upper School: 439 So. Union Street, 3 rd Floor | 2012 2016 |

Enrollment

The estimated student application deadline and lottery dates for students who are interested in enrolling in Community Day Charter Public Schools for the 2020-2021 school year are provided as follows.

| Action | Date(s) |
|------------------------------|---|
| Student Application Deadline | All Schools: February 7, 2020 |
| Lottery | Lottery for all schools: March 4, 2020 |