



Annual Report 2017-2018

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

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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	816
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	320
		Students on Waitlist	813
Chartered Grade Span	K1-8	Current Grade Span	K1-6
<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	320
		Students on Waitlist	772
Chartered Grade Span	K1-8	Current Grade Span	K1-6
<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 Executive Director, the Community Group

The 2017-18 Annual Report details significant progress in meeting charter accountability goals and common school performance criteria across the Community Day Charter Public Schools network.

Community Day Charter Public Schools (CDCPS) experienced a continued increase in student enrollment; 1,040 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 sixth year in operation with each school adding grade 6 programs and serving a kindergarten 1 - grade 6 enrollment of 320; an increase of 40 students in each school from the previous year. CDCPS-Prospect continued to serve 400 students in kindergarten 1 - grade 8.

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.

This year ushered in a greater focus on literacy at CDCPS. Students and parents loved walking the halls at CDCPS-Webster and reading about their teachers' favorite book, or reading the inspiring quotes on the importance of literacy while climbing the steps at CDCPS-Gateway. A new ELA curriculum, Core Knowledge, was implemented in grades Pre-K through second grade, with great success. Schools also held new family events centered on reading, including a Book Tasting, Book BINGO, and a Book-nic.

Because of the new NextGen MCAS tests in 2017, there are no Accountability and Assistance Levels for any of the three charter schools in 2017. 2017 will be the baseline year for the new Level determinations.

The school year came to a close on June 15 with the 8th grade graduation ceremonies where we came together to congratulate and bid a fond farewell to the 22 students in the class of 2018. 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, Andover High School, Central Catholic High School, Chevrus High School, Darrow School, Greater Lawrence Technical School, Hebron Academy, Lawrence High School, Methuen High School, Miss Hall's School, Notre Dame Cristo Rey High 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,



Sheila Balboni
Executive Director
The Community Group

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 2017-2018 school year:

Date	Amendment Requested	Approved?
October 2017	CDCPS-Gateway and CDCPS-R. Kingman Webster Accountability Plans	Yes, Approved by the Commissioner on Nov. 20, 2017

Access and Equity

CDCPS works to limit any sort of in or out of school suspensions. In the 2016-17 school year, there were no suspensions at any of the three schools. We always strive for continuous improvement. With that in mind, during the summer of 2018, we are working with our school leadership to develop more extensive behavior policies and procedures. This toolkit for our staff will include 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 will be a separate toolkit developed for each age group, Early Learning Center (PK-1), Lower School (grades 2-4), and Upper School (grades 5-8). CDCPS also will send 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. CDCPS also scheduled a workshop titled Supporting Students Impacted by Trauma that addresses how to work with children who have experienced trauma. This workshop, put on by Wediko Children's Services, will be held during staff orientation in August.

Dissemination Efforts

In school year 2017-2018, CDCPS dissemination efforts focused on the city of Lawrence, working to expand its newest schools in the network and continuing our school turnaround effort within the Lawrence school district. The turnaround initiative is being implemented in collaboration with *The Community Group* (TCG), our nonprofit management organization that is approved by the Department of Elementary and Secondary Education to provide targeted assistance services to schools and districts in Massachusetts.

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	Zeta Charter Schools	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.

School Performance and Program Implementation

- **Academic Program Success**

Student Performance

CDCPS-Gateway and CDCPS-Webster just completed their sixth year of operation serving students in kindergarten 1 – grade 6; therefore the MCAS was only given three times for these schools. The MCAS 2017 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 2017 Report Card:

CDCPS-Prospect:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?fycode=2017&orgcode=04400205&>

CDCPS-Gateway:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?fycode=2017&orgcode=04260205&>

CDCPS R.-Kingman Webster:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?fycode=2017&orgcode=04310205&>

Since all three CDCPS network schools participated in the Next Generation MCAS tests, no accountability and assistance levels were assigned.

The school year came to a close on June 15 with the 8th grade graduation ceremonies where we came together to congratulate and bid a fond farewell to the 23 students in the class of 2018. 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, Andover High School, Central Catholic High School, Chevrus High School, Darrow School, Greater Lawrence Technical School, Hebron Academy, Lawrence High School, Methuen High School, Miss Hall's School, Notre Dame Cristo Rey High School, Presentation of Mary Academy, and St. Johns Preparatory School.

Program Delivery

In the past year, we have adopted Core Knowledge Language Arts (CKLA) in our pre-K through grade 2 classrooms. CKLA is a highly regarded literacy curriculum focused on a deep exploration of history, geography, and science. CKLA has proven especially successful with English learners. After one year with the program, parents have already commented on increased level of vocabulary their students are using in conversations at home.

In addition to CKLA, we also supplemented our kindergarten through grade 4 math curriculum with ST Math, a visual instructional program that builds a deep conceptual understanding of math through rigorous learning and creative problem solving to engage, motivate and challenge students. This year, we saw a very high level of student engagement and the program truly moves to meet their individual needs. As students progressed through the curriculum, we noticed an increase in confidence and conceptual understanding.

The Massachusetts Curriculum Frameworks (MCF) that incorporate the Common Core standards for English language arts and mathematics are the basis for academic planning at subject and grade level at CDCPS. CDCPS is structured to include two teachers in each K1-2 classroom and three-person core content teams to cover two

grade 3-6 classrooms along with a science teacher. In grades 7-8, there is a departmentalized model (with a four-person teaching team that includes a math expert, ELA expert, science expert, and social studies expert). CDCPS educators use student assessment data consistently throughout the year to identify academic priorities, and to plan, implement, and revise as necessary differentiated instructional interventions targeted to the diverse learning needs of our students. CDCPS uses collaboration between and among teachers (including special education and regular education staff) to ensure that the needs of diverse learners are identified and met. Team-level meetings that include all teachers are scheduled frequently in order to discuss the progress of specific students and to differentiate learning as needed. Personal educational goals (PEGs) provide an individualized “road map” to meet the needs of every CDCPS student.

During summer 2018, the deputy executive director of academics and network curriculum advisors for grades K-8 will meet to review the updated standards for ELA, mathematics, and next generation science; previous academic year’s curriculum unit maps; and student performance data. The team will then utilize standards to update curriculum maps for each grade level and subject to ensure full coverage for upcoming school year, as well as ensure vertical alignment among grade levels.

Curriculum advisors, working with lead planners and school leaders during summer, will discuss any necessary changes and prepare network documents for dissemination. During three-week teacher orientation and professional development in August, the team will lead trainings of all staff to review changes to standards and rigor of assessment items associated with each. During the orientation weeks, curriculum advisors and lead planners will meet with every grade level as well to begin unit preview meetings of first two subject units, which will include all associated standards, aligned assessment items, vocabulary, and anticipated changes to lessons due to the new standards. During the school year, professional development led by curriculum advisors and school leaders will be devoted to continual unpacking of standards, work with unit plans to incorporate Close Reading strategies and culminating projects to promote student engagement, Problem-based learning for math to support the rigor of standards, and analysis of student work and data to continually refine curriculum. In addition, school leaders and curriculum advisors will continue to lead unit preview meetings during school year for each new unit to support teachers in their development of lesson plans and work with standards to promote student growth.

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.

One hundred and seventeen (117) Community Day Charter students received special education services in school year 2017-2018. 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 2017-2018, there were 342 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 a head of school for the Upper School at CDCPS-Gateway and CDCPS-R. Kingman Webster, as well as an operation manager split between the schools. Both school heads are veteran teachers from CDCPS-Prospect. We also added a Curriculum Advisor role for the ELC-level grades. The school-level organizational chart may be found in the Appendix. In the coming year, we will add another Operations Manager for the Upper School so that all schools will be 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 executive director, 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.

The executive director provides supervision to the deputy executive director for academics, who oversees the heads of schools. The deputy executive director for academics oversees all academic matters (curriculum, assessment, instruction, parent involvement, professional development, and student services); this position also has a special focus on grades 2-8. The supervisor of early education intentionally applies the agency's deep understanding of early childhood learning to grades K1-1. The deputy executive director of operations links the school to the TCG central office, supports the IT and finance functions, bus transportation, and the school's nutrition program.

As CDCPS continues to grow into a larger charter management organization, a few additional changes were made to the organizational structure of the network in 2017-18. We expanded the curriculum advisor role to support curriculum instruction at the ELC level across the entire network, supporting the coaching done by the heads of school and assisting in curriculum implementation. This allows CDCPS to ensure that our schools reach the high standards at all levels that were set by CDCPS-Prospect as we continue to expand our grade levels.

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 2017-18.

Complaints

The CDCPS Board of Trustees received one official written complaint pursuant to the state's charter school regulations, 603 CMR 1.09. The parent incorrectly filled out the lottery application for CDCPS-Webster and a glitch in our Student Information Software, SchoolBrains, did not notify her correctly. The parent asked that we add her child to the top of the waitlist for the 2018-19 school year. The board met with the parent, and explained that it is the responsibility of the parent to ensure that all information is submitted correctly and we are not able to change the waitlist as the error was ultimately made by the parent.

- Budget and Finance Reports

CDCPS-Prospect

Statement of Operating Revenues and Operating Expenses (Unaudited)

	FY 18 Actual* (as of July 19, 2018)	FY 2019 Budget (July 1, 2018-June 30, 2019) Approved by the Board of Trustees on May 3, 2018
Revenue		
Tuition	\$5,097,451	\$5,256,833
Grants (State & Federal)	305,737	341,334
Medicaid (SPED)	29,129	29,060
Nutrition Programs	232,940	242,982
Transportation and Other fees	75,789	74,834
Donations	214,557	220,995
Other	<u>2,146</u>	<u>500</u>
Total Operating Revenues	\$5,957,749	\$6,166,538
Expenses		
Personnel	\$4,277,599	\$4,435,248
Other Direct Student Costs	699,777	677,851
Occupancy	412,919	459,310
Equipment Renewal & Replacement	26,960	27,500
Other	<u>420,762</u>	<u>455,717</u>
Total Operating Expenses	\$5,838,016	\$6,055,626

* 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	\$1,255,849
Fixed Assets (net)	22,324
Other Assets	<u>1,942,874</u>
Total Assets	\$3,221,047
Current Liabilities	\$242,057
Net Assets	<u>\$2,978,990</u>
Total Liabilities and Fund Balance	<u>\$3,221,047</u>

Fundraising	
The School raised the following during the year ended June 30, 2018:	
Scholarships	\$176,504
Summer School	7,500
Curriculum & Science Equipment	5,907
Expanded Learning	7,500

General Support	<u>15,000</u>
Total Fundraising	\$212,411

CDCPS-Gateway

Statement of Operating Revenues and Operating Expenses (Unaudited)

	FY 18 Actual* (as of July 24, 2018)	FY 2019 Budget (July 1, 2018-June 30, 2019) Approved by the Board of Trustees on May 3, 2018
Revenue		
Tuition	\$4,405,820	\$4,701,749
Grants (State & Federal)	269,823	334,145
Medicaid (SPED)	19,207	22,500
Nutrition Programs	236,283	259,801
Transportation and Other fees	50,723	59,392
Donations	0	14,000
Other	<u>653</u>	<u>1,000</u>
Total Operating Revenues	\$4,982,509	\$5,392,587
Expenses		
Personnel	\$3,496,612	\$4,014,128
Other Direct Student Costs	593,797	568,132
Occupancy	384,335	389,791
Equipment Renewal & Replacement	26,514	22,500
Other	<u>373,833</u>	<u>397,431</u>
Total Operating Expenses	\$4,875,091	\$5,391,982

* 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	\$1,081,478
Fixed Assets (net)	9,596
Other Assets	<u>912,003</u>
Total Assets	\$2,003,077
Current Liabilities	\$161,038
Net Assets	<u>1,842,039</u>
Total Liabilities and Fund Balance	\$2,003,077

Fundraising	
The School raised the following during the year ended June 30, 2018:	
General Support	<u>\$0</u>
Total Fundraising	\$0

CDCPS-R. Kingman Webster

Statement of Operating Revenues and Operating Expenses (Unaudited)

	FY 18 Actual* (as of July 24, 2018)	FY 2019 Budget (July 1, 2018-June 30, 2019) Approved by the Board of Trustees on May 3, 2018
Revenue		
Tuition	\$4,218,750	\$4,634,733
Grants (State & Federal)	235,118	256,500
Medicaid (SPED)	11,642	21,205
Nutrition Programs	220,702	242,575
Transportation and Other fees	49,642	54,572
Donations	0	14,000
Other	<u>367</u>	<u>1,000</u>
Total Operating Revenues	\$4,736,221	\$5,224,585
Expenses		
Personnel	\$3,073,240	\$3,573,185
Other Direct Student Costs	468,450	554,697
Occupancy	646,512	681,518
Equipment Renewal & Replacement	26,491	22,500
Other	<u>345,926</u>	<u>392,405</u>
Total Operating Expenses	\$4,560,619	\$5,224,305

* 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	\$691,819
Fixed Assets (net)	32,985
Other Assets	<u>710,201</u>
Total Assets	\$1,435,005
Current Liabilities	\$95,709
Net Assets	<u>1,339,296</u>
Total Liabilities and Fund Balance	<u>\$1,435,005</u>

Fundraising	
The School raised the following during the year ended June 30, 2018:	
General Support	<u>0</u>
Total Fundraising	\$0

Capital Plan for FY18

The FY19 capital plan focuses on CDCPS-Webster and CDCPS-Gateway projects for the acquisitions of classroom furnishing and equipment, including technology associated with the addition of the 8th grade classrooms in FY20. Both CDCPS-Gateway and CDCPS-Webster have set aside capital reserves of \$25,000 for this purpose.

TCG purchased a large piece of land at 3 Ballard Road in Lawrence. This new site will house at least one charter school of approximately 400 students and will include buildings (at 50,000 sq. feet), parking, playground, and potentially athletic fields. This project will include a needs analysis/planning phase in 2019, fundraising /financing approvals in 2019, and site prep/construction from 2020-2021. The goal of the long-term project is for the school to open in 2021 and for the development to cost approximately \$7M. The building will be financed 20% equity and 80% financed.

Appendix A

Accountability Plan Evidence 2017-18

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.

2017-18 CDCPS-Prospect, Faithfulness to Charter

	2017-2018 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 8 times (monthly Nov-June), and the special needs Parent Advisory Council at CDCPS-Prospect met 8 times (Oct, Nov, Dec, Jan, Feb, Mar, Apr, 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	2017-2018 Parent Survey Results: 82%								
Objective 3: CDCPS-Prospect will make sure that parents are in agreement with the teaching methods and physical, emotional, and multi-cultural 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	2017-18 Parent Survey Results <table><tr><td></td><td>Prospect</td></tr><tr><td>Response Rate</td><td>63% (251 of 400)</td></tr><tr><td>Scholastic Achievement</td><td>95%</td></tr><tr><td>Individual Learning Styles</td><td>91%</td></tr></table>		Prospect	Response Rate	63% (251 of 400)	Scholastic Achievement	95%	Individual Learning Styles	91%
	Prospect									
Response Rate	63% (251 of 400)									
Scholastic Achievement	95%									
Individual Learning Styles	91%									
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	2017-18 Parent Survey Results, continued <table><tr><td></td><td>Prospect</td></tr><tr><td>Physical & Emotional Safety</td><td>90%</td></tr><tr><td>Multicultural Aspects</td><td>96%</td></tr></table>		Prospect	Physical & Emotional Safety	90%	Multicultural Aspects	96%		
	Prospect									
Physical & Emotional Safety	90%									
Multicultural Aspects	96%									

CDCPS-Prospect, Academic Program Success

	2017 – 2018 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	2017 MCAS ELA <table border="1"> <tr> <td></td><td>Number Rank</td><td>Percent Rank</td></tr> <tr> <td>Grade 3</td><td>3/14</td><td>21</td></tr> <tr> <td>Grade 4</td><td>4/14</td><td>27</td></tr> <tr> <td>Grade 5</td><td>1/15</td><td>7</td></tr> <tr> <td>Grade 6</td><td>2/12</td><td>17</td></tr> </table>		Number Rank	Percent Rank	Grade 3	3/14	21	Grade 4	4/14	27	Grade 5	1/15	7	Grade 6	2/12	17
	Number Rank	Percent Rank															
Grade 3	3/14	21															
Grade 4	4/14	27															
Grade 5	1/15	7															
Grade 6	2/12	17															

		<table> <tr> <td>Grade 7</td><td>1/12</td><td>8</td></tr> <tr> <td>Grade 8</td><td>2/12</td><td>17</td></tr> <tr> <td>Average 3-8</td><td>NA</td><td>16</td></tr> </table>	Grade 7	1/12	8	Grade 8	2/12	17	Average 3-8	NA	16															
Grade 7	1/12	8																								
Grade 8	2/12	17																								
Average 3-8	NA	16																								
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	2017 MCAS Math – see attached chart <table> <tr> <td></td><td>Number Rank</td><td>Percent Rank</td></tr> <tr> <td>Grade 3</td><td>1/14</td><td>7</td></tr> <tr> <td>Grade 4</td><td>6/15</td><td>40</td></tr> <tr> <td>Grade 5</td><td>1/15</td><td>7</td></tr> <tr> <td>Grade 6</td><td>1/12</td><td>8</td></tr> <tr> <td>Grade 7</td><td>1/12</td><td>8</td></tr> <tr> <td>Grade 8</td><td>3/12</td><td>25</td></tr> <tr> <td>Average 3-8</td><td>NA</td><td>16</td></tr> </table>		Number Rank	Percent Rank	Grade 3	1/14	7	Grade 4	6/15	40	Grade 5	1/15	7	Grade 6	1/12	8	Grade 7	1/12	8	Grade 8	3/12	25	Average 3-8	NA	16
	Number Rank	Percent Rank																								
Grade 3	1/14	7																								
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Grade 5	1/15	7																								
Grade 6	1/12	8																								
Grade 7	1/12	8																								
Grade 8	3/12	25																								
Average 3-8	NA	16																								
Measure 3: Annually, the average ranking (for all MCAS type Science 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	2017 MCAS Science – see attached chart <table> <tr> <td></td><td>Number Rank</td><td>Percent Rank</td></tr> <tr> <td>Grade 5</td><td>2/15</td><td>13</td></tr> <tr> <td>Grade 8</td><td>1/12</td><td>8</td></tr> <tr> <td>Average 3-8</td><td>NA</td><td>11</td></tr> </table>		Number Rank	Percent Rank	Grade 5	2/15	13	Grade 8	1/12	8	Average 3-8	NA	11												
	Number Rank	Percent Rank																								
Grade 5	2/15	13																								
Grade 8	1/12	8																								
Average 3-8	NA	11																								

CDCPS-Prospect, Organizational Viability

	2017 - 2018 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 2017-18 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 within budget.	Met	The balance sheet provided in the financial reports demonstrates that CDCPS 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 2017-18, an enrollment capacity of 100% was maintained; and the waitlist is 204% of the student population at CDCPS-Prospect. Note: CDCPS-Gateway's waitlist is at 254% of the student population and CDCPS-Webster is at 241% 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	98.9% of the students re-enrolled for the 2017-18; excluding the 7 students that moved with their families out of the Lawrence area. Note: CDCPS-Gateway's re-enrollment was 99.6% with 1 student leaving the area. CDCPS-Webster was 99.6% re-enrolled with 2 students leaving the area.

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

	2017 - 2018 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 9 ELA-based workshops, including book club modeling, differentiation, use of reading aloud in class, unpacking new

		standards, and benchmark analysis; and 5 math-related workshops, including project-based learning, lesson planning, unpacking new standards, and integrating technology into math curriculum.
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2017-18 CDCPS-Gateway and CDCPS-Webster

	2017 - 2018 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	2017 MCAS ELA			
			Gateway Rank	Webster Rank	Percent Rank (G/W)
		Grade 3	1/12	1/12	8/8
		Grade 4	2/13	2/13	15/15
		Grade 5	1/13	1/13	8/8
Average 3-8	NA	NA	10/10		
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	2017 MCAS Math			
			Gateway Rank	Webster Rank	Percent Rank (G/W)
		Grade 3	1/12	1/12	8/8
		Grade 4	2/13	1/13	15/8
		Grade 5	1/13	2/13	8/15
Average 3-8	NA	NA	10/10		
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	2017 MCAS Science			
			Gateway Rank	Webster Rank	Percent Rank (G/W)
		Grade 5	2/13	2/13	15/15
Average 3-8	NA	NA	15		
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 variety of teaching methods to promote attention to the individual learning styles of each child.”		2017-18 Parent Survey Results Gateway response rate 60% (193 of 320). Webster response rate 58% (187 of 320) <table border="1" data-bbox="813 306 1346 428"> <tr> <th></th><th>Gateway</th><th>Webster</th></tr> <tr> <td>Individual Learning Styles</td><td>91%</td><td>93%</td></tr> </table>		Gateway	Webster	Individual Learning Styles	91%	93%			
	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.		2017-18 Parent Survey Results <table border="1" data-bbox="753 758 1289 858"> <tr> <th></th><th>Gateway</th><th>Webster</th></tr> <tr> <td>Parent Involvement</td><td>89%</td><td>87%</td></tr> </table>		Gateway	Webster	Parent Involvement	89%	87%			
	Gateway	Webster									
Parent Involvement	89%	87%									
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.		2017-18 Parent Survey Results <table border="1" data-bbox="753 1033 1289 1167"> <tr> <th></th><th>Gateway</th><th>Webster</th></tr> <tr> <td>Scholastic Achievement</td><td>95%</td><td>95%</td></tr> </table>		Gateway	Webster	Scholastic Achievement	95%	95%			
	Gateway	Webster									
Scholastic Achievement	95%	95%									
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.		2017-18 Parent Survey Results <table border="1" data-bbox="753 1344 1289 1526"> <tr> <th></th><th>Gateway</th><th>Webster</th></tr> <tr> <td>Physical & Emotional Safety</td><td>92%</td><td>93%</td></tr> <tr> <td>Multicultural Aspects</td><td>96%</td><td>93%</td></tr> </table>		Gateway	Webster	Physical & Emotional Safety	92%	93%	Multicultural Aspects	96%	93%
	Gateway	Webster									
Physical & Emotional Safety	92%	93%									
Multicultural Aspects	96%	93%									
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		2017-18 Parent Survey Results <table border="1" data-bbox="753 1751 1289 1850"> <tr> <th></th><th>Gateway</th><th>Webster</th></tr> <tr> <td>Multicultural Aspects</td><td>96%</td><td>93%</td></tr> </table>		Gateway	Webster	Multicultural Aspects	96%	93%			
	Gateway	Webster									
Multicultural Aspects	96%	93%									

aspects of the Lawrence community.		
Measure 2: Each year, CDCPS-Gateway/Webster will incorporate at least one unit of study on the city and culture of Lawrence at each grade level each year kindergarten through grade 8.		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.

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

	2017 - 2018 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) conducted 5 (5) ELA-based workshops, including book club modeling, differentiation, and use of reading aloud in class; and 3 math-related workshops, including project-based learning, lesson planning, MCAS data analysis, benchmarking analysis, 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 4 with minimal disruption to students or teachers

Appendix B

Community Day Charter Public Schools Recruitment and Retention Plans

CDCPS-Prospect Recruitment Plan 2018-2019

School Name: Community Day Charter Public School-Prospect

2017-2018 Implementation Summary:

In school year 2017-18, recruitment plans for Community Day Charter schools were implemented for the 2018-2019 school year. The application deadline for the schools was February 9, 2018, followed by the lottery held together for each school on March 6, 2018. Since this was our second year using online applications, 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 17% in total applications for all Community Day Charter Public Schools.

CDCPS-Prospect, with a smaller incoming class of 22, offered nearly all of its seats to siblings in our new class. Students selected and accepting enrollment for school year 2018-2019 will not be enrolled until after August 1, 2018 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, 2018 SIMS report.

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

General Recruitment Activities for 2018-2019:

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	
<p>(a) CHART data</p> <p>School percentage: 10.0%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 10.2%</p> <p>The school is below CI percentages</p>	<p style="text-align: center;">(b) 2017-2018 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) 2018-2019 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> •
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 39.8%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 28.3%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) 2016-2017 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) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies 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>

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

<p align="center">(a) CHART data</p> <p>School percentage: 53.8%</p> <p>GNT percentage: 50.3</p> <p>CI percentage: 58.6%</p> <p>The school is below CI percentages</p>	<p align="center">(b) 2017-2018 Strategies</p> <ul style="list-style-type: none"> ☑ Met GNT/CI: no enhanced/additional strategies needed • 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 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 align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) 2017-2018 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>	(e) 2017-2018 Strategies <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.
<u>Students who have dropped out of school</u>	(f) 2017-2018 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) 2017-2018 Strategies <ul style="list-style-type: none"> Not applicable

CDCPS-Prospect Retention Plan 2018-2019

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2017-2018 Retention Plan.

2017-2018 Implementation Summary:

We are reporting on the 2017-2018 Retention Rate (100% minus Attrition Rate):

- ELL retention rates: 96.6%
- Low Income retention rates: 97.1%
- 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):	<u>95%</u> The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (87.1%); Low Income (89.4%); and Special Education (89.4%)

Retention Plan –Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<u>(a) CHART data</u>	(b) 2017-2018 Strategies <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed
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<p>School percentage: 0.0% Third Quartile: 13.7%</p> <p>The school is below third quartile percentages.</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) 2018-2019 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>Limited English-proficient students/English learners</p>	
<p>(a) CHART data</p> <p>School percentage: 3.4% Third Quartile: 23.1%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2017-2018 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) 2018-2019 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>
<p>Students eligible for free or reduced lunch (low income/economically disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percentage: 2.9% Third Quartile: 16.7%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2017-2018 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) 2018-2019 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) 2017-2018 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.”
<u>Students at risk of dropping out of school</u>	<p>(e) 2017-2018 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) 2017-2018 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) 2017-2018 Strategies</p> <ul style="list-style-type: none"> Not applicable

CDCPS-Gateway Recruitment Plan 2018-2019

School Name: Community Day Charter Public School-Gateway

2017-2018 Implementation Summary:

In school year 2017-18, recruitment plans for Community Day Charter schools were implemented for the 2018-2019 school year. The application deadline for the schools was February 9, 2018, followed by the lottery held together for each school on March 6, 2018. Since this was our second year using online applications, 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 17% 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 2018-2019 will not be enrolled until after August 1, 2017 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, 2018 SIMS report.

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

General Recruitment Activities for 2018-2019:

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) 2017-2018 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.
 - 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.

(c) 2018-2019 Additional Strategy(ies), if needed

- ☒ Did not meet GNT/CI: additional and/or enhanced strategies needed.
- The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information.

(a) CHART data

School percentage:
7.5%

GNT percentage: 8.7%

CI percentage: 9.2%

The school is below
GNT percentages and
below CI percentages

	<ul style="list-style-type: none"> 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.
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 29.1%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 28.9%</p> <p>The school is above CI percentages</p>	<p>(b) 2017-2018 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>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies 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>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 51.3%</p> <p>GNT percentage: 55.8%</p> <p>CI percentage: 58.3%</p> <p>The school is below CI percentages</p>	<p>(b) 2017-2018 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. <p>(c) 2018-2019 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"> Make contact with community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) food stamp programs, food

	<p>pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc.</p> <ul style="list-style-type: none"> • Provide child care at one or more information sessions.
<u>Students who are sub-proficient</u>	<p>(d) 2017-2018 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) 2017-2018 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) 2017-2018 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) 2017-2018 Strategies</p> <ul style="list-style-type: none"> • Not applicable

CDCPS-Gateway Retention Plan 2018-2019

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2017-2018 Retention Plan.

2017-2018 Implementation Summary:

We are reporting on the 2017-2018 Retention Rate (100% minus Attrition Rate):

- ELL retention rates: 99.3%
- Low Income retention rates: 100%
- 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</p>

	state average for each of the 3 demographic groups: ELL (87.1%); Low Income (89.4%); and Special Education (90.4%)
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Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 0% Third Quartile: 17.5%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2017-2018 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) 2018-2019 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>(a) CHART data</p> <p>School percentage: 0.7% Third Quartile: 26.4%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2017-2018 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) 2018-2019 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: 0.0% Third Quartile: 20.5%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2017-2018 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) 2018-2019 Additional Strategy(ies), if needed</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.
<u>Students who are sub-proficient</u>	<p align="center">(d) 2017-2018 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."
<u>Students at risk of dropping out of school</u>	<p align="center">(e) 2017-2018 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 align="center">(f) 2017-2018 Strategies</p> <ul style="list-style-type: none"> Not applicable
<p align="center">OPTIONAL</p> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center">(g) 2017-2018 Strategies</p> <ul style="list-style-type: none"> Not applicable

CDCPS-Webster Recruitment Plan 2018-2019

School Name: Community Day Charter Public School-Webster

2017-2018 Implementation Summary:

In school year 2017-18, recruitment plans for Community Day Charter schools were implemented for the 2018-2019 school year. The application deadline for the schools was February 9, 2018, followed by the lottery held together for each school on March 6, 2018. Since this was our second year using online applications, 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 17% in total applications for all Community Day Charter Public Schools..

CDPCS-Webster continues to offer roughly 33% of its seats to siblings in our new class. Students selected and accepting enrollment for school year 2018-2019 will not be enrolled until after August 1, 2018 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, 2018 SIMS report.

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

General Recruitment Activities for 2018-2019:

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) 2017-2018 Strategies

(a) CHART data

School percentage:
9.1%

GNT percentage: 6.3%

CI percentage: 9.2%

The school is above
GNT percentages and
below CI percentages

- ☒ 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

	<p>mental health treatment programs provided by Family Services of the Merrimack Valley to information sessions focused on special education programs and inclusion models.</p> <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) 2018-2019 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: 27.5%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 29.4%</p> <p>The school is below CI percentages</p>	<p>(b) 2017-2018 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) 2018-2019 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"> • Bilingual or multilingual staff available during the open houses and information sessions. • 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: 52.2%</p> <p>GNT percentage: 49.5</p> <p>CI percentage: 58.3%</p> <p>The school is above GNT percentages and below CI percentages</p>	<p>(b) 2017-2018 Strategies</p> <p><input checked="" 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)

	<p>and Fuel Assistance programs.</p> <ul style="list-style-type: none"> 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.
	(c) 2018-2019 Additional Strategy(ies), if needed
<u>Students who are sub-proficient</u>	<p>(d) 2017-2018 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) 2017-2018 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) 2017-2018 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) 2017-2018 Strategies</p> <ul style="list-style-type: none"> Not applicable

CDCPS-Webster Retention Plan 2018-2019

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2017-2018 Retention Plan.

2017-2018 Implementation Summary:

We are reporting on the 2017-2018 Retention Rate (100% minus Attrition Rate):

- ELL retention rates: 100%
- Low Income retention rates: 98.4%
- 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):	<u>95%</u> The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (87.1%); Low Income (89.4%); and Special Education (90.4%)

Retention Plan –Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<u>(a) CHART data</u> School percentage: 0% Third Quartile: 17.5% The school is below third quartile percentages.	(b) 2017-2018 Strategies <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed • 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.
	(c) 2018-2019 Additional Strategy(ies), if needed <ul style="list-style-type: none"> <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.
Limited English-proficient students/English learners	
<u>(a) CHART data</u> School percentage: 0% Third Quartile: 18.6% The school is below third quartile percentages.	(b) 2017-2018 Strategies <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed • 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) 2018-2019 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: 1.6%</p> <p>Third Quartile: 20.5%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2017-2018 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) 2018-2019 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-proficient</u>	<p>(d) 2017-2018 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."
<u>Students at risk of dropping out of school</u>	<p>(e) 2017-2018 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.
<u>Students who have dropped out of school</u>	<p>(f) 2017-2018 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) 2017-2018 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 2017-2018		
Race/Ethnicity	# of students	% of entire student body
African-American	2	0.5
Asian	2	0.5
Hispanic	385	96.3
Native American	0	0.0
White	11	2.8
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	40	10.0
Limited English proficient	159	39.8
Economically Disadvantaged	215	53.8
Community Day Charter Public School - Gateway		
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2017-2018		
Race/Ethnicity	# of students	% of entire student body
African-American	4	1.3
Asian	2	0.6
Hispanic	306	95.6
Native American	0	0.0
White	8	2.5
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	24	7.5
Limited English proficient	93	29.1
Economically Disadvantaged	164	51.3
Community Day Charter Public School - R. Kingman Webster		
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2017-2018		
Race/Ethnicity	# of students	% of entire student body
African-American	5	1.6
Asian	4	1.3
Hispanic	298	93.1
Native American	0	0.0
White	13	4.1
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	29	9.1
Limited English proficient	88	27.5
Economically Disadvantaged	167	52.2

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR

ADMINISTRATIVE ROSTER FOR THE 2017-2018 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	
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	
Kathleen Shorter, Head of Lower School	Supervise/evaluate faculty and programs at the lower school	July 2012	May 2018
Kelly Peake, Principal/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 School Early Learning Center	Supervise/evaluate early learning center faculty and programs	July 2017	
Carin Moriarty, 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	Supervise/evaluate faculty and programs at the lower school	July 2015	

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

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR

	Number as of the last day of the 2016-2017 school year	Departures during the 2016-2017 school year	Departures at the end of the school year	Reason(s) for Departure
Community Day Charter Public School-Prospect				
Teachers	59	6*	9	*5 accepted another job *1 moved out of state 2 moved out of state 1 contract not renewed 6 accepted another job
Other Staff	28	4*	1	*5 accepted another job
Community Day Charter Public School-Gateway				
Teachers	41	0	11	2 moved out of state 1 contract not renewed 8 accepted another job
Other Staff	23	1*	1	1 did not give a reason 1 accepted another job
Community Day Charter Public School-R. Kingman Webster				
Teachers	41	2*	11	*2 accepted another job 3 moved out of state 2 contract not renewed 6 accepted another job
Other Staff	24	0	0	

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2018	10
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	20

Name	Position on the Board	Committee affiliation(s)	- Number of terms served*;	Length of each term, including date of election and expiration
Gail Carey	Chair	Executive Committee Finance Committee Building Committee	2	5 year term May 2013 – May 2018
Bill Webber	Treasurer	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	Gail Carey	Change
Charter School Leader	Dawn Kraunelis (Prospect ELC)	Change
	Pierce Woodward (Gateway Upper School)	New Position
	William Cummiskey (Webster Upper School)	New Position
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 2019-2020 school year are provided as follows.

Action	Date(s)
Student Application Deadline	All Schools: February 8, 2019
Lottery	Lottery for all schools: March 5, 2019