



# Annual Report 2024-2025

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### **Non-Discrimination Statement**

Community Day Charter Public School is committed to ensuring that all of its 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 SCHOOL

Community Day Charter Public School			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location</b> (Municipality)	Lawrence
<b>Regional or Non-Regional</b>	Non-Regional	<b>Districts in Region</b> (if applicable)	NA
<b>Year Opened</b>	1995 (Prospect) 2012 (Gateway/ R. Kingman Webster)	<b>Year(s) Renewed</b> (if applicable)	2000, 2005, 2010, 2015, 2020 (Prospect) 2017, 2022 (Gateway/ R. Kingman Webster) 2025 (CDCPS)
<b>Maximum Enrollment</b>	1,200	<b>Chartered Grade Span</b>	K1-8
<p><b>Mission Statement:</b></p> <p>The mission of Community Day Charter Public School 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 Chair, CDCPS Board of Trustees

I am pleased to share the 2024–25 Annual Report for Community Day Charter Public School (CDCPS). This marks the completion of my second year as Chair of the Board of Trustees, a role I take great pride in, especially as a parent of two CDCPS alumni.

This year is especially meaningful as we celebrate a major milestone: the 30th anniversary of CDCPS. As one of the first Commonwealth charter schools to open in Massachusetts, CDCPS has spent three decades empowering students and families through high-quality education. This anniversary is not just a celebration of longevity, it is a testament to the enduring strength of our values, the commitment of our educators, and the support of our families.

We are also proud to share that CDCPS successfully completed the state’s charter renewal process this fall and was granted an unconditional five-year charter renewal. On behalf of the Board, I want to thank and recognize our trustees, exceptional teachers and leaders, our hard-working students, and our committed families—your daily dedication is the foundation of our success.

This dedication was especially evident in the continued work under the GLEAM initiative, now in its fourth year. CDCPS educators took thoughtful and intentional steps to promote literacy equity and excellence, reviewing curriculum and interventions to ensure every student has access to high-quality instruction. New programs were introduced to support students at all literacy levels. Strong educator-family partnerships also remained a hallmark of our community, strengthened through vibrant fall and spring events that celebrated shared goals and student learning.

Beyond academics, CDCPS remained focused on cultivating an environment of belonging, inclusion, and love of learning. Student support systems were deepened, and external partnerships with organizations such as Mass Audubon and UMass Lowell continued to enrich learning and connect students with real-world opportunities. The CDCPS Buddies Program expanded to create meaningful relationships between younger and older students, while after-school programs offered students opportunities to explore STEM, sports, the arts, and violin instruction—cultivating both academic and personal growth.

In June, we celebrated the achievements of our eighth-grade graduates from the Prospect, Gateway, and R. Kingman Webster campuses. This fall, they will attend 23 high schools across the region, and we are excited about the many exciting opportunities that lie ahead of them.

As CDCPS enters its 30th year, these accomplishments are more than just milestones—they are a reflection of the heart, vision, and collective will that define who we are. On behalf of the Board of Directors, thank you for your continued partnership and support.

Sincerely,



Massiel Munoz Deleon, Chair  
CDCPS Board of Trustees

## SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

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

### FAITHFULNESS TO CHARTER

#### CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

The mission of Community Day Charter Public School reflects the core belief that *ALL* students can meet challenging standards and graduate from grade 8 prepared for success at the high school level. In order to achieve this mission, CDCPS has developed the following key design elements as presented in the school's accountability plan which outline how CDCPS lives this mission.

##### KEY DESIGN ELEMENTS:

- 1. Commitment to high scholastic achievement for all students in major academic areas – ELA, Math, and Science**  
CDCPS provides 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. 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.
- 2. An intense focus on each child succeeding academically and socially, demonstrated by differentiated instruction in classrooms**  
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.
- 3. Strong positive parent involvement in the school**  
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. 100% of CDCPS parents/families annually participate in teacher conferences to discuss the academic and social achievement and goals for all students. Parents/families also participate actively in Parent Advisory Board (PAB), Parent Action Council (PAC), and English Learner Parent Action Council (EL-PAC).
- 4. Parents have positive feelings about their child's experience at school**  
Parents/families are provided with multiple opportunities to express their voice and provide feedback on programming at CDCPS. This is done through the completion of different surveys throughout the year with the results present in Appendix A of this report.
- 5. Celebrating the culture and community of Lawrence**  
Students at CDCPS complete units of study on the city and culture of Lawrence at each grade level each year kindergarten through grade 8.

## **CRITERION 2: ACCESS AND EQUITY**

Here is the link to the page with enrollment data by race/ethnicity for Community Day Charter Public School.

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

Here is the link to the page with enrollment data for selected populations for Community Day Charter Public School.

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

Here is the link to the page with student discipline data for 2023-2024 for Community Day Charter Public School.

- [2023-24 Student Discipline Data Report](#)

#### CRITERION 4: DISSEMINATION

Best Practice Shared	Vehicle for Dissemination	Who at School was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Academic Performance Collaboration with LEAP on curriculum, assessment, and kindergarten readiness	On-going professional development and technical supports	CAO, Director of Early Learning, Director of Curriculum and Instruction K1-1	The Lawrence Early Achievement Partnership (LEAP) program is a preschool program supported by a Commonwealth Preschool Partnership initiative grant, implemented via a collaborative partnership between The Community Group (TCG), Greater Lawrence Community Action Council, and Lawrence Public Schools (LPS).	Assisted in the continued implementation of ELA curriculum, including shared best practices, professional development, and other developed materials including curriculum pacing guides, daily lesson plans, Habits of Discussion practices, and assessments for summer programming to ascertain phonemic awareness, phonics, and alphabet knowledge skills in addition to base-line math skills to prepare students for kindergarten.
Dissemination of Curriculum Resources for SEL-embedded Connect Science Grade 4 Energy unit and Grade 5 Water unit	Panel participants for Q&A for sharing of best practices for work with Connect Science and service learning for DESE SEL Fall Institute for FC127 Safe and Healthy Learning Environments September 23, 2024	Director of Curriculum and Instruction Science and science teachers	Fellow FC127 Safe and Healthy Learning Environments Recipients	Sharing of best practices and learning materials for the development of Connect Science SEL-embedded units. Panel described work with service learning, the planning process, student engagement, and shared all resources related to two units.
Dissemination for development of strategy and learnings for creation of intervention for multi-tiered system of support.	Panel participants for virtual Literacy Leaders Network February 28, 2025	Director of Early Learning, Director of Academics, Directors of Curriculum and Instruction K1-2	Statewide Network for Literacy Leaders	Sharing of best practices through discussion of work with GLEAM (Growing Literacy Equity Across MA) for the past three years and development of strategies for ensuring effective intervention for literacy skills with data-driven approaches to teaching and intervention.
Dissemination on Meaningful Data-Based Collaboration for culturally and linguistically sustaining practices in early literacy	Dissemination Panel participant for breakout session for MSAA, DESE's Office of Literacy and Humanities and Office of Student and Family Support/ Early Learning "Meaningful Data Based Collaboration" October 4, 2024	Director of Early Learning, Director of Academics, Directors of Curriculum and Instruction K1-2	State elementary principals and early childhood coordinators	Sharing of best practices and materials for our work for data-based collaboration to ensure sustaining practices for equitable access for early literacy. This includes five key data driven instructional strategies to support student success: data analysis and continuous cycle of improvement; use of data to create robust action plans; strategic use of intervention programming; strategic use of human resources; and coaching and curriculum support.

## ACADEMIC PROGRAM SUCCESS

### CRITERION 5: STUDENT PERFORMANCE

Here is the 2024 report card for Community Day Charter Public School.

- [2024 School Report Card](#)

### CRITERION 6: PROGRAM DELIVERY

During the summer of 2024, the CDCPS team convened, including the Chief Academic Officer (CAO), Director of Academics, Director of Early Learning, Network Directors of Curriculum and Instruction (DCIs), Director of Special Education, EL Coordinator and Heads of School, for analysis of assessment and stakeholder feedback data. Utilizing the CDCPS cycle of continuous improvement, where summer represents the starting phase of planning, the group reflected on previous year's journey of "continued learning" and began thoughtful updates of curriculum, professional development, assessment, and parent partnership for the fall. The tenets of this work continue to be based on DESE Accelerated Roadmap (May 2021) as well as aligned with the DESE Educational Vision (June 2024):

- Fostering a sense of belonging and partnership with students and families so that all students feel known and valued
- Ensuring strong grade-appropriate instruction with just-in-time scaffolds, including promoting deeper learning so that all students engage in grade-level work that is real-world, relevant and reflects diverse perspectives
- Continuous monitoring of student understanding

The essential component for the first weeks of school is creating a sense of belonging for staff, students, and family. Through targeted professional development we continued to focus on social-emotional strategies for creating an inclusive environment and meeting the needs of all students. With outside partner Equity Imperative, CDCPS continued professional development for leaders and staff through an asynchronous learning series that focused on building belonging and concrete steps to establish developmental relationships with students and work with being a "warm demander" that includes seeing student behavior as communication, identifying specific steps to take in order to become warmer when engaging students, and articulating practical steps in order to demand more from students in the learning process. The goal of this learning series was to highlight what it means to build developmental relationships so that school culture and climate fosters hope and healing. This included an in-person Train the Trainer series for leadership to build learning and capacity to facilitate staff debrief conversations for each module. These trainings continued our goal to develop and sustain a workforce that is culturally responsive, inclusive, and prepared to meet the academic and social-emotional needs of all students. Leaders also continued work with Jessica Minahan, PhD, BCBA, and author of the *Behavior Code*. The work focused on how to support students with oppositional behavior, and ways to implement FAIR plans (Functional hypothesis of behavior, Accommodations, Interaction Strategies, and Response Strategies) during Student Support Team (SST) meetings with Ms. Minahan attending meetings for modeling, observation, and real-time feedback. Leaders continued actively utilizing icebreakers for monthly staff meetings for team building, and each building hosted quarterly breakfasts and lunches for staff appreciation and connection. One major focus of the 2-week teacher orientation in August was to work through strategies, activities, and key Social-emotional learning (SEL) supports to prepare for student return. Teachers made plans to focus the first four weeks of school on creating classroom culture, connecting students with any needed SEL supports, and allowing for classroom connections through morning meetings, dedicated SEL blocks, and classroom "family meetings." During orientation each site hosted open houses for families to come meet teachers, discuss goals



for the year, and begin a foundation for partnership for the upcoming school year. For families, the school provided several opportunities for engagement and partnership. CDCPS continued personal intake meetings with each family of incoming K1 students. Teaching teams held beginning of the year literacy meetings to detail programming and support for students at various levels of language acquisition. Family events included classroom potlucks, literacy nights, paint nights, family cooking classes, virtual Zumba and bingo, movie nights and spring games and carnivals. Each classroom held a dedicated family curriculum activity such as visiting children's living zoos and living museums, performances of historical events, Lawrence heritage evenings, and biography project presentations. The year culminated in family ice cream socials to celebrate the close-out of the year. These school events were paired with the work of our Director of School and Student Supports and Director of Family Engagement who continued individual family outreach for support and connection to wrap-around services.

For access to grade-level curriculum paired with continuous monitoring of understanding, CDCPS continues a cycle of continuing improvement characterized by diagnostics, interim assessments, classroom observations, action planning, and appropriate adjustments for scaffolds and interventions. The Chief Academic Officer (CAO), Director of Academics (DOA), and Director of Early Education, along with network Directors of Curriculum and Instruction (DCIs) create yearly curriculum maps that help teachers to pace lessons throughout the year. DCIs facilitate end-of-year team meetings for horizontal alignment as well as network vertical alignment sessions with lead planners and school leaders. Based on the teacher input, paired with analysis of any end of the year data, the DOA and network DCIs for grades K-8 meet during the summer to update the Year at a Glance and curriculum mapping to reflect suggested changes and shifts for the upcoming academic year. At our annual teacher orientation each August, DCIs, Heads of School, and teachers review disseminated curriculum maps and make revisions based on current student data. Learning teams continue to discuss standards for ever-improving vertical and horizontal alignment during grade level planning meetings and professional development days all year.

At the beginning of school, there are formal diagnostics such as MAP and DIBELS-8 and internal assessments given for ELA and Math at each grade level developed by the Chief Academic Officer (CAO), Director of Academics (DOA), and Directors of Curriculum and Instruction (DCIs), which in turn are utilized to update all curriculum units and individual student goals as needed. This will begin the continual cycle of data analysis for the school year with regular assessment periods and release of state summative data, key analysis of this data, and utilization of this data to adjust groupings and instruction. The goal is to continue learning acceleration, where all students will receive consistent access to grade-level work with targeted scaffolds to make it accessible as well as maintain key intervention blocks to work with unfinished learning for tier 2 and tier 3 supports. In addition, intervention times and extended learning time include after school and Lift-Up academies during February and April break.

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

In spring 2025, representative teachers from each grade level and the Heads of School from each school came together to promote vertical alignment across grades; to discuss this past year's implementation of curriculum;

to analyze data from internal benchmarks and unit assessments and preliminary ACCESS and MCAS data; and to discuss important needed curriculum adjustments. Teachers and leaders discussed the previous year's instruction, internal data, and spiral review to mitigate areas of gaps as determined last summer. They began targeted planning for "continued learning" for the upcoming academic year. This included both targeted intervention planning for summer school and curriculum planning for academic year 2025-2026. School staff continued focus on key skills to spiral review from the previous year, including any gaps with regards to basic skills or power standards that are the highest priority prerequisite knowledge and skills that serve as a necessary access point for the next year's curriculum. Writing across the curriculum remains a priority, as we continue to refine our "back to basics" lessons for appropriate rigor and scaffolding for vertical alignment across the grade levels to prepare students for essay writing to respond to literature, creative writing to promote "joy of writing", and targeted constructed response writing across the curriculum for math, ELA, social studies, and science. We seek ways to pair writing with project-based units. As part of our Integrating Social and Emotional Learning into Academic Learning Grant, we continue to develop Connect Science curriculum units across our grade levels that engage students in project-based learning, writing responses to real-world simulations, and implementing newly developed units of human health and thermal energy for grades 6 and 7 respectively. In addition, we continued to focus on literacy for K-3 as CDCPS implemented learnings from our three-year participation in the DESE grant program GLEAM (Growing Literacy Equity Across Massachusetts). Through this grant we partnered with literacy consultants from The Hill to implement a literacy action plan created with our GLEAM Leadership Team of teachers, Heads of School, DCI and Directors of Academics and Early Learning. For the school year 24-25 we utilized learnings from the prior school year try-outs and fully implemented DIBELS-8 screener for grades K2-2, Early Bird assessment for K1 progress monitoring, and SPIRE for utilization with students who receive Tier II and Tier III supports. SPIRE and SPIRE Next was utilized for targeted interventions for additional grades levels of three through six as a try-out to support students in WIN (What I Need) blocks. Through a lens of literacy equity we continued to ensure that students receive relevant, engaging, high quality tier 1 literacy instruction with timely scaffolds, intentional vocabulary instruction to support English language acquisition, regular progress monitoring, data-driven lessons and appropriate interventions as needed. All our work with GLEAM has included professional development and associated real-time coaching with consultants and the leadership team to build capacity and coherence for future implementation and onboarding of new staff. It is in curricular details like these that we refine our lessons for the best student learning.

CDCPS has an extensive library of DCI and teacher-created curricula in the form of unit templates that address essential questions, standards, aligned assessment items, key vocabulary, and resources, which teachers review and update periodically to ensure alignment with grade level learning standards. DCIs continued to work with teachers to provide grade level academic standards paired with targeted scaffolds and intervention to ensure all students had access to grade level material and tasks with appropriate support to ensure accessibility. In addition, DCIs worked with the CAO and DOA to update curricular units to include more culturally diverse materials across the curriculum. Master teachers regularly come together in teams with DCIs to develop and update units that include standards, lesson vocabulary, differentiation, resources, and formative assessments. This happens during the school year and in the summer. Teams of teachers, Heads of School, and DCIs meet weekly to develop and/or revise weekly lesson plans that are guided by the goals and activities in these units. Teachers across all CDCPS campuses meet in teacher teams to work on curricular issues. We continued to utilize Zoom to gather teachers and leaders across all campuses paired with in-person meetings to ensure collaboration and alignment. Over the years, teachers have added to the richness of CDCPS curriculum by taking into consideration such features as culturally diverse offerings and adjusted pacing due to any previous year gaps, resources, research-based strategies, and periodic benchmark testing. This "architecture" then becomes the basis for common units and individual lesson plan development to make real-time adjustments based on student needs.

**Meeting needs of all learners through program delivery:**

Community Day Charter Public School provides services for all students, including English learners and those with disabilities and/or special educational needs, as required by law.

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 Personal Educational Goals (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 school's 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.

Two hundred seventeen (217) Community Day Charter students received special education services in the school year 2024-25. Section 504 accommodation plans were developed for seventy-four (74) 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, flexible groupings, 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 school 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. All students participate during the year in early literacy screening, and for any student significantly below relevant benchmarks for age-typical development in specific literacy skills, a targeted plan with associated scaffolds and interventions is created, implemented, and revisited with each progress-monitoring cycle.

In 2024-25, there were three hundred thirty-six (336) 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, EL Coordinator, 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. These included 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. Each term, in addition to PEGs, there are term EL progress reports completed to continually assess the progress of each student on WIDA standards. 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

### CRITERION 10: FINANCE

#### Budget and Finance Reports

Statement of Operating Revenues and Operating Expenses (Unaudited)

Community Day Charter Public School Income Statement		
	Preliminary FY2025 (as of 7/18/25)	FY 26 Budget (July 1, 2025-June 30, 2026) Approved by the Board of Trustees 7/30/25)
<b><u>Operating Revenue</u></b>		
Tuition	\$24,469,516	\$25,980,515
Contracts & Grants	\$2,589,033	\$2,633,378
Program Fees	\$214,418	\$304,434
Other Income	\$426,299	\$429,307
<b>Total Operating Revenues</b>	<b>\$27,699,266</b>	<b>\$29,347,634</b>
<b><u>Operating Expenses</u></b>		
<b>Personnel &amp; Related Costs:</b>		
Salaries	\$14,749,931	\$16,243,718
Taxes & Benefits	\$2,732,246	\$2,983,034
Contract Labor	\$726,533	\$551,726
Recruitment	\$66,534	\$66,000
Staff Development & Training	\$38,760	\$69,908
	<b>\$18,314,004</b>	<b>\$19,914,386</b>
<b>Direct Student Costs:</b>		
Program Supplies	\$244,050	\$264,742
Student Technology	\$171,867	\$279,800
Assessment & Tests	\$22,829	\$30,650
School Activities/Field Trips	\$116,315	\$83,285
Food/Kitchen Supplies	\$1,160,563	\$1,167,407
Transportation Services	\$841,656	\$865,807
Scholarships	\$233,385	\$233,385
	<b>\$2,790,664</b>	<b>\$2,925,076</b>
<b>Occupancy:</b>		
Insurance	\$79,004	\$81,737
Rent/Amortization of right to use assets	\$1,414,772	\$1,329,999
Maintenance	\$562,868	\$527,159
Utilities	\$295,668	\$304,400
	<b>\$2,352,312</b>	<b>\$2,243,295</b>
<b>Other Operating Costs:</b>		
Management Fee	\$2,446,952	\$2,598,052
Professional Fees	\$209,890	\$289,281

Office Supplies/Postage/Printing	\$313,846	\$272,743
Depreciation	\$58,256	\$72,000
Advertising/Public Relations	\$2,380	\$3,000
	<b>\$3,031,324</b>	<b>\$3,235,076</b>
<b>Total Operating Expenses</b>	<b>\$26,488,305</b>	<b>\$28,317,833</b>
<b>Income from Operations</b>	<b>\$1,210,962</b>	<b>\$1,029,801</b>

*\*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.*

<b>Community Day Charter Public School</b> <b>Balance Sheet</b> <b>6/30/25 (Preliminary as of 7/21/25)</b>	
<b><u>Current Assets</u></b>	
Cash	\$4,081,767
Accounts Receivable	\$704,582
Deferred Expense Asset	\$0
Prepaid Expenses	\$94,123
<b>Total Current Assets</b>	<b>\$4,880,472</b>
<b><u>Fixed Assets</u></b>	
Equipment	\$166,314
Leasehold Improvements	\$687,514
Vehicles	\$52,172
Accumulated Depreciation	(\$280,003)
<b>Total Fixed Assets</b>	<b>\$625,997</b>
<b><u>Right of Use Lease Asset</u></b>	<b>\$1,293,246</b>
<b><u>Investments</u></b>	<b>\$15,900,666</b>
<b>Total Assets</b>	<b>\$22,700,381</b>
<b><u>Current Liabilities</u></b>	
Accounts Payable	\$472,636
Accrued Expenses	\$334,265
Due to Affiliates	\$78,796
Deferred Revenue	\$122,055
<b>Total Current Liabilities</b>	<b>\$1,007,753</b>

<b><u>Lease Liability</u></b>	\$1,490,055
<b><u>Net Position</u></b>	
Unrestricted	\$19,231,667
Restricted Program Funds	\$344,909
Invested in Capital Assets	\$625,997
<b>Total Fund Balance</b>	<b>\$20,202,573</b>
<b><u>Total Liabilities &amp; Net Position</u></b>	<b>\$22,700,381</b>

## ENROLLMENT TABLE

<b>FY26 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 14, 2025 submission	1,200
Number of students upon which FY26 budget tuition line is based	1,200
Number of expected students for FY26 first day of school	1,200
Please explain any variances: N/A	

## CAPITAL PLAN FOR FY26

<b>Table: Current or Future Capital Plans</b>				
<b>Project Description</b>	<b>Current Status</b>	<b>Estimated Date of Completion</b>	<b>Current Estimated Cost</b>	<b>How is/will this project be financed?</b>
Furniture, fixtures and equipment for new building that will house 5th-8th Grade - Location 663 Andover Street	Building will break ground in September 2025	December 2026	\$1,500,000	CDCPS Capital Reserve account
New Playground and Paving at 7-9 Ballard Way (shared by child care center at 11 Ballard Way)	Under construction - summer of 2025	August 2025	\$132,772	Total project cost is \$404,771.56. CDCPS Capital reserve account will fund \$132,772 and balance is funded by an Early Education and Out of School Time Capital Grant from EEC
HVAC Mini Splits at school located at 50 Pleasant St.	Under construction - summer of 2025	July 2025	\$137,991	Total project cost is \$206,786. CDCPS capital reserve account will fund \$137,991 with the balance of \$68,875 being funded by DESE Grant #209 - Improving Air Quality

## APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2024-25

### FAITHFULNESS TO CHARTER

	2024-25 Performance  M (Met) NM (Not Met)	Evidence																								
<b>Objective 1:</b> CDCPS will have high academic achievement for its students compared to the Lawrence district and will enable its students to have high academic and personal choices after they graduate from the eighth grade.																										
<b>Measure 1:</b> Annually, the average ranking of CDCPS for all MCAS-type ELA tested grade levels with all Lawrence elementary and middle public schools will be in the top 15%, as measured by the percentage of students scoring in the top 2 achievement categories combined.	<b>Met</b>	2024 MCAS ELA <table> <tr> <th></th><th>Number Rank</th><th>Percent Rank</th></tr> <tr> <td>Grade 3</td><td>3/12</td><td>25</td></tr> <tr> <td>Grade 4</td><td>1/12</td><td>8</td></tr> <tr> <td>Grade 5</td><td>1/12</td><td>8</td></tr> <tr> <td>Grade 6</td><td>1/11</td><td>9</td></tr> <tr> <td>Grade 7</td><td>2/11</td><td>18</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>12.6</td></tr> </table>		Number Rank	Percent Rank	Grade 3	3/12	25	Grade 4	1/12	8	Grade 5	1/12	8	Grade 6	1/11	9	Grade 7	2/11	18	Grade 8	1/12	8	Average 3-8	NA	12.6
	Number Rank	Percent Rank																								
Grade 3	3/12	25																								
Grade 4	1/12	8																								
Grade 5	1/12	8																								
Grade 6	1/11	9																								
Grade 7	2/11	18																								
Grade 8	1/12	8																								
Average 3-8	NA	12.6																								
<b>Measure 2:</b> Annually, the average ranking of CDCPS for all MCAS-type Math tested grade levels with all Lawrence elementary and middle public schools will be in the top 15%, as measured by the percentage of students scoring in the top 2 achievement categories combined.	<b>Met</b>	2024 MCAS Math <table> <tr> <th></th><th>Number Rank</th><th>Percent Rank</th></tr> <tr> <td>Grade 3</td><td>2/12</td><td>16</td></tr> <tr> <td>Grade 4</td><td>1/12</td><td>8</td></tr> <tr> <td>Grade 5</td><td>1/12</td><td>8</td></tr> <tr> <td>Grade 6</td><td>1/11</td><td>9</td></tr> <tr> <td>Grade 7</td><td>1/11</td><td>9</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>9.6</td></tr> </table>		Number Rank	Percent Rank	Grade 3	2/12	16	Grade 4	1/12	8	Grade 5	1/12	8	Grade 6	1/11	9	Grade 7	1/11	9	Grade 8	1/12	8	Average 3-8	NA	9.6
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Grade 7	1/11	9																								
Grade 8	1/12	8																								
Average 3-8	NA	9.6																								

<b>Measure 3:</b> Annually, the average ranking of CDCPS for all MCAS-type Science tested grade levels with all Lawrence elementary and middle public schools will be in the top 15%, as measured by the percentage of students scoring in the top 2 achievement categories combined.	<b>Met</b>	<div>2024 MCAS Science</div> <table border="1"> <thead> <tr> <th></th><th>Number Rank</th><th>Percent Rank</th></tr> </thead> <tbody> <tr> <td>Grade 5</td><td>1/12</td><td>8</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>8</td></tr> </tbody> </table>		Number Rank	Percent Rank	Grade 5	1/12	8	Grade 8	1/12	8	Average 3-8	NA	8
	Number Rank	Percent Rank												
Grade 5	1/12	8												
Grade 8	1/12	8												
Average 3-8	NA	8												
<b>Measure 4:</b> Annually, 80% of public or private secondary school institutions that enroll CDCPS 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 with a 70% response rate from schools.	<b>Not Met</b>	On average, 74.5% of public or private secondary school institutions that enrolled CDCPS graduates and that based their admission on student achievement agreed or strongly agreed (on a scale of not prepared, somewhat prepared, prepared, well prepared) that CDCPS students whom they enrolled were well prepared for academic and personal success with a 94.7% response rate.												
<b>Objective 2:</b> CDCPS will focus on each child succeeding academically and socially through individualized instruction.														
<b>Measure 1:</b> Personal Education Goals (PEGs), inclusive of social emotional goals, will be developed for 100% of CDCPS-Prospect student each year that provide specific feedback on individual student performance and action plans to address individual student goals.	<b>Met</b>	Personal Education Goals (PEGs) were developed each term, three times, during the 2024-2025 school year for all CDCPS students (1,200 out of 1,200 students).												
<b>Measure 2:</b> Everyday, for each core subject and for each class at CDCPS, differentiated instruction will occur in each classroom as teachers create action plans based on our internal assessment system. Action plans, listing specific small groups with intervention strategies, will be created after each assessment cycle.	<b>Met</b>	Student action plans were completed by teachers after each internal assessment during the 2024-2025 school year for all CDCPS students (1,200 out of 1,200 students)												



<b>Measure 3:</b> Individual learning – Annually, 80% of parents agree or strongly agree that CDCPS “consistently uses a variety of teaching methods to promote attention to the individual learning styles of each child.” Annual surveys sent to each CDCPS family with a desired 50% response rate.	<b>Met</b>	2024-25 Parent Survey Results <table><tr><td></td><td>CDCPS</td></tr><tr><td>Response Rate</td><td>95.4%</td></tr><tr><td>Individual Learning Styles</td><td>88%</td></tr></table>		CDCPS	Response Rate	95.4%	Individual Learning Styles	88%
	CDCPS							
Response Rate	95.4%							
Individual Learning Styles	88%							
<b>Objective 3:</b> CDCPS will have programs and policies that encourage strong parent involvement in their child’s education.								
<b>Measure 1:</b> Annually, the first parent teacher conference in December will have 100% parent participation.	<b>Met</b>	The first parent teacher conference in the year had 100% parent participation (1,200 out of 1,200 students).						
<b>Measure 2:</b> Parent involvement – annually, 80% of parents agree or strongly agree that CDCPS provides them with multiple opportunities to partner and share in their child’s school experience. Annual surveys sent to each CDCPS family with a desired 50% response rate.	<b>Met</b>	2024-25 Parent Survey Results <table><tr><td></td><td>CDCPS</td></tr><tr><td>Response Rate</td><td>95.4%</td></tr><tr><td>Parent Involvement</td><td>89%</td></tr></table>		CDCPS	Response Rate	95.4%	Parent Involvement	89%
	CDCPS							
Response Rate	95.4%							
Parent Involvement	89%							
<b>Objective 4:</b> CDCPS will ensure that parents have positive feelings about their child’s experience at school.								
<b>Measure 1:</b> Academic learning - annually, 80% of parents agree or strongly agree that CDCPS 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. Annual surveys sent to each CDCPS family with a desired 50% response rate.	<b>Met</b>	2024-25 Parent Survey Results <table><tr><td></td><td>CDCPS</td></tr><tr><td>Response Rate</td><td>95.4%</td></tr><tr><td>Scholastic Achievement</td><td>91%</td></tr></table>		CDCPS	Response Rate	95.4%	Scholastic Achievement	91%
	CDCPS							
Response Rate	95.4%							
Scholastic Achievement	91%							

<b>Measure 2:</b> Social environment – annually, 80% of parents agree or strongly agree that CDCPS 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. Annual surveys sent to each CDCPS family with a desired 50% response rate.	<b>Met</b>	2024-25 Parent Survey Results <table><tr><td></td><td>CDCPS</td></tr><tr><td>Response Rate</td><td>95.4%</td></tr><tr><td>Physical &amp; Emotional Safety</td><td>85%</td></tr><tr><td>Multicultural Aspects</td><td>89%</td></tr></table>		CDCPS	Response Rate	95.4%	Physical & Emotional Safety	85%	Multicultural Aspects	89%
	CDCPS									
Response Rate	95.4%									
Physical & Emotional Safety	85%									
Multicultural Aspects	89%									
<b>Objective 5:</b> CDCPS will celebrate the culture and community of Lawrence.										
<b>Measure 1:</b> Cultural Respect – annually, 80% of parents agree or strongly agree that CDCPS students and faculty consistently respect the multi-cultural aspects of the Lawrence community. Annual surveys sent to each CDCPS family with a desired 50% response rate.	<b>Met</b>	2024-25 Parent Survey Results <table><tr><td></td><td>CDCPS</td></tr><tr><td>Response Rate</td><td>95.4%</td></tr><tr><td>Multicultural Aspects</td><td>89%</td></tr></table>		CDCPS	Response Rate	95.4%	Multicultural Aspects	89%		
	CDCPS									
Response Rate	95.4%									
Multicultural Aspects	89%									
<b>Measure 2:</b> Each year, CDCPS 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.	<b>Met</b>	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.								

## DISSEMINATION

	2024-25 Performance	
	M (Met) NM (Not Met)	Evidence
<b>Objective 1:</b> CDCPS will collaborate with Boston Public Schools (BPS), Lawrence Public Schools (LPS) and the Lawrence Early Achievement Program (LEAP) on the implementation and program design of Core Knowledge Language Arts (CKLA) program implementation for PreK-Grade 2.		
<b>Measure 1:</b> During each year of the charter term, the network of TCG will organize and CDCPS teachers will conduct at least 5 workshops/school tours for administrators and teachers from BPS, LPS and LEAP on the implementation strategies and programmatic implementation of CKLA.	<b>Met</b>	Assisted in the continued implementation of ELA curriculum, including shared best practices, professional development, and other developed materials including curriculum pacing guides, daily lesson plans, Habits of Discussion practices, and assessments for summer programming to ascertain phonemic awareness, phonics, and alphabet knowledge skills in addition to base-line math skills to prepare students for kindergarten.
<b>Objective 2:</b> CDCPS will collaborate with the Connect Science team statewide on the creation of online curriculum resources for fourth grade science that combines lessons about energy and resources with the teaching of social and emotional skills.		
<b>Measure 1:</b> During the charter term, the network of TCG and CDCPS administrators and teachers share and provide support for schools incorporating Connect Science in the form of curriculum maps, weekly overview documents and daily lesson plans.	<b>Met</b>	<p>Sharing of best practices and learning materials for the development of Connect Science SEL-embedded units. Panel described work with service learning, the planning process, student engagement, and shared all resources related to two units.</p> <p>Panel participants for Q&amp;A for sharing of best practices for work with Connect Science and service learning for DESE SEL Fall Institute for FC217 Safe and Healthy Learning Environments September 23, 2024</p>

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2025-26

RECRUITMENT PLAN 2025-26

2024-25 Implementation Summary:
<p>The application deadline for CDCPS was February 7, 2025, followed by the lottery on March 3, 2025. This was our ninth year using online applications. Every advertisement that was placed and every mailing prominently displayed the dates of both our application deadline, dates of our lottery and school contact information. Staff were available by phone or email continually throughout the application period. As well, our Open House (January 23, 2025, at 5:00pm) was held virtually via Zoom, and the lottery was held in-person at 1 Union Street, Lawrence, MA 01843. The online applications continue to be a success, with 1,538 total applications for Community Day Charter Public School for the 113 anticipated openings.</p> <p>CDPCS had 113 openings with 46 seats being offered to siblings in our new class. Students selected and accepting enrollment for school year 2025-26 will not be enrolled until after August 1, 2025, 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, 2025, SIMS report.</p>
List the school’s anticipated general recruitment activities, i.e. those intended to reach all students.
<p><b>General Recruitment Activities for 2025-26:</b></p> <p><b>Advertising:</b> Prior to the lottery, the 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:</p> <ul style="list-style-type: none"><li>• A mailing to students in the sending district</li><li>• Strategic outreach via social media (i.e., Facebook, Instagram)</li><li>• 1 English language newspaper advertisement</li><li>• 1 Spanish language newspaper advertisement</li><li>• Leaflets distributed to families with children enrolled</li><li>• Leaflets distributed to businesses and social service agencies throughout the city</li><li>• Meetings with local leaders to promote and inform the community about the school’s programming</li><li>• School website</li></ul> <p><b>Use of Third-Party Mail House:</b> In accordance with 603 CMR 1.05 (6) (e), the 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.</p>

## Recruitment Plan – 2025-26 Strategies

### Students with disabilities

#### (a) Charter School Dashboard Data

School percentage: 16.3%  
CI percentage: 15.4%

The school is above the CI percentage.

#### (b) Continued 2024-25 Strategies

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

- Leaflets and 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 and special education representatives will be present at all 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.
- All recruitment materials explicitly state in the languages spoken by the families that children with special needs are welcome at our school. Recruitment materials and the Open House, we also explicitly state that we serve all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments. Director of Special Education and Director of Early Learning will also present during the Open Houses regarding our overall programming and special education programming.
- 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 Early Learning Center Heads of School to provide information to kindergarten applicants with information regarding the school's special education program.
- Drop off recruitment materials to 30 business and community center locations for the coming school year.
- Individually meet with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities.

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

- ☐ Did not meet GNT/CI: additional and/or enhanced strategies below:
- No enhanced/additional strategies needed

English learners**†	
<p><b>(a) Charter School Dashboard Data</b></p> <p>School percentage: 28.2% CI percentage: 38.2%</p> <p>The school is below CI percentage.</p>	<p><b>(b) Continued 2024-2025 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>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.</li> <li>Media placement will include bilingual media advertisements on the school's website and through social media channels.</li> <li>Leaflet distribution will include local businesses, organizations, and events frequented by cultural groups, including the YMCA/YWCA, Headstart, Greater Lawrence Community Action Council, Child Care Circuit Family Net events, and Lawrence Community Works.</li> </ul>
	<p><b>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> <li>Provide translated copies of our flyers and application information, meet with leaders, and present to families at adult ESL programs in the community – Notre Dame Education Center Lawrence and the Adult Learning Center at Lawrence Public Schools (3 years to track data).</li> <li>Provide translators for families all school events – including open houses (3 years to track data).</li> <li>Disseminate translated materials at cultural celebrations and citywide recreational events and increase the number of locations within Lawrence to drop of recruitment materials to at least 30 businesses and community center locations (3 years to track data).</li> </ul>
Low-income	
<p><b>(a) Charter School Dashboard Data</b></p> <p>School percentage: 73.5% CI percentage: 80.8%</p> <p>The school is below CI percentage.</p>	<p><b>(b) Continued 2024-25 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>A mailing advertising the school and application process will be sent to families with students in the Lawrence Public Schools.</li> <li>Leaflet/information distribution will include postings at social service agencies in the community (for example, Greater Lawrence Family Health Centers, YMCA, and Lawrence Senior Center).</li> <li>Leaflet distribution will include students in preschool programs that serve a high percentage of families who qualify for financial assistance, including Community Day Learning.</li> </ul>

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

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

	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Work with Resource and Referral agency to send mailings specifically targeting voucher recipient families.</li> <li>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.</li> <li>Provided child care at one or more information sessions.</li> </ul> <p><b>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> <li>Individually meet with leaders of the above organizations (and Early Head Start) so that they can share information with their clients and increase the number of locations within Lawrence to drop off recruitment materials to at least 30 business and community center locations (3 years to track data).</li> </ul>
<u>Students who are sub-proficient</u>	<p><b>(d) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>Leaflets/information distributed will highlight the school's use of assessment data to identify and respond to the learning needs of every student.</li> <li>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.</li> </ul>
<u>Students at risk of dropping out of school</u>	<p><b>(e) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>The school 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.</li> <li>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.</li> </ul>

## RETENTION PLAN 2025-26

2024-25 Implementation Summary:
<p>Please list the success and challenges of implementing strategies from the 2024-25 Retention Plan.</p> <p>We are reporting on the 2024-25 Retention Rate (100% minus Attrition Rate):</p> <ul style="list-style-type: none"> <li>• <b>ELL retention rates: 96.8%</b></li> <li>• <b>Low Income retention rates: 97.7%</b></li> <li>• <b>Special Education retention rates: 99.4%</b></li> </ul> <p>All rates are higher than the state averages, evidence that our strategies were generally successful for the 3 major demographic groups.</p>

Overall Student Retention Goal	
<i>The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.</i>	
<b>Annual goal for student retention (percentage):</b>	<p><u>95%</u></p> <p>The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (88.1%); Low Income (88.9%); and Special Education (87.9%)</p>

Retention Plan – 2025-26 Strategies	
Students with disabilities	
<b>(a) Charter School Dashboard Data</b> <p>School percentage: 0.6%</p> <p>1 Standard Deviation: 22.73%</p> <p>The school's attrition rate is below 1 standard deviation.</p>	<b>(b) Continued 2024-25 Strategies</b> <p><input checked="" type="checkbox"/> At or below 1 standard deviation: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Continue to facilitate the special education Parent Advisory Council.</li> <li>• Continue to offer an extended school day.</li> </ul>
	<b>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</b> <p><input type="checkbox"/> Above 1 stand deviation: list additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> <li>• No enhanced/additional strategies needed.</li> </ul>
English learners	
<b>(a) Charter School Dashboard Data</b>	<b>(b) Continued 2024-25 Strategies</b> <p><input checked="" type="checkbox"/> At or below 1 standard deviation: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>• Implement an English Immersion Program that includes Sheltered English Immersion (SEI) Instruction for English Learners until they are proficient in</li> </ul>



<p>School percentage: 3.2% 1 Standard Deviation: 18.37%</p> <p>The school's attrition rate is below 1 standard deviation.</p>	<p>English. Assessments will track students' progress in developing listening, speaking, reading, and writing skills.</p> <ul style="list-style-type: none"> <li>• Offer bilingual communication with parents in Spanish and English, the predominant languages spoken in student homes; communicate in other languages as needed.</li> <li>• Facilitate the English Learning Parent Advisory Council (ELPAC), a bilingual group which meets to discuss topics related to children's education and the community.</li> </ul> <p><b>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above 1 standard deviation: list additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> <li>• No enhanced/additional strategies needed.</li> </ul>
<p style="text-align: center;"><b>Low Income</b></p>	
<p><b>(a) Charter School Dashboard Data</b></p> <p>School percentage: 2.3% 1 Standard Deviation: 16.93%</p> <p>The school's attrition rate is <u>below</u> 1 standard deviation.</p>	<p><b>(b) Continued 2024-25 Strategies</b></p> <p><input checked="" type="checkbox"/> At or below 1 standard deviation: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above 1 standard deviation: list additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> <li>• No enhanced/additional strategies needed.</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>• Utilize data from several assessment tools to identify student, classroom, and grade-level performance and inform instruction.</li> <li>• 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.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Implement activities like career days that expose students to a range of careers and the pathways to their attainment.</li> <li>• Offer a range of extracurricular activities and family events that promote engagement with the school and the community.</li> </ul>

## APPENDIX C: SCHOOL DATA TABLES

### ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2024-25 School Year			
Name	Title	Start date in current role	End date (if no longer employed at the school)
Mary Chance	Chief Academic Officer	July 2019	
Carin Moriarty	Director of Academics	July 2019	
Anna Edwards	Director of Early Learning	July 2022	
Megan English	Director of Operations	August 2023	
Rebecca Morse	Director of Special Education	July 2013	June 18, 2025
Community Day Charter Public School – Prospect Campus			
Jessica Drapeau	Head of the Early Learning Center	July 2019	April 10, 2025
Lara De Almeida	Head of Lower School	July 2022	
Kelly Peake	Head of Upper School	August 2013	
Community Day Charter Public School – Gateway Campus			
Sarah Steinberg	Head of the Early Learning Center	July 2017	
Jessica Goldstein	Head of Lower School	August 2020	
Ben Niles	Head of Upper School	July 2020	September 24, 2024
Nicole Bockus	Head of Upper School	September 2024	
Community Day Charter Public School – R. Kingman Webster			
Christina Lopez	Head of the Early Learning Center	July 2015	
Rachel Fiddelman	Head of Lower School	July 2019	
Jon Ingram	Head of Upper School	July 2023	

Teacher and Staff Attrition for the 2024-25 School Year				
	Number employed as of the last day of the 2024-25 school year	Number of departures during the 2024-25 school year	Number of departures following the end of the 2024-25 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	114	18	17	22: Personal 4: Contract not renewed 2: District Discharge 1: Retirement 5: Reason Unknown 1: Accepted another job
Other Staff	83	16	3	12: Personal 0: Contract not renewed 2: District Discharge 3: Reason Unknown 2: Accepted another job

## INFORMATION ABOUT THE BOARD OF TRUSTEES

Board Membership During the 2024-25 School Year					
Name	Position on the board	Committee affiliation(s)	Number of terms served on the board	Length of each term (start and end date in MM/YY format)	Final year of service possible based on term limits in bylaws
Massiel Munoz Deleon	Chair	Education Governance	1	05/23 – 07/28	2033
Mary Dyer	Vice Chair	Education (Chair) Finance & Audit	2	12/15 -07/20 08/20 – 07/25	2025
David Samick	Treasurer	Finance & Audit (Chair)	2	12/17 -07/22 08/22 – 07/27	2027
Kate Carpenter Bernier	Secretary	Education Governance (Chair)	2	12/17 -07/22 08/22 – 07/27	2027
Janelle Abreu	Trustee		1	10/22 – 07/27	2032
Richard Davidson	Trustee	Education	1	05/21 – 07/26	2031
JohnFredy Loaiza	Trustee	Education	2	12/15 -07/20 08/20 – 07/25	2025
Donna McGrath	Trustee		1	03/25 – 7/30	2035
Karen Reyes-Lima	Trustee		1	05/25 – 07/30	2035
Lisbeth Sosa Pimentel	Parent Representative	Governance	1	05/23 – 07/28	2033

- [Board of Trustees and Committee Meeting Notices](#)

## APPENDIX D: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

### Conditions

Community Day Charter Public School has no conditions placed by the Commissioner or the Board of Elementary and Secondary Education.

### Complaints

There have been no official complaints received by the CDCPS Board of Trustees during the 2024-25 school year.

- [Board of Trustees Contact Information](#)

### Attachments

No additional attachments accompany the 2024-25 Annual Report for CDCPS.