



Annual Report 2015-2016

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 do not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement in the administration of its admissions policies, educational policies, scholarship and loan programs, athletic and other school-administered programs.

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 2015-2016 school year	186 minimum number of days plus 3 snow days for 189 total scheduled days	School Hours	8 AM – 4:00 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	575
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	N/A
Maximum Enrollment	400	Current Enrollment	240
		Students on Waitlist	492
Chartered Grade Span	K1-8	Current Grade Span	K1-4
<i>Community Day Charter Public School-R. Kingman Webster</i>			
Age of School (Year Opened)	2012	Year(s) Renewed	N/A
Maximum Enrollment	400	Current Enrollment	240
		Students on Waitlist	503
Chartered Grade Span	K1-8	Current Grade Span	K1-4
<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 2015-16 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; 880 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 4th year in operation with each school adding grade 4 programs and serving a kindergarten 1- grade 4 enrollment of 240; an increase of 40 students in each school from the previous year. CDCPS-Prospect continued to serve 400 students in kindergarten 1 - grade 8.

The Community Day Charter Public Schools network continued to share and learn from our efforts to support Community Day Arlington, an elementary school within the Lawrence school district. And our award-winning school model is working at Community Day Arlington: within this past year, Community Day Arlington was designated a Level 1 school (highest performance). In 2012, Arlington was a Level 4 school. Community Day Arlington has transformed its relationships with families and the academic performance of its students. Students are achieving at Community Day Arlington and we all are inspired by the hard work put in by the entire school community.

The 2015, MCAS results showed that all CDCPS schools closed the proficiency gap with all schools in the state. The 2015 MCAS performance of CDCPS-Prospect contributed to a Level 1 Accountability and Assistance Level. The school's percentile rank of 91 placed them among the state's highest performing schools, though 62.5% of our students are identified by the Department of Elementary and Secondary as "high needs" students (economically disadvantaged, students with disabilities and English language learners). Despite these "high needs" risk factors, the 2015 MCAS results showed that all CDCPS schools closed the proficiency gap with all schools in the state. On average, for all MCAS tests, CDCPS-Prospect proficiency was 18 points higher than the state, CDCPS-Gateway proficiency was 6 points higher than the state, and CDCPS-Webster was 7 points higher than the state.

Each year, the National Title 1 Association publically recognizes a small number of schools from across the country for their positive educational advances. CDCPS-Prospect was chosen for this distinct honor in 2015 because of its success at closing the achievement gap between student groups. Eligibility for this award is based on a combination of academic achievement of the students and the creative and innovative programs that contribute to their success. Honored schools demonstrate strengths in team approaches to teaching, focused professional development opportunities for staff, individualized programs for student success and strong partnerships between the school, parents and the community.

The school year came to a close on June 17 with the 8th grade graduation ceremonies where we came together to congratulate and bid a fond farewell to the 43 students in the class of 2016. 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; Academia Santa Rosa de Lima High School; Austin Preparatory School; Central Catholic High School; Effingham College & Career Academy; Greater Lawrence Technical School; Kent School; Mountainview High School; Notre Dame Cristo Rey High School; Pingree School; Presentation of Mary Academy; St. Johns Preparatory School, and the Governor's Academy.

As we highlight the accomplishments of our Community Day Charter Public Schools network, it is important to recognize those individuals who have dedicated their time, talent, and resources to help us excel. In 2015, CDCPS lost a community champion – R. Kingman Webster – who passed away in November. The namesake of CDCPS – R. Kingman Webster, “King” was a steadfast supporter of The Community Group (TCG) and the students of CDCPS. King left a legacy that will improve the lives of Lawrence youth for generations. We are thankful to have had the opportunity to share our vision with him. 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,

A handwritten signature in black ink that reads "Sheila J. Balboni". The signature is written in a cursive style with a large initial 'S' and 'B'.

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, ELL 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 2015-2016 school year:

Date	Amendment Requested	Approved?
October 2015	Request to change because the schools’ expulsion policy has been revised to be in compliance with recent changes to laws and regulations regarding expulsion.	Yes – Approved by Commissioner Chester on December 2, 2015.
October 2015	Request to amend its enrollment policy and applications to be consistent with Department guidelines, statute, and regulations.	Yes – Approved by Commission Chester on December 2, 2015.

Dissemination Efforts

In school year 2015-2016, CDCPS concentrated dissemination efforts in the city of Lawrence to support the expansion of its newest schools in the network and our trailblazing 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.

Veteran CDCPS educators who demonstrated consistent student achievement results had opportunities this past year to provide training, technical assistance and curriculum resources for kindergarten 1- grade 4 educators at CDCPS-Gateway and CDCPS-Webster. Replication of curriculum mapping, instructional planning routines, ELL teaching strategies and differentiation to meet the needs of individual learners were key areas of focus for these schools, which implemented grade 4 programming.

School year 2015-2016 also marked the 4th year that CDCPS and TCG are collaborating to significantly improve student learning outcomes at the Community Day Arlington (the former Arlington Elementary School), a Level 4 elementary school within the Lawrence school district where previous school improvement efforts had failed to boost student achievement. The turnaround plan implemented at Community Day Arlington is informed by the understanding that building a culture of achievement at the school requires replication of multiple successful practices that encompass school operations, educational leadership, curriculum, instruction, assessment, and family engagement. Our experiences to date demonstrate the need to provide in-depth support and adaptations to replicate practices that address the specific needs of children living in extreme poverty who enter kindergarten in this neighborhood school with significant deficits in school readiness. Additionally, at each grade in this K-4 school, teachers require continued training and ongoing support in identifying access levels for students with highly diverse learning needs, from “newcomer” (recent immigrant) to advanced. This opportunity to share and refine best practices with Community Day Arlington also afforded CDCPS educators opportunities to expand their repertoire of teaching skills.

The intensive, multiyear dissemination efforts underway in Lawrence will contribute to improved quality of educational programs and services essential to meeting goals for student achievement articulated in the state-approved Turnaround Plan for the school district. Our historic work in Lawrence, as it represents the first time that a school district has opened its doors to successful charter management organizations to do turn-around within the school district environment, is providing unique opportunities to identify the ways charters and districts can work together to achieve long-term goals that benefit all children in a community. Identifying solutions that are innovative and attainable are highly relevant to other immigrant cities in Massachusetts and other states struggling to improve educational outcomes for students with highly diverse learning needs.

School Performance and Program Implementation

- **Academic Program Success**

Student Performance

CDCPS-Gateway and CDCPS- Webster just completed their fourth year of operation serving students in kindergarten 1 – grade 4; therefore the MCAS was only given one time for these schools. The MCAS 2015 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 2015 Report Card:

CDCPS-Prospect:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04400205&fycode=2015&orgtypecode=6&>

CDCPS-Gateway:

<http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=04260000&orgtypecode=5&>

CDCPS R.-Kingman Webster:

<http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=04310000&orgtypecode=5&>

The 2015 MCAS results showed that all CDCPS schools have closed the proficiency gap with all schools in the state. The 2015 MCAS performance of CDCPS-Prospect contributed to a Level 1 Accountability and Assistance Level. The school’s percentile rank of 91 placed them among the state’s highest performing schools, though 62.5% of our students are identified by the Department of Elementary and Secondary as “high needs” students (economically disadvantaged, students with disabilities and English language learners). Despite these “high needs” risk factors, the 2015 MCAS results showed that all CDCPS schools closed the proficiency gap with all schools in the state. On average, for all MCAS tests, CDCPS-Prospect proficiency was 18 points higher than the state, CDCPS-Gateway proficiency was 6 points higher than the state, and CDCPS-Webster was 7 points higher than the state.

The school year came to a close on June 17 with the 8th grade graduation ceremonies where we came together to congratulate and bid a fond farewell to the 43 students in the class of 2016. 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; Academia Santa Rosa de Lima High School; Austin Preparatory School; Central Catholic High School; Effingham College & Career Academy; Greater Lawrence Technical School; Kent School; Mountainview High School; Notre Dame Cristo Rey High School; Pingree School; Presentation of Mary Academy; St. Johns Preparatory School, and the Governor's Academy.

Program Delivery

No major changes have occurred in the past year for CDCPS network curriculum, instructional model, assessment method, and supports for diverse learners. While we always strive to improve and refine our practices in these areas, no major changes were made.

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.

Social, Emotional, and Health Needs

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

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

Eighty-eight (88) Community Day Charter students received special education services in school year 2015-2016. Section 504 accommodation plans were developed for 58 students with disabilities. Special education services were provided by special education teachers, a bilingual school psychologist, 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 language 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 2015-2016, there were 426 students identified as English language learners (ELL). ELL students were placed in general education classrooms and ELL 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 ELL students. CDCPS monitors the progress of students who exited the English learner education program for two years and we continue to provide these students with language and other support services as outlined in the DCAP. ELL students also participate in the state's ACCESS for ELL tests, which measures their progress in learning English.

There were no changes in the discipline code beyond the charter amendment in fall 2015, which requested that the schools' expulsion policy be revised to comply with recent changes to laws and regulations regarding expulsion.

- **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.

No changes were made at the school level organizational structure in 2015-16. No changes to the organizational structure of the schools are anticipated in the coming year. The school-level organizational chart may be found in the Appendix.

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 grows into a larger charter management organization, a number of changes were made to the organizational structure of the network in 2015-16. These changes included adding a deputy executive director for academics, supervisor of early education, and the deputy executive director of operations. There is no longer the title of “Associate Executive Director of Schools.” These additions add capacity to the network’s support and guidance of the schools. No changes to the organizational structure of the network are anticipated in the coming year. The network-level organizational chart may be found in the Appendix.

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 2015-16.

Complaints

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

- **Budget and Finance Reports**

CDCPS-Prospect

Statement of Operating Revenues and Operating Expenses (Unaudited)

	FY 16 Actual* (as of July 20, 2016)	FY 2017 Budget (July 1, 2016-June 30, 2017) Approved by the Board of Trustees on May 10, 2016
Revenue		
Tuition	\$4,954,785	\$5,013,984
Grants (State & Federal)	334,508	350,000
Medicaid (SPED)	20,720	20,000
Nutrition Programs	229,695	220,000
Transportation and Other fees	62,506	65,000
Donations	208,225	200,000
Other	<u>392</u>	<u>1000</u>
Total Operating Revenues	\$5,810,831	\$5,869,984
Expenses		
Personnel	\$4,036,597	\$4,359,525
Other Direct Student Costs	680,222	687,024
Occupancy	331,330	325,000
Equipment Renewal & Replacement	32,000	15,000
Other	<u>389,542</u>	<u>390,000</u>
Total Operating Expenses	\$5,469,691	\$5,776,549

* 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	\$2,360,909
Fixed Assets (net)	4,838
Other Assets	<u>700,000</u>
Total Assets	\$3,065,747
Current Liabilities	\$320,829
Net Assets	<u>\$2,744,918</u>
Total Liabilities and Fund Balance	<u>\$3,065,747</u>

Fundraising	
The School raised the following during the year ended June 30, 2016:	
Scholarships	\$147,492
Summer School	7,000
Curriculum & Science Equipment	5,591
Expanded Learning	19,451
Teacher Development	27,832
General Support	<u>859</u>
Total Fundraising	\$208,225

**CDCPS-Gateway
Statement of Operating Revenues and Operating Expenses (Unaudited)**

	FY 16 Actual* (as of July 20, 2016)	FY 2017 Budget (July 1, 2016-June 30, 2017) Approved by the Board of Trustees on May 10, 2016
Revenue		
Tuition	\$3,332,183	\$3,710,978
Grants (State & Federal)	176,720	180,000
Medicaid (SPED)	31,239	15,000
Nutrition Programs	202,225	210,000
Transportation and Other fees	41,505	43,000
Donations	147	1000
Other	<u>258</u>	
Total Operating Revenues	\$3,784,277	\$4,159,978
Expenses		
Personnel	\$2,321,995	\$2,897,755
Other Direct Student Costs	569,885	664,866
Occupancy	217,025	295,000
Equipment Renewal & Replacement	69,000	20,000
Other	<u>212,553</u>	<u>85,000</u>

Total Operating Expenses	\$3,390,458	\$3,962,620
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* 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	\$1,441,319
Fixed Assets (net)	18,812
Other Assets	<u>303,192</u>
Total Assets	\$1,763,323
Current Liabilities	\$390,925
Net Assets	<u>1,372,398</u>
Total Liabilities and Fund Balance	\$1,763,323

Fundraising	
The School raised the following during the year ended June 30, 2016:	
General Support	<u>\$147</u>
Total Fundraising	\$147

**CDCPS-R. Kingman Webster
Statement of Operating Revenues and Operating Expenses (Unaudited)**

	FY 16 Actual* (as of July 20, 2016)	FY 2017 Budget (July 1, 2016 - June 30, 2017) Approved by the Board of Trustees on May 10, 2016
Revenue		
Tuition	\$3,208,852	\$3,615,034
Grants (State & Federal)	175,062	180,000
Medicaid (SPED)	16,125	15,000
Nutrition Programs	179,377	185,000
Transportation and Other fees	48,785	52,000
Donations	65	1000
Other	<u>263</u>	
Total Operating Revenues	\$3,628,529	\$4,048,034
Expenses		
Personnel	\$2,312,370	\$2,822,360
Other Direct Student Costs	573,953	631,348
Occupancy	218,782	340,660
Equipment Renewal & Replacement	65,000	25,000
Other	<u>209,739</u>	<u>295,000</u>
Total Operating Expenses	\$3,379,844	\$4,114,368

* 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	\$1,194,282
Fixed Assets (net)	21,216
Other Assets	<u>303,192</u>
Total Assets	\$1,518,690
Current Liabilities	\$318,289
Net Assets	<u>1,200,401</u>
Total Liabilities and Fund Balance	<u>\$1,518,690</u>

Fundraising	
The School raised the following during the year ended June 30, 2016:	
General Support	<u>65</u>
Total Fundraising	\$65

Capital Plan for FY17

The FY17 capital plan focuses on two major projects. First, CDCPS is creating the playground for CDCPS-Webster at 439 South Union Street. This project is approximately \$32,000 and will be completed in the summer of 2016 before school starts for 2016-17. The project consists of site preparation and playground equipment installation.

The CDCPS-Webster and CDCPS-Gateway projects continue as projected last year. An estimated budget of \$500,000 (\$250,000 for each school) was developed for the major acquisitions of classroom furnishings and equipment, including technology, associated with the growth in enrollment that will occur over the next five years, with 40% expended in FY16, 40% expended in FY17, 10% expended in FY18, and 10% expended in FY19. Both CDCPS-Gateway and CDCPS-Webster will establish a capital reserve account each with a balance of \$150,000.

Last, CDCPS is purchasing 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 potential athletic fields. The project will include a needs analysis/planning phase in 2017, fundraising/financing approvals from 2018-2019, and site prep/construction from 2019-2020. The goal of the long-term project is for the school open in 2020 and for the development to cost approximately \$4.9m. The building project will be financed 20% equity and 80% financed.

Appendix A

Accountability Plan Evidence 2015-16

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.

2015-16 CDCPS-Prospect, Faithfulness to Charter

	2015 - 2016 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	93% 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 Oct-May), and the special needs Parent Advisory Council at CDCPS-Prospect met 8 times (Oct, Oct, Dec, Jan, Feb, Mar, Apr, May).

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	2015-16 Parent Survey Results
		Prospect
		Response Rate 60%
		Scholastic Achievement 99%
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	2015-16 Parent Survey Results, continued
		Prospect
		Physical & Emotional Safety 97%
		Multicultural Aspects 98%

CDCPS-Prospect, Academic Program Success

	2015 - 2016 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	2015 MCAS ELA		
		Number Rank	Percent Rank	
		Grade 3	1/15	7
		Grade 4	2/13	15
		Grade 5	1/13	8
		Grade 6	2/12	17
		Grade 7	1/11	9
		Grade 8	2/12	17
Average 3-8	NA	12		

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	2015 MCAS Math		
			Number Rank	Percent Rank
		Grade 3	1/15	7
		Grade 4	2/13	15
		Grade 5	1/13	8
		Grade 6	2/12	17
		Grade 7	1/11	9
		Average 3-8	NA	11
Measure 3: Annually, the average ranking (for all MCAS type Science tested grade levels) of CDCPS-Prospect with all Lawrence public schools will be in the top 20%, as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined.	Met	2015 MCAS Science		
			Number Rank	Percent Rank
		Grade 5	1/13	8
		Grade 8	1/12	8
Average 3-8	NA	8		

CDCPS-Prospect, Organizational Viability

	2015 - 2016 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 2015-16 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	Met	The independent audited financial statements show that

auditor.		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 2015-16, an enrollment capacity of 100% was maintained; and the wait list is 144% of the student population at CDCPS-Prospect. Note: CDCPS-Gateway's waitlist is at 205% of the student population and CDCPS-Webster is at 210% of the student population.
Measure 2: At least 95% of students will re-enroll at CDCPS each year, exclusive of those who move out of the Lawrence area.		99.7% of the students re-enrolled for the 2015-16; excluding the 7 students that moved with their families out of the Lawrence area. Note: CDCPS-Gateway's re-enrollment was 97.8% with 4 students leaving the area. CDCPS-Webster was 100% re-enrolled with 8 students leaving the area.

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

	2015 - 2016 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 2 workshops for CDA teachers, training those teachers for differentiation in ELA and Math.

2015-16 CDCPS-Gateway and CDCPS-Webster

	2015 - 2016 Performance (Met/ Partially Met/ Not met)	Evidence																																							
Objective 1: CDCPS- Gateway and CDCPS R. Kingman Webster are faithful to the mission.																																									
<p>Measure: 1: Measure: Each year, as part of an anonymous survey, 75% of parents and 75% of faculty will agree or strongly agree (on a scale of strongly agree, agree, neutral, disagree, or strongly disagree) that CDCPS-Gateway/Webster 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; 3) Physical and emotional safety for each student and faculty member of the school community; and 4) Respect by students and faculty for the multi-cultural aspects of the Lawrence community. The desired response rate for parents is 30% and the desired response rate for staff is 90%.</p>	Met	<p>2015-16 Parent Survey Results</p> <table border="1" data-bbox="776 472 1349 886"> <thead> <tr> <th></th> <th>Gateway</th> <th>Webster</th> </tr> </thead> <tbody> <tr> <td>Response Rate</td> <td>60%</td> <td>94%</td> </tr> <tr> <td>Scholastic Achievement</td> <td>99%</td> <td>97%</td> </tr> <tr> <td>Individual Learning Styles</td> <td>86%</td> <td>94%</td> </tr> <tr> <td>Physical & Emotional Safety</td> <td>97%</td> <td>95%</td> </tr> <tr> <td>Multicultural Aspects</td> <td>98%</td> <td>96%</td> </tr> </tbody> </table> <p>2015-16 Faculty Survey Results</p> <table border="1" data-bbox="776 982 1349 1417"> <thead> <tr> <th></th> <th>Gateway</th> <th>Webster</th> </tr> </thead> <tbody> <tr> <td>Response Rate</td> <td>91%</td> <td>97%</td> </tr> <tr> <td>Scholastic Achievement</td> <td>100%</td> <td>97%</td> </tr> <tr> <td>Individual Learning Styles</td> <td>97%</td> <td>91%</td> </tr> <tr> <td>Physical & Emotional Safety</td> <td>94%</td> <td>94%</td> </tr> <tr> <td>Multicultural Aspects</td> <td>100%</td> <td>88%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Gateway	Webster	Response Rate	60%	94%	Scholastic Achievement	99%	97%	Individual Learning Styles	86%	94%	Physical & Emotional Safety	97%	95%	Multicultural Aspects	98%	96%		Gateway	Webster	Response Rate	91%	97%	Scholastic Achievement	100%	97%	Individual Learning Styles	97%	91%	Physical & Emotional Safety	94%	94%	Multicultural Aspects	100%	88%			
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Objective 2: The demographics of CDCPS-Gateway and CDCPS- R. Kingman Webster will mirror the demographics of the Lawrence district for Hispanic students, first language not English students, English language learner (ELL) students, and low income students.																																									
<p>Measure 1: Measure: The Hispanic population of CDCPS-Gateway/Webster will be no lower than the Hispanic population of the Lawrence district minus 5 percentage points.</p>	Met	<p>Hispanic</p> <table border="1" data-bbox="800 1623 1382 1755"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Gateway</td> <td>94.0</td> <td>94.6</td> </tr> <tr> <td>Webster</td> <td>92.5</td> <td>92.9</td> </tr> <tr> <td>Lawrence</td> <td>91.3</td> <td>91.6</td> </tr> </tbody> </table> <p>1.6 1.</p>		2015	2016	Gateway	94.0	94.6	Webster	92.5	92.9	Lawrence	91.3	91.6																											
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<p>Measure 2: The first language not English population of CDCPS-Gateway/Webster will be no lower</p>	Met	<p>FLNE</p> <table border="1" data-bbox="800 1829 1382 1890"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Gateway</td> <td>82.5</td> <td>76.3</td> </tr> </tbody> </table>		2015	2016	Gateway	82.5	76.3																																	
	2015	2016																																							
Gateway	82.5	76.3																																							

than the first language not English population of the Lawrence district minus 10 percentage points.		<table border="1"> <tr> <td>Webster</td> <td>65.5</td> <td>52.1</td> </tr> <tr> <td>Lawrence</td> <td>70.0</td> <td>70.4</td> </tr> </table>	Webster	65.5	52.1	Lawrence	70.0	70.4												
Webster	65.5	52.1																		
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Measure 3: The ELL population of CDCPS-Gateway/Webster will be no lower than the ELL population of the Lawrence district minus 5 percentage points.	Met	ELL <table border="1"> <tr> <td></td> <td>2015</td> <td>2016</td> </tr> <tr> <td>Gateway</td> <td>73.0</td> <td>64.2</td> </tr> <tr> <td>Webster</td> <td>53.0</td> <td>42.1</td> </tr> <tr> <td>Lawrence</td> <td>29.9</td> <td>31.0</td> </tr> </table>		2015	2016	Gateway	73.0	64.2	Webster	53.0	42.1	Lawrence	29.9	31.0						
	2015	2016																		
Gateway	73.0	64.2																		
Webster	53.0	42.1																		
Lawrence	29.9	31.0																		
Measure 4: The low income population of CDCPS-Gateway/Webster will be no lower than the low income population of the Lawrence district minus 15 percentage points.	Partially Met (Gateway did not meet this target by a statistically insignificant 2.2%.)	Low Income - Economically Disadvantaged <table border="1"> <tr> <td></td> <td>2015</td> <td>2016</td> </tr> <tr> <td>Gateway</td> <td>55.0</td> <td>45.8</td> </tr> <tr> <td>Webster</td> <td>46.5</td> <td>50.4</td> </tr> <tr> <td>Lawrence</td> <td>61.7</td> <td>63.0</td> </tr> </table> <p style="text-align: center;">.0</p>		2015	2016	Gateway	55.0	45.8	Webster	46.5	50.4	Lawrence	61.7	63.0						
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Gateway	55.0	45.8																		
Webster	46.5	50.4																		
Lawrence	61.7	63.0																		
Objective 3: The special population of CDCPS-Gateway/Webster ELL and formerly ELL (FLEP) students will have high academic achievement as evidenced by the MCAS test.																				
Measure 1: The MCAS ELA CPI index for CDCPS-Gateway/Webster ELL/FLEP students will be 1) at least 15 points higher than the ELA index for Lawrence ELL/FLEP students and 2) at least 7.5 points higher than the ELA index for all ELL-FLEP students in the state.	Met	2015 MCAS – ELL and Formerly ELL CPI <table border="1"> <tr> <td></td> <td>Grade 3 ELA</td> </tr> <tr> <td>Gateway</td> <td>82.5</td> </tr> <tr> <td>Webster</td> <td>81.5</td> </tr> <tr> <td>Lawrence</td> <td>64.8</td> </tr> <tr> <td>State</td> <td>67.6</td> </tr> <tr> <td>Gateway Minus Lawrence</td> <td>17.7</td> </tr> <tr> <td>Gateway Minus State</td> <td>14.9</td> </tr> <tr> <td>Webster Minus Lawrence</td> <td>16.7</td> </tr> <tr> <td>Webster Minus State</td> <td>13.9</td> </tr> </table>		Grade 3 ELA	Gateway	82.5	Webster	81.5	Lawrence	64.8	State	67.6	Gateway Minus Lawrence	17.7	Gateway Minus State	14.9	Webster Minus Lawrence	16.7	Webster Minus State	13.9
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Measure 2: The MCAS Math CPI index for CDCPS-Gateway/Webster ELL/FLEP students will be 1) at least 15 points higher than the Math index for Lawrence ELL/FLEP students and 2) at least 7.5 points higher than the Math index for all ELL/FLEP students in the state.	Met	<table border="1"> <tr> <td></td> <td>Grade 3 Math</td> </tr> <tr> <td>Gateway</td> <td>90.8</td> </tr> <tr> <td>Webster</td> <td>91.3</td> </tr> <tr> <td>Lawrence</td> <td>78.8</td> </tr> <tr> <td>State</td> <td>75.1</td> </tr> <tr> <td>Gateway Minus Lawrence</td> <td>12.0</td> </tr> <tr> <td>Gateway Minus State</td> <td>15.7</td> </tr> <tr> <td>Webster Minus Lawrence</td> <td>12.5</td> </tr> <tr> <td>Webster Minus State</td> <td>16.2</td> </tr> </table>		Grade 3 Math	Gateway	90.8	Webster	91.3	Lawrence	78.8	State	75.1	Gateway Minus Lawrence	12.0	Gateway Minus State	15.7	Webster Minus Lawrence	12.5	Webster Minus State	16.2
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Appendix B

Community Day Charter Public Schools Recruitment and Retention Plans

Recruitment Plans

2015 – 2016

School Name: Community Day Charter Public Schools

Date: July 18, 2016

Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.

Implementation Summary:

In school year 2015-16 recruitment plans for Community Day Charter schools were implemented for the 2016-2017 school year. The application deadline for the schools was February 12, 2016, followed by the lotteries that were held separately for each school on three consecutive days in March (1, 2, & 3) 2016. Students selected and accepting enrollment for school year 2016-2017 will not be enrolled until after August 1, 2016 thus we cannot report on their demographics. Instead, we can examine the implementation of the Recruitment Plans for 2014-2015, which resulted in Pre-K (Kindergarten 1) students being selected in the March 2015 lottery and beginning school in school year 2015-2016. We report on the Pre-K demographics of each school (based on March 2016 SIMS) as an indication of the success of the Recruitment Plan for each school.

During the 2015-16 school year, the schools conducted extensive outreach to the families of prospective students through a range of media and placements. Outreach activities included a mailing to students in the Lawrence Public Schools district; advertisements in print and on local radio; online and social media messages; and leaflets distributed to sites selected to target specific demographic groups as well as the population at large. We developed the following strategies to use with the three target groups:

For Students with Disabilities–Special Education Students: 1) Leaflets and the mailing to students in the sending district articulated that the school is public and services all students, including those in need of special education services. 2) Leaflets were distributed to the local Early Intervention program offices. 3) Information about special education at the school was incorporated into information presented at open house events.

For First Language Not English and English Language Learners: 1) Families with students in these groups were informed of the opportunity to apply to the school and participate in the lottery through multilingual leaflets. Languages included Spanish, Vietnamese and Khmer. 2) Media placement included communication in Spanish at 3 Spanish language radio stations and 1 Spanish language newspaper. 3) Leaflet distribution included local businesses, organizations, and events frequented by diverse cultural groups, including Mendez Flowers, Child Care Circuit Family Net events, Saigon Market, and Linh's Salon.

For Economically Disadvantaged students: 1) A mailing advertising the school and application process was sent to families with students in the Lawrence Public Schools. 2) Leaflet/information distribution included postings at social service agencies in the community (for example, Greater Lawrence Family Health Centers, Boys/Girls Club, MA Department of Transitional Assistance). 3) Leaflet distribution included students in preschool programs that serve a high percentage of students

whose families qualify for child care financial assistance, including Community Day Learning.

Target Group Percentages in Pre-K (Kindergarten 1) at CDCPS in 2015-2016:

The ELL percentages in K1 are 54.8% (23 of 42) at Gateway, 90.5% (38 of 42) at Prospect, and 42.9% (18 of 42) at Webster. The Economically Disadvantaged percentages are 46.7% (21 of 45) at Gateway, 55.6% (25 of 45) at Prospect, and 57.1% (24 of 42) at Webster. The Special Education percentages in K1 are 7.1% (3 of 42) at Gateway, 2.4% (1 of 42) at Prospect, and 9.5% (4 of 42) at Webster.

State determined Comparison Index:

The ELL percentages are 32.7% for Gateway, 26.9% for Prospect, and 31.3% for Webster. The Economically Disadvantaged percentages are 56.1% for Gateway, 57.0% for Prospect, and 56.0% for Webster. The Special Education percentages are 8.1% for Gateway, 11.6% for Prospect, and 6.1% for Webster.

There are 9 possible comparisons (3 demographic groups at 3 schools), and 5 of the groups are higher than or comparable to the Comparison Index. The 4 areas that fall below the Comparison Index include Economically Disadvantaged subgroups at Gateway and Prospect and Special Education subgroups at Gateway and Prospect. The following Recruitment Plan includes enhanced strategies targeting the Economically Disadvantaged and Special Education populations.

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, 2016 SIMS report.

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

General Recruitment Activities:

Advertising: Prior to the lottery, each school will advertise through the local media (English/Spanish) and by leafleting (English/Spanish/Khmer/Vietnamese) 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; and
- School web sites.

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.

Limited English Proficient Students: Since each school is located in a district with 10 percent or more of students who are limited English proficient, communications with families will be in the most prevalent languages of the district.

Recruitment Plan –Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<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.
Limited English-proficient students	<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, Vietnamese and Khmer. • 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.
Students eligible for free or reduced lunch	<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

Recruitment Plan –Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	Strategies
	<p>(Women, Infants and Children) 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.
Students who are sub-proficient	<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.
Students at risk of dropping out of school	<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.
Students who have dropped out of school	Not Applicable
Other subgroups of students who should be targeted to eliminate the Achievement Gap	Not Applicable

Retention Plan

2015 – 2016

Implementation Summary:

Implementation Summary:

We are reporting on the 2015-2016 Retention Rate (100% minus Attrition Rate) for each school:
 ELL retention rates: 96.1% for Gateway, 99.1% for Prospect, and 92.9% for Webster.
 Low Income retention rates: 98.8% for Gateway, 97.9% for Prospect, and 93.7% for Webster.
 Special Education retention rates: 90.0% for Gateway, 93.9% for Prospect, and 100% for Webster.

All 9 rates are higher than the state averages evidence that our strategies were generally successful for the 3 demographic groups in the three 3 schools.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	<p style="text-align: center;">95%</p> <p>The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (87.3%); Low Income (89.4%); and Special Education (89.8%).</p>

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<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.
Limited English-proficient students	<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.

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
Demographic Group	Strategies
Students eligible for free or reduced lunch	<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.
Students who are sub-proficient	<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.”
Students at risk of dropping out of school	<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.
Students who have dropped out of school	Not Applicable
Other subgroups of students who should be targeted to eliminate the Achievement Gap	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 2015-2016		
Race/Ethnicity	# of students	% of entire student body
African-American	3	0.8
Asian	2	0.5
Hispanic	377	94.3
Native American	0	0.0
White	18	4.5
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	34	8.5
Limited English proficient	145	36.3
Economically Disadvantaged	196	49.0
Community Day Charter Public School - Gateway		
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2015-2016		
Race/Ethnicity	# of students	% of entire student body
African-American	2	0.8
Asian	2	0.8
Hispanic	227	94.6
Native American	0	0.0
White	8	3.3
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	1	0.4
Special education	19	7.9
Limited English proficient	154	64.2
Economically Disadvantaged	110	45.8
Community Day Charter Public School - R. Kingman Webster		
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2015-2016		
Race/Ethnicity	# of students	% of entire student body
African-American	3	1.3
Asian	3	1.3
Hispanic	223	92.9
Native American	0	0.0
White	11	4.6
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	13	5.4
Limited English proficient	101	42.1
Economically Disadvantaged	121	50.4

ADMINISTRATIVE ROSTER FOR THE 2015-2016 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, Director of Curriculum	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	
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			
Meghan Wilson, Head of the Early Learning Center	Supervise/evaluate early learning center faculty and programs	August 2013	
Kathleen Shorter, Head of Lower School	Supervise/evaluate faculty and programs at the lower school	July 2012	
Kelly Peake, Principal /Head of School	Supervise/evaluate faculty and programs at the upper school	August 2013	
Community Day Charter Public School-Gateway			
Tanya Cloyd, Head of the School Early Learning Center	Supervise/evaluate early learning center faculty and programs	July 2014	
Carin Moriarty Head of Lower School	Supervise/evaluate faculty and programs at the lower school	July 2015	
Community Day Charter Public School-R. Kingman Webster			
Christina Lopez , Head of School Early Learning Center	Supervise/evaluate faculty and programs at the lower school	July 2015	
Matt Carter Head of Lower School	Supervise/evaluate faculty and programs at the lower school	July 2015	

TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR				
	Number as of the last day of the 2015-2016 school year	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for Departure
Community Day Charter Public School-Prospect				
Teachers	60	0	12	2 moved out of state 4 contract not renewed 4 accepted another job 2 end of fellowship program
Other Staff	7	0	1	1 contract not renewed
Community Day Charter Public School-Gateway				
Teachers	30	2*	6	2*accepted another job 2 accepted another job 1 contract not renewed 3 end of fellowship program
Other Staff	4	0	0	
Community Day Charter Public School-R. Kingman Webster				
Teachers	35	0	7	1*accepted another job 2 end of fellowship program 4 accepted another job
Other Staff	4	0	1	1 moved out of the country

**Community Day Charter Public Schools
Board of Trustees
2015-16 School Year**

Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served*; - Length of each term, including date of election and expiration	E-mail
Eric Stacey	President	Executive Committee	Finance, secondary education	Second 5 year term May 2010 – May 2015	estacey@pingree.org
Priscilla Loring	Treasurer (Became Chair in April 2016)	Finance Committee Building Committee Executive Committee	Finance, school management	Second 5 year term May 2011 – May 2016	pkloring@comcast.net
Jack Flynn	Clerk	Finance Committee Volunteer Committee Building Committee	Volunteers, mentoring, math, science/engineering and literacy tutoring	Second 5 year term May 2011 – May 2016	jf3tamys@aol.com
Gail Carey	Member	Building Committee	Nonprofit organizations, former parent	Second 5 year term May 2012 – May 2017	jgcareymethuen@gmail.com careyg@dakotasystems.com
Myrta Cupeles	Member		Community and legal	Second 5 year term May 2011 – May 2016	mcpupeles@nlsma.org
Alcira Marin Kane	Member	Finance Committee Building Committee	Community and legal	Second 5 year term May 2011 – May 2016	milesandalci@myfairpoint.net akane@nlsma.org
Patricia McGovern	Member	Governance Committee (Chair) Building Committee	Attorney, hospital administration, elected official	First 5 year term January 2014-May 2019	patriciapmcgovern@gmail.com
Victor Abramson	Member		Parent advisor and business	Second 1 year term May 2015 – May 2016	vabramson@comcast.net
Mary Dyer	Member	new	Education, curriculum	First 5 year term January 2016-May 2020	mdyer@pingree.org
JohnFredy Loaiza	Member	new	Alumni, community	First 5 year term January 2016-May 2020	fredy.loaiza89@gmail.com

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Board of Trustees Chairperson Priscilla Loring (changed from Eric Stacey)
Charter School Leader	As the schools grow by adding grades, more Heads of Schools have been hired for the additional level clusters at Gateway and Webster.
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 School has relocated or acquired a new facility within Lawrence in this past school year. Locations of Community Day Charter 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 School: 50 Pleasant Street	2012 2013
Community Day Charter Public School-R. Kingman Webster: ELC: 7 Ballard Way Lower School: 50 Pleasant Street	2012 2013

Enrollment

The estimated student application deadline and lottery dates for students who are interested in enrolling in Community Day Charter Public Schools for the 2017-2018 school year are provided as follows.

Action	Date(s)
Student Application Deadline	All Schools: February 10, 2017
Lottery	Lottery for each school: February 28 (Prospect), 2017 March 1 (Webster), 2017 March 2 (Gateway), 2017

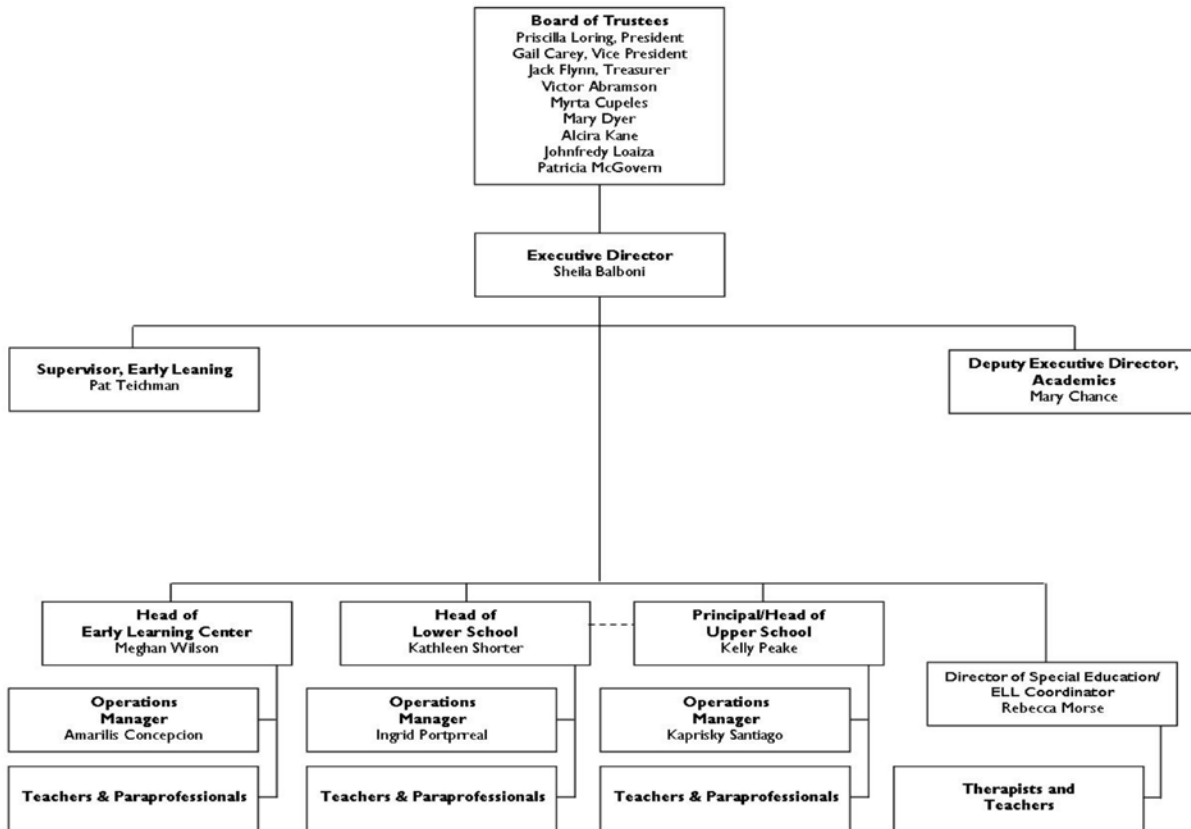
CDCPS Organizational Charts

NOTE: CDCSP Network-Level is attached separately to this document.

School-Level Organizational Charts:

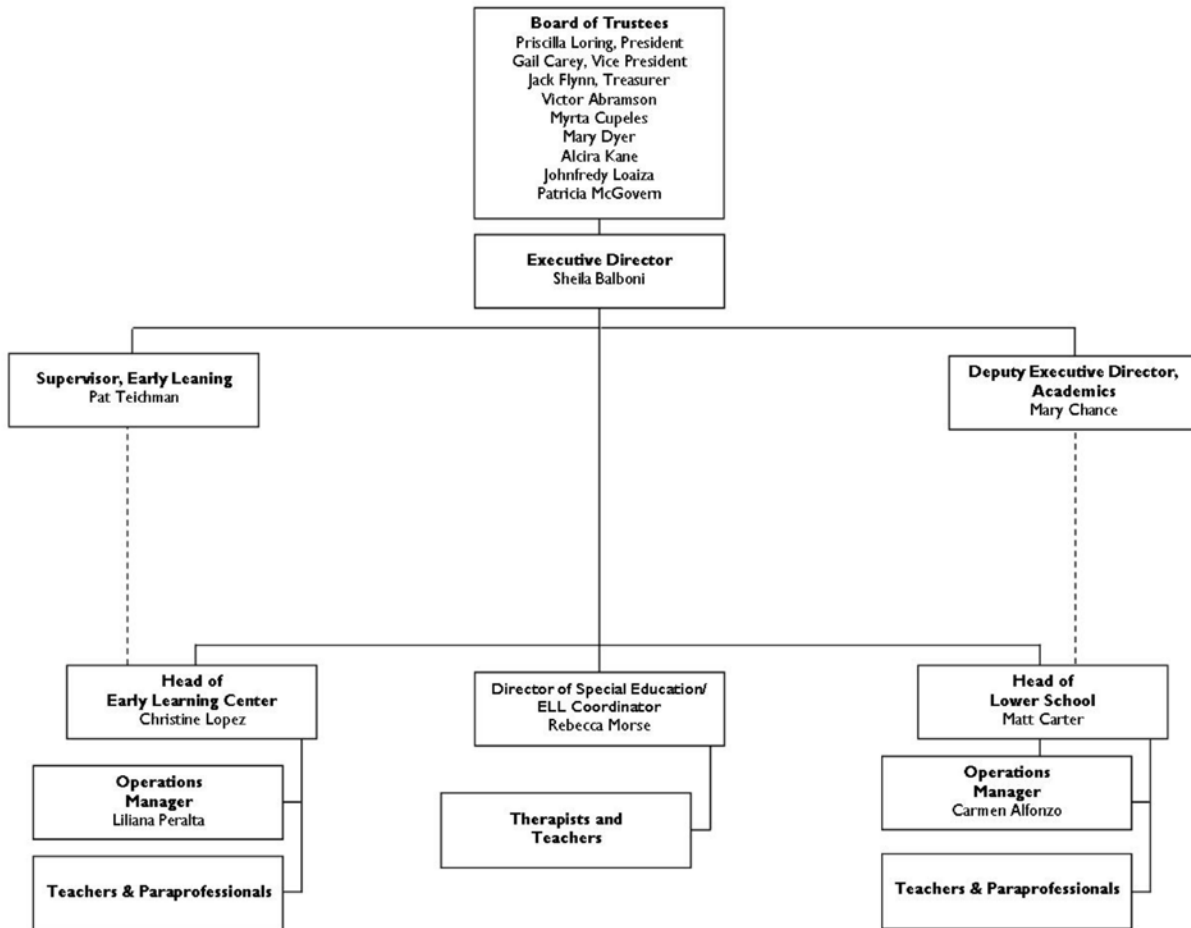
Community Day Charter Public School-Prospect

Organization Chart
2015-2016



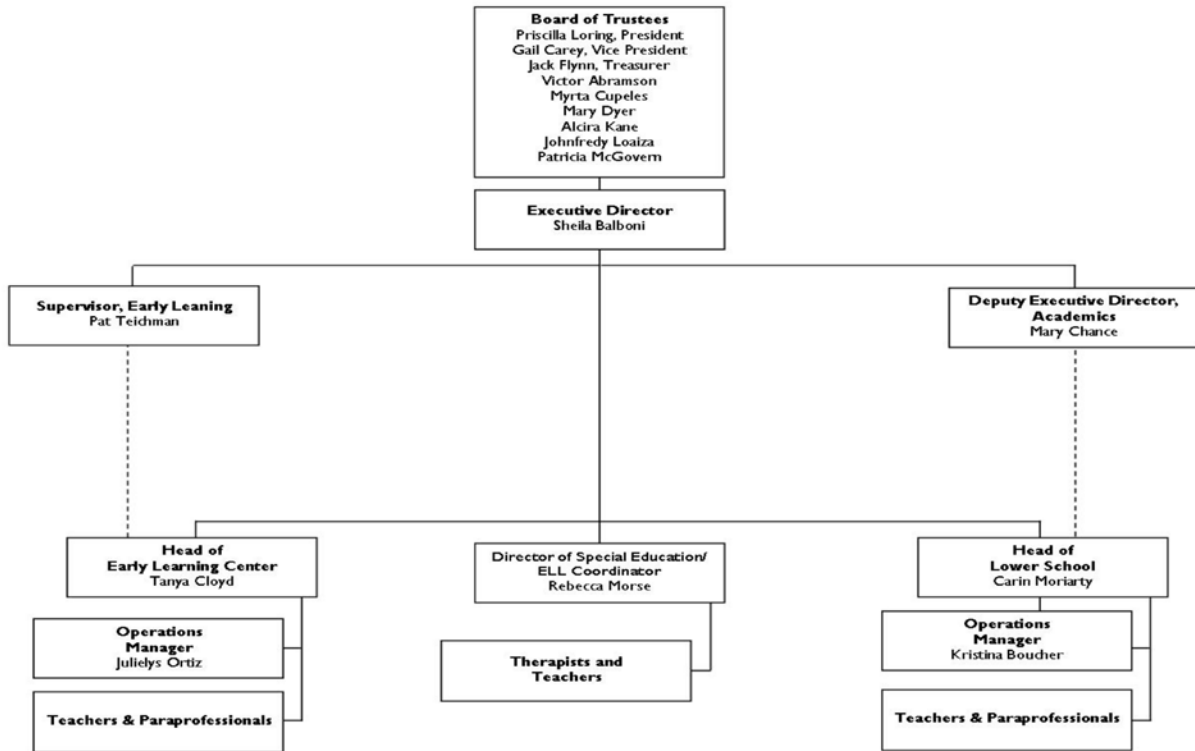
Community Day Charter Public School-Webster

Organization Chart
2015-2016



Community Day Charter Public School-Gateway

Organization Chart
2015-2016



School Schedule 2016-17

Community Day Charter Public Schools

July 31, 2016

Item 1: Daily/Weekly Schedule for Students	
Day	Typical Total Hours
Monday	8 hours
Tuesday	8 hours
Wednesday	8 hours
Thursday	8 hours
Friday	8 hours
Other	NA

Item 2: Yearly Schedule for Students		
Minimum Number of Days	Scheduled Emergency/Snow Days	Total Number of Scheduled School Days
180*	10 possible snow days over the 180 minimum number of school days	190
Any mandatory special programming for all students such as Saturday school or summer school:		
NA		

* Please note that in 2015-16, there were 186 minimum number of days plus 3 emergency/snow days for a total of 189 total scheduled school days.