



Annual Report 2022-2023

Mary Chance, Chief Academic Officer
mchance@cdcps.org
190 Hampshire Street
Lawrence, MA 01840
Telephone: 978-682-6628
Fax: 978-682-1013
www.cdcps.org
August 1, 2023

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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 | | | |
|--|---|---|---|
| Type of Charter (Commonwealth or Horace Mann) | Commonwealth | Location (Municipality) | Lawrence |
| Regional or Non-Regional | Non-Regional | Districts in Region (if applicable) | NA |
| Year Opened | 1995 (Prospect) 2012 (Gateway/ R. Kingman Webster) | Year(s) Renewed (if applicable) | 2000, 2005, 2010, 2015, 2020 (Prospect) 2017, 2022 (Gateway/ R. Kingman Webster) |
| Maximum Enrollment | 1,200 | Enrollment for 2022-23 | 1,200 as of 4/18/23 |
| Chartered Grade Span | K1-8 | Grade Span for 2022-23 | K1-8 |
| Number of Instructional Days per School Year (as stated in the charter) | 190 days | Students on Waitlist for 2022-23 | 1,135 as of 3/15/23 |
| Number of Instructional Days during the 2022-2023 School Year | 182 days | | |
| School Hours (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.) | 8:00-4:00pm | Age of School in 2022-2023 | 27 (Prospect) 11 (Gateway/ R. Kingman Webster) |
| <p>Mission Statement:</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 2022-23 Annual Report for Community Day Charter Public School. As we continue to recover from the most acute phase of the pandemic, this year's annual report demonstrates the significant progress we have made.

This year, CDCPS-Prospect, CDCPS-Gateway, and CDCPS-Webster consolidated into one school with an enrollment of 1,200 students. Each of the three schools maintained its campus name and identity, so the experience for students and staff was no different than prior years. However, new families entered the school this year through one unified lottery (rather than three separate lotteries), and this CDCPS annual report includes information and results on all CDCPS campuses - readers will no longer see three separate reports.

CDCPS continued to balance key academic and cultural priorities. Academically, we worked to accelerate learning by developing and implementing new curriculum and instructional practices. We continued to participate in the GLEAM (Growing Literacy Equity Across Massachusetts) grant from DESE, providing training for K1-Grade 2 teachers in the Science of Reading, and researching a curriculum that will support struggling readers. We held Lift Up Academies during February and April break to provide academic support and intervention.

CDCPS also worked to support a healthy culture of belonging for students and staff. We continued our participation in the Safe and Supportive Schools (SASS) grant, which brought together a leadership team of administrators, teachers, paraprofessionals, and other staff. This team helped to design and implement trauma-informed professional development focused on behavior management and support. CDCPS was also awarded a DESE Partners for Youth Success: Personal Responsibility Education Program (PREP) grant, which will be used to purchase a curriculum and professional development program for 7th and 8th grade that is focused on healthy adolescent development, financial literacy, and healthy relationships. Finally, through the Department of Elementary and Secondary Education's Teacher Diversification Professional Learning Community, CDCPS is working to promote educator diversity and stakeholder voice in our hiring practices.

In June, we once again held outdoor graduation ceremonies for 8th grade students from Prospect, Gateway, and Webster. This fall, thanks to the dedicated CDCPS high school placement team, each CDCPS student will attend the high school that best meets their needs. Students head off to over 30 different high schools, including Abbott Lawrence Academy, Boston University Academy, Central Catholic, Concord Academy, Darrow School, Greater Lawrence Technical School, Milton Academy, Noble and Greenough, Phillips Academy Andover, The Academy at Penguin Hall, Pingree School, St. John's Preparatory School, Whittier Technical School, and many other schools.

The 2022-23 school year also represents my last year as the Chair of the CDCPS Board, as I step away from my service as a CDCPS trustee. It has been my pleasure to lead the board through the challenging period of the pandemic and the beginning of our pandemic recovery. I am thrilled to be succeeded by Massiel Munoz Deleon, current Vice Chair and the parent of two recent CDCPS alumni. I look forward to watching the continued success of CDCPS and am grateful to the many staff members, parents, students, and other stakeholders who help to bring the CDCPS mission and vision to life.

Sincerely,



Bill Webber, 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

MISSION AND KEY DESIGN ELEMENTS

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

Amendments to the Charter

No amendments were requested in 2022-23 school year.

ACCESS AND EQUITY

2021-22 Student Discipline Data Report

During the 2021-22 school year, there were 3 suspensions at CDCPS-Gateway (3 students), 1 suspension at CDCPS-Prospect (1 student), and 10 at CDCPS-R. Kingman Webster (3 students). CDCPS works to limit any sort of in or out of school suspensions and beginning during the summer of 2018 the CDCPS school leadership team began to develop more extensive behavior policies and procedures and has continued to refine this process each year. This toolkit for our staff includes student expectations, a clear definition of staff roles, a tiered-response chart with examples of how to deal with behavior, strategies for deescalating situations, clear definitions on what behavior calls for suspensions, and an additional toolkit on successful strategies to address behavior. There is a separate toolkit for each age group, Early Learning Center (PK-1), Lower School (grades 2-4), and Upper School (grades 5-8).

CDCPS-Gateway 2021-22 Student Discipline

<https://profiles.doe.mass.edu/ssdr/?orgcode=04260000&fycode=2022>

| Student Group | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
|--|---------------------------------|-----------------------------|-------------------------------------|---|----------------------------------|
| All Students | 408 | 3 | | | |
| English Learner | 91 | 1 | | | |
| Economically Disadvantaged | 312 | 3 | | | |
| Students with Disabilities | 50 | 0 | | | |
| High Needs | 341 | 3 | | | |
| Female | 204 | 0 | | | |
| Male | 204 | 3 | | | |
| American Indian or Alaska Native | 2 | 0 | | | |
| Asian | 2 | 0 | | | |
| African American/Black | 7 | 0 | | | |
| Hispanic/Latino | 386 | 3 | | | |
| Multi-race, Non-Hispanic/Latino | 2 | 0 | | | |
| Native Hawaiian or Pacific Islander | 0 | 0 | | | |
| White | 9 | 0 | | | |

CDCPS-Prospect 2021-22 Student Discipline

<https://profiles.doe.mass.edu/ssdr/?orgcode=04400000&fycode=2022>

| Student Group | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
|-------------------------------------|---------------------------------|-----------------------------|-------------------------------------|---|----------------------------------|
| All Students | 408 | 1 | | | |
| English Learner | 101 | 0 | | | |
| Economically Disadvantaged | 326 | 1 | | | |
| Students with Disabilities | 55 | 1 | | | |
| High Needs | 362 | 1 | | | |
| Female | 207 | 0 | | | |
| Male | 201 | 1 | | | |
| American Indian or Alaska Native | 1 | 0 | | | |
| Asian | 0 | 0 | | | |
| African American/Black | 5 | 0 | | | |
| Hispanic/Latino | 398 | 1 | | | |
| Multi-race, Non-Hispanic/Latino | 0 | 0 | | | |
| Native Hawaiian or Pacific Islander | 0 | 0 | | | |
| White | 4 | 0 | | | |

CDCPS-R. Kingman Webster 2021-22 Student Discipline

<https://profiles.doe.mass.edu/ssdr/?orgcode=04310000&fycode=2022>

| Student Group | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
|-------------------------------------|--------------------------|----------------------|------------------------------|----------------------------------|---------------------------|
| All Students | 410 | 3 | | | |
| English Learner | 108 | 0 | | | |
| Economically Disadvantaged | 334 | 2 | | | |
| Students with Disabilities | 54 | 2 | | | |
| High Needs | 357 | 2 | | | |
| Female | 210 | 1 | | | |
| Male | 200 | 2 | | | |
| American Indian or Alaska Native | 0 | 0 | | | |
| Asian | 4 | 0 | | | |
| African American/Black | 6 | 0 | | | |
| Hispanic/Latino | 386 | 3 | | | |
| Multi-race, Non-Hispanic/Latino | 2 | 0 | | | |
| Native Hawaiian or Pacific Islander | 0 | 0 | | | |
| White | 12 | 0 | | | |

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 ELA and curriculum | On-going professional development and technical supports | Chief Academic Officer (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, Core Knowledge, including shared best practices, professional development, and other developed materials including curriculum pacing guides and daily lesson plans. |
| Learning materials for execution of SEL/Connect Science Energy content | On-going conversations with DESE consultant for Connect Science grant; posting of materials for Connect Science shared resources | Director of Academics, Head of School, teachers | Connect Science DESE staff (and grantees) | Continued sharing of learning materials related to implementation of an interdisciplinary approach to instruction. Connect Science prepares students to be knowledgeable and engaged citizens who can collaborate with others to solve community problems. |
| Practitioner Panel for current Growing Literacy Equity Across MA (GLEAM) to share implantation of grant | Panel participants for GLEAM Grantee Fall convening October 25, 2022. | CAO, Director of Early Learning, and Director of Academics | Fellow grantees of DESE GLEAM grant | Continued sharing of literacy best practices through discussion of work in year 1 of grant for goals for equitable multi-tiered systems of support. This includes shared leadership with teachers, and work with high-quality instructional materials, professional development, universal screener, and targeted intervention materials. Panelists discussed successes, lessons learned, and goals for year 2 of grant. |
| Application, Budget Management, and Program Implementation for ESSA Entitlement Grants with focus on literacy | Panel participant for DESE Federal Grants Program Office for session “Literacy Teaching and Learning: Best Practices, Funding, and Opportunities” November 15, 2022. | Chief Academic Officer | State public schools including participants from sending district | Continued sharing of literacy best practices, funding, and opportunities. This includes investment in high-quality instructional materials, professional development, universal screening assessments, and targeted intervention materials. |

ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE

The 2022 School Report Card for all CDCPS network schools can be accessed on the Department of Elementary and Secondary Education's School and District Profiles website using each link below:

CDCPS-Gateway:

<https://reportcards.doe.mass.edu/2022/04260205>

CDCPS-Prospect:

<https://reportcards.doe.mass.edu/2022/04400205>

CDCPS-R. Kingman Webster:

<https://reportcards.doe.mass.edu/2022/04310205>

PROGRAM DELIVERY

Academic Program

During the summer of 2022, 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):

- Fostering a sense of belonging and partnership with students and families
- Ensuring strong grade-appropriate instruction with just-in-time scaffolds
- 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 a continuation of the Safe and Supportive Schools grant (SASS), a representative group of stakeholders across the school created an action plan that included professional development focused on equity and social-emotional strategies for creating an inclusive environment and meeting the needs of all students. CDCPS continued this pivotal professional development for leaders and staff through trainings from Equity Imperative focused on cultural responsiveness and Diversity, Belonging, Equity and Inclusion. School leaders participated in summer trainings and a book study of *The Culture Code* by Daniel Coyle to continue strategies for creating a sense of belonging. Staff participated in trainings with Jessica Minahan, PhD, BCBA, and author of the *Behavior Code*, for working with students with oppositional behavior and ways to implement FAIR plans (Functional hypothesis of behavior, Accommodations, Interaction Strategies, and Response Strategies). Leaders continued actively utilizing ice-breakers for monthly staff meetings, and each building hosted monthly breakfasts and quarterly lunches for staff appreciation and connection. One major focus of the 2-week teacher orientation in August was to work through strategies, activities, and Second Step Curriculum. Teachers made plans to focus the first four weeks of school on creating classroom culture, connecting students with any needed supports for anxiety or signs of trauma, and allowing for classroom connections through morning meetings, dedicated SEL blocks, and classroom "family meetings." For families, this year marked the beginning of a return to in-person gatherings and activities. CDCPS continued personal intake meetings of each family for incoming K1

students. Faculty hosted open houses and curriculum nights to support families in understanding curriculum units and associated resources for support at home. Family events included paint nights, family cooking classes, virtual Zumba and bingo, and classroom activities such as visiting children’s living zoos and living museums. These school events were paired with the work of our 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, 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 professional development days all year.

At the beginning of school, there are formal diagnostics such as MAP and DIBELS-8 internal assessments given for ELA and Math at each grade level developed by CAO, DOA, and 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 periodic 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. Every teacher submits weekly lesson plans, which include the BBCs for each day as well as the key vocabulary/concepts that will be covered for the week. Weekly plans are saved to the school common drive and are available for review by Heads of School, DCIs, and teachers.

In spring 2023, 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 2023-2024. 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. School staff also continued work with writing across K-8 including

“back to basics” skill mini-lessons, “joy of writing” free writes, and essay writing to respond to fiction and nonfiction works; and continued work with constructed response items across the curriculum for math, ELA, and science. In addition, we continued to focus on literacy for K-3 as CDCPS participated in year 2 of our three-year DESE grant program GLEAM (Growing Literacy Equity Across Massachusetts). Through this grant we partnered with literacy consultants from The Hill to implement our year 1 literacy action plan created with our GLEAM Leadership Team of teachers, Heads of School, DCI and Directors of Academics and Early Learning by piloting DIBELS-8 screener for grades K2-2, implementing PALS assessment for K1 progress monitoring, and selecting SPIRE for utilization with students who receive Tier III supports. One primary area of focus for year 3 will be updating our Tier 1 research-based curriculum from CKLA to CKLA 2.0. A second primary areas of focus will be implementing our Tier 3 intervention series with associated professional development and real-time coaching, including Science of Reading modules for all staff to support students with the acquisition of literacy skills as part of our multi-tiered system of support. It is in curricular details like these that we refine our lessons for the best student learning.

The network 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 CAO and DOA to update curricular units to continue to include more culturally diverse materials across the curriculum. Master teachers regularly come together in teams called “curriculum committees” to develop and update units that include standards, lesson vocabulary, differentiation, resources, and formative assessments. This happens during the school year and in the summer. Teams of teachers, Heads of School, and 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 three 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, 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.

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 (PEG) 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.

One hundred sixty-seven (167) Community Day Charter students received special education services in the school year 2022-23. Section 504 accommodation plans were developed for 66 students with disabilities. Special education services were provided by special education teachers, school psychologists, speech and language therapists, and occupational and physical therapists. In-class accommodations were made for all students

whenever possible in order to maintain momentum and focus throughout lessons and class activities. Accommodations included seating adjustments, additional time on task, varied book levels, audio books, and use of manipulatives. While most instructional supports were delivered in the regular education classroom via the inclusion model, some students received individualized instruction separate from the regular education classroom for short durations of time in order to strengthen specific areas of weakness, including reading, math, language, or social/emotional skills.

Services for English learners comply with state and federal requirements. Families new to our 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.

In 2022-23, there were 293 students identified as English learners (EL). EL students were placed in general education classrooms and EL instructional plans were prepared to outline the subject/instructional focus, the teacher responsible, and the frequency of instruction based on the proficiency level of each student. Classroom teachers, language support teachers, reading specialists, learning specialists, generalists and subject matter teachers worked together to provide the two components of effective Sheltered English Immersion (SEI) instruction. 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

BUDGET AND FINANCE

Budget and Finance Reports

Statement of Operating Revenues and Operating Expenses (Unaudited)

| | FY 23 Actual* (Projected thru 6/30/23 as of 7/14/23) | FY 24 Budget (July 1, 2023-June 30, 2024) Approved by the Board of Trustees 6/13/23) |
|-----------------------------------|---|---|
| Revenue | | |
| Tuition | \$20,934,781 | \$22,895,387 |
| Grants (State, Federal & Private) | \$3,027,567 | \$2,961,895 |
| Medicaid (SPED) | \$122,809 | \$157,346 |
| Nutrition Programs | \$1,148,919 | \$1,176,814 |
| Transportation and Other fees | \$138,735 | \$235,465 |
| Donations | \$366,226 | \$392,694 |
| Other | - | - |
| Total Operating Revenues | \$25,739,037 | \$27,819,601 |
| Expenses | | |
| Personnel | \$16,754,703 | \$18,534,273 |
| Other Direct Student Costs | \$2,854,200 | \$2,839,001 |
| Occupancy | \$2,270,772 | \$2,157,613 |
| Equipment Renewal & Replacement | \$44,088 | \$35,000 |
| Other | \$2,344,436 | \$2,584,250 |
| Total Operating Expenses | \$24,268,199 | \$26,150,137 |

* 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 | \$7,766,046 |
| Fixed Assets (net) | \$65,251 |
| Other Assets | \$12,327,728 |
| Total Assets | \$20,159,025 |
| Current Liabilities | \$1,516,985 |
| Other Liabilities | \$4,135,494 |
| Fund Balance | \$14,506,546 |
| Total Liabilities and Fund Balance | \$20,159,025 |
| Fundraising | |
| *The School raised the following during the year ending June 30, 2023 | |
| Scholarship | \$364,726 |
| Summer School | - |
| Music Program | - |
| General Support | \$1,500 |
| | \$366,226 |

ENROLLMENT TABLE

| FY24 Enrollment Table | Enter Number Below |
|---|--------------------|
| Number of students pre-enrolled via March 15, 2023 submission | 1,200 |
| Number of students upon which FY24 budget tuition line is based | 1,200 |
| Number of expected students for FY24 first day of school | 1,200 |
| Please explain any variances: NA | |

CAPITAL PLAN FOR FY24

Community Day Charter Public School

Based on the results of the capital needs assessment conducted in 2021, Community Day Charter Public School has identified the need for some future substantial capital improvements as well as a future need for additional space (classroom, gymnasium, lab/science rooms and auditorium) in the coming years. The school's management organization is currently working on a facilities master plan that is expected to be completed in December 2023. The school does not currently have a plan for significant capital projects in FY24. The school has deposited the total amounts below into a capital reserve account.

| | FY21 | FY22 | Total |
|--------|-------------|-------------|-------------|
| Amount | \$1,650,000 | \$1,375,000 | \$3,025,000 |

Appendix A

Accountability Plan Evidence 2022-23

Mission:

The mission of Community Day Charter Public School 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.

2022-23 CDCPS, Faithfulness to Charter

| | 2022-23 Performance M (Met) NM (Not Met) | Evidence | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--|-------------|--------------|---------|------|----|---------|------|---|---------|------|---|---------|------|----|---------|------|----|---------|------|----|-------------|----|----|
| Objective 1: CDCPS 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. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 1: 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.</p> | Met | <p>2022 MCAS ELA</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Number Rank</th> <th style="text-align: center;">Percent Rank</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td style="text-align: center;">2/11</td> <td style="text-align: center;">18</td> </tr> <tr> <td>Grade 4</td> <td style="text-align: center;">1/11</td> <td style="text-align: center;">9</td> </tr> <tr> <td>Grade 5</td> <td style="text-align: center;">1/11</td> <td style="text-align: center;">9</td> </tr> <tr> <td>Grade 6</td> <td style="text-align: center;">1/10</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Grade 7</td> <td style="text-align: center;">1/10</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Grade 8</td> <td style="text-align: center;">1/10</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Average 3-8</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">11</td> </tr> </tbody> </table> | | Number Rank | Percent Rank | Grade 3 | 2/11 | 18 | Grade 4 | 1/11 | 9 | Grade 5 | 1/11 | 9 | Grade 6 | 1/10 | 10 | Grade 7 | 1/10 | 10 | Grade 8 | 1/10 | 10 | Average 3-8 | NA | 11 |
| | Number Rank | Percent Rank | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 | 2/11 | 18 | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 4 | 1/11 | 9 | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 5 | 1/11 | 9 | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 6 | 1/10 | 10 | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 7 | 1/10 | 10 | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 8 | 1/10 | 10 | | | | | | | | | | | | | | | | | | | | | | | | |
| Average 3-8 | NA | 11 | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Measure 2: 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.</p> | Met | <p>2022 MCAS Math</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Number Rank</th> <th style="text-align: center;">Percent Rank</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td style="text-align: center;">1/11</td> <td style="text-align: center;">9</td> </tr> <tr> <td>Grade 4</td> <td style="text-align: center;">1/11</td> <td style="text-align: center;">9</td> </tr> <tr> <td>Grade 5</td> <td style="text-align: center;">1/11</td> <td style="text-align: center;">9</td> </tr> <tr> <td>Grade 6</td> <td style="text-align: center;">1/10</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Grade 7</td> <td style="text-align: center;">1/10</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Grade 8</td> <td style="text-align: center;">2/10</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Average 3-8</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">11</td> </tr> </tbody> </table> | | Number Rank | Percent Rank | Grade 3 | 1/11 | 9 | Grade 4 | 1/11 | 9 | Grade 5 | 1/11 | 9 | Grade 6 | 1/10 | 10 | Grade 7 | 1/10 | 10 | Grade 8 | 2/10 | 20 | Average 3-8 | NA | 11 |
| | Number Rank | Percent Rank | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 | 1/11 | 9 | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 4 | 1/11 | 9 | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 5 | 1/11 | 9 | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 6 | 1/10 | 10 | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 7 | 1/10 | 10 | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 8 | 2/10 | 20 | | | | | | | | | | | | | | | | | | | | | | | | |
| Average 3-8 | NA | 11 | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>Measure 3: 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.</p> | <p>Met</p> | <p>2022 MCAS Science</p> <table border="1" data-bbox="954 268 1349 569"> <thead> <tr> <th></th> <th>Number Rank</th> <th>Percent Rank</th> </tr> </thead> <tbody> <tr> <td>Grade 5</td> <td>1/11</td> <td>9</td> </tr> <tr> <td>Grade 8</td> <td>1/10</td> <td>10</td> </tr> <tr> <td>Average 3-8</td> <td>NA</td> <td>10</td> </tr> </tbody> </table> | | Number Rank | Percent Rank | Grade 5 | 1/11 | 9 | Grade 8 | 1/10 | 10 | Average 3-8 | NA | 10 |
|---|-----------------------|--|--|-------------|--------------|---------|------|---|---------|------|----|-------------|----|----|
| | Number Rank | Percent Rank | | | | | | | | | | | | |
| Grade 5 | 1/11 | 9 | | | | | | | | | | | | |
| Grade 8 | 1/10 | 10 | | | | | | | | | | | | |
| Average 3-8 | NA | 10 | | | | | | | | | | | | |
| <p>Measure 4: 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.</p> | <p>Not Met</p> | <p>On average, 75.7% 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 94.1% response rate.</p> | | | | | | | | | | | | |
| <p>Objective 2: CDCPS will focus on each child succeeding academically and socially through individualized instruction.</p> | | | | | | | | | | | | | | |
| <p>Measure 1: 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.</p> | <p>Met</p> | <p>Personal Education Goals (PEGs) were developed each term, three times, during the 2022-2023 school year for all CDCPS students.</p> | | | | | | | | | | | | |
| <p>Measure 2: 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.</p> | <p>Met</p> | <p>Student action plans were completed by teachers after each internal assessment during the 2022-2023 school year for all CDCPS students.</p> | | | | | | | | | | | | |

| | | | | | | | | | | |
|--|-----------------------|--|--|-------|---------------|-----|-----------------------------|-----|-----------------------|-----|
| <p>Measure 3: 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.</p> | <p>Met</p> | <p>2022-23 Parent Survey Results</p> <table border="1" data-bbox="954 247 1312 516"> <tr> <td></td> <td>CDCPS</td> </tr> <tr> <td>Response Rate</td> <td>58%</td> </tr> <tr> <td>Individual Learning Styles</td> <td>81%</td> </tr> </table> | | CDCPS | Response Rate | 58% | Individual Learning Styles | 81% | | |
| | CDCPS | | | | | | | | | |
| Response Rate | 58% | | | | | | | | | |
| Individual Learning Styles | 81% | | | | | | | | | |
| <p>Objective 3: CDCPS will have programs and policies that encourage strong parent involvement in their child’s education.</p> | | | | | | | | | | |
| <p>Measure 1: Annually, the first parent teacher conference in December will have 100% parent participation.</p> | <p>Met</p> | <p>The first parent teacher conference in the year had 100% (1,200 of 1,200) parent participation.</p> | | | | | | | | |
| <p>Measure 2: 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.</p> | <p>Met</p> | <p>2022-23 Parent Survey Results</p> <table border="1" data-bbox="954 823 1312 1056"> <tr> <td></td> <td>CDCPS</td> </tr> <tr> <td>Response Rate</td> <td>58%</td> </tr> <tr> <td>Parent Involvement</td> <td>81%</td> </tr> </table> | | CDCPS | Response Rate | 58% | Parent Involvement | 81% | | |
| | CDCPS | | | | | | | | | |
| Response Rate | 58% | | | | | | | | | |
| Parent Involvement | 81% | | | | | | | | | |
| <p>Objective 4: CDCPS will ensure that parents have positive feelings about their child’s experience at school.</p> | | | | | | | | | | |
| <p>Measure 1: 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.</p> | <p>Met</p> | <p>2022-23 Parent Survey Results</p> <table border="1" data-bbox="954 1159 1312 1392"> <tr> <td></td> <td>CDCPS</td> </tr> <tr> <td>Response Rate</td> <td>58%</td> </tr> <tr> <td>Scholastic Achievement</td> <td>90%</td> </tr> </table> | | CDCPS | Response Rate | 58% | Scholastic Achievement | 90% | | |
| | CDCPS | | | | | | | | | |
| Response Rate | 58% | | | | | | | | | |
| Scholastic Achievement | 90% | | | | | | | | | |
| <p>Measure 2: 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.</p> | <p>Not Met</p> | <p>2022-23 Parent Survey Results</p> <table border="1" data-bbox="954 1484 1312 1837"> <tr> <td></td> <td>CDCPS</td> </tr> <tr> <td>Response Rate</td> <td>58%</td> </tr> <tr> <td>Physical & Emotional Safety</td> <td>82%</td> </tr> <tr> <td>Multicultural Aspects</td> <td>73%</td> </tr> </table> | | CDCPS | Response Rate | 58% | Physical & Emotional Safety | 82% | Multicultural Aspects | 73% |
| | CDCPS | | | | | | | | | |
| Response Rate | 58% | | | | | | | | | |
| Physical & Emotional Safety | 82% | | | | | | | | | |
| Multicultural Aspects | 73% | | | | | | | | | |

| Objective 5: CDCPS will celebrate the culture and community of Lawrence. | | | | | | | | |
|--|-----------------------|---|--|-------|---------------|-----|-----------------------|-----|
| <p>Measure 1: 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.</p> | <p>Not Met</p> | <p>2022-23 Parent Survey Results</p> <table border="1" data-bbox="954 302 1312 533"> <tr> <td></td> <td style="text-align: center;">CDCPS</td> </tr> <tr> <td>Response Rate</td> <td style="text-align: center;">58%</td> </tr> <tr> <td>Multicultural Aspects</td> <td style="text-align: center;">73%</td> </tr> </table> | | CDCPS | Response Rate | 58% | Multicultural Aspects | 73% |
| | CDCPS | | | | | | | |
| Response Rate | 58% | | | | | | | |
| Multicultural Aspects | 73% | | | | | | | |
| <p>Measure 2: 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.</p> | <p>Met</p> | <p>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.</p> | | | | | | |

CDCPS, Dissemination

| | 2022-23 Performance | Evidence |
|---|----------------------------|---|
| Objective 1: 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. | | |
| Measure 1: 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. | Met | <p>CDCPS assisted LEAP in the continued implementation of ELA curriculum, Core Knowledge, including shared best practices, professional development, and other developed materials including curriculum pacing guides and daily lesson plans.</p> <p>CDCPS staff were panel participants for DESE Federal Grants Program Office for session “Literacy Teaching and Learning: Best Practices, Funding, and Opportunities” November 15, 2022.</p> <p>CDCPS leaders were panel participants for GLEAM Grantee Fall convening October 25, 2022.</p> |
| Objective 2: 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. | | |
| Measure 1: 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. | Met | CDCPS continued sharing of learning materials related to implementation of an interdisciplinary approach to instruction during the 2022-2023 school year. |

Appendix B

Community Day Charter Public School Recruitment and Retention Plans

CDCPS Recruitment Plan

2022-23

School Name: Community Day Charter Public School

2022-23 Implementation Summary:

The application deadline for CDCPS was February 10, 2023, followed by the lottery on March 6, 2023. This was our seventh 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 26, 2023, at 5:00pm) was held virtually via Zoom, and the lottery was held in-person at 190 Hampshire Street. The online applications continue to be a success, with 1,252 total applications for Community Day Charter Public School for the 117 anticipated openings.

CDPCS had 117 openings with 50 seats being offered to siblings in our new class. Students selected and accepting enrollment for school year 2023-24 will not be enrolled until after August 1, 2023, 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, 2023 SIMS report.

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

General Recruitment Activities for 2023-24:

Advertising: 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:

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

Use of Third Party Mail House: In accordance with 603 CMR 1.05 (6) (e), 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.

Recruitment Plan – 2023-24 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) Continued 2022-23 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.
- Develop communications with MSPCC (Mass Society for Prevention of Cruelty to Children) and DCF (Department of Children and Families) to encourage the referral of students with disabilities.
- Enhance communications with Early Intervention at the Professional Center for Child Development.
- Invite families of children with disabilities enrolled in the Head Start Program and in mental health treatment programs provided by Family Services of the Merrimack Valley to information sessions focused on special education programs and inclusion models.
- Ensure special education representatives are present at all open houses.
- All recruitment materials explicitly state in the languages spoken by the families that children with special needs are welcome at our school.
- The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information.
- The Special Education Director will collaborate with the Elementary School principal to provide information to kindergarten applicants with information regarding the school’s special education program.

(c) 2023-24 Additional Strategy(ies), if needed

- Did not meet GNT/CI: additional and/or enhanced strategies below:
 - Promotional materials direct prospective families to the school website for contact information and details about programs, events, and special needs services (1-2 years).
 - Increase the number of locations within Lawrence to drop off recruitment materials (23 business and community center locations).

(a) CHART data

School percentage:
13.2%

GNT percentage: N/A

CI percentage: 15.5%

The school is below the CI percentage.

Limited English-proficient students/English learners

| | |
|--|--|
| <p>(a) CHART data</p> <p>School percentage: 23.8%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 32.7%</p> <p>The school is below CI percentage.</p> | <p align="center">(b) Continued 2022-2023 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Families with students in this group will be informed of the opportunity to apply to the school and participate in the lottery through multilingual leaflets. Languages will include the most prevalent languages of the district: Spanish and French. Media placement will include communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper. Leaflet distribution will include local businesses, organizations, and events frequented by cultural groups, including Mendez Flowers, Child Care Circuit Family Net events, Saigon Market, and Linh’s Salon. <hr/> <p align="center">(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> Leave translated copies of our flyers and applications at adult ESL programs in the community (1-2 years). Provided translators for families touring the school (1-2 years). Disseminate translated materials at cultural celebrations and citywide recreational events (1-2 years). Increase the number of locations within Lawrence to drop of recruitment materials (23 business and community center locations). |
|--|--|

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

| | |
|---|---|
| <p>(a) CHART data</p> <p>School percentage: 74.1%</p> <p>GNT percentage: 70.3%</p> <p>CI percentage: 81.7%</p> <p>The school is above GNT percentage and below CI percentage.</p> | <p align="center">(b) Continued 2022-23 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> A mailing advertising the school and application process will be sent to families with students in the Lawrence Public Schools. Leaflet/information distribution will include postings at social service agencies in the community (for example, Greater Lawrence Family Health Centers, Boys/Girls Club, MA Department of Transitional Assistance). Leaflet distribution will include students in preschool programs that serve a high percentage of families who qualify for financial assistance, including Community Day Learning. Disseminate recruitment materials and develop contacts with the local community action agency (Greater Lawrence Community Action Council) to encourage referrals of low-income families served through their WIC (Women, Infants and Children) and Fuel Assistance programs. Identify contact persons at the Lawrence Housing Authority (LHA), to provide them with information regarding the schools, programs, lottery dates, and informational sessions for low-income families who live in the 4 affordable housing projects owned and operated by the LHA, and the Section 8 housing voucher program that families access through the LHA. Work with Resource and Referral agency to send mailings specifically targeting voucher recipient families. Made contact with community resources used by low-income families, |
|---|---|

| | |
|---|--|
| | <p>including SNAP (Supplemental Nutrition Assistance Program) food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc.</p> <ul style="list-style-type: none"> • Provided child care at one or more information sessions. <p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • Promotional materials and Open House announcements made at local Head Start sites (1-2 years). • Increase the number of locations within Lawrence to drop off recruitment materials (23 business and community center locations). |
| <p><u>Students who are sub-proficient</u></p> | <p>(d) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • Leaflets/information distributed will highlight the school’s use of assessment data to identify and respond to the learning needs of every student. • Presentations will incorporate the school’s efforts to continuously monitor students’ academic progress and instructional methods to address the needs of any student who is not making adequate progress. |
| <p><u>Students at risk of dropping out of school</u></p> | <p>(e) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • 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. • Leaflet distribution will include postings at social service agencies in the community, including those listed above serving families in need of financial assistance and children with special needs as well as ValleyWorks Career Center. |
| <p><u>Students who have dropped out of school</u></p> | <p>(f) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • Not applicable |
| <p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p> | <p>(g) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • Not applicable |

CDCPS Retention Plan 2023-24

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2022-23 Retention Plan.

2022-23 Implementation Summary:

We are reporting on the 2022-23 Retention Rate (100% minus Attrition Rate):

- EL retention rates: 100%
- Low Income retention rates: 99.2%
- Special Education retention rates: 100%

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

| Overall Student Retention Goal | |
|--|---|
| Annual goal for student retention (percentage): | <u>95%</u> The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: EL (88.7%); Low Income (90.2%); and Special Education (90.8%) |

Retention Plan –2023-24 Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

| | |
|--|--|
| <p><u>(a) CHART data</u></p> <p>School percentage: 0.0%</p> <p>Third Quartile: 18.4%</p> <p>The school is below third quartile percentage.</p> | <p style="text-align: center;">(b) Continued 2022-23 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Create personal educational goals (PEG) for each student to identify student strengths as well as areas in which he/she will need additional support to meet grade-level learning standards. The PEG will serve as the school's approved Individual Student Success Plan (ISSP). • Continue to facilitate the special education Parent Advisory Council. • Continue to offer an extended school day. <p style="text-align: center;">(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> |
|--|--|

Limited English-proficient students/English learners

| | |
|---|---|
| <p>(a) CHART data</p> <p>School percentage: 0.0% Third Quartile: 12.5%</p> <p>The school is below third quartile percentage.</p> | <p>(b) Continued 2022-23 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Implement an English Immersion Program that includes Sheltered English Immersion (SEI) Instruction for English 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 English Learning Parent Advisory Council, a bilingual group which meets to discuss topics related to children’s education and the community. <p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> |
|---|---|

Students eligible for free or reduced lunch (low income/economically disadvantaged)

| | |
|--|---|
| <p>(a) CHART data</p> <p>School percentage: 0.8% Third Quartile: 14.1%</p> <p>The school is below third quartile percentages.</p> | <p>(b) Continued 2022-23 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Hold meetings and other family events that build school community. Include activities in which students’ academic work is shared. Create a forum for parents to give input through a Parent Advisory Board and planning social fundraising events. <p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> |
| <p><u>Students who are sub-proficient</u></p> | <p>(d) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • Utilize data from several assessment tools to identify student, classroom, and grade-level performance and inform instruction. • Begin academic progress monitoring in the fall of each year; call a student support team (SST) meeting to address concern for any student who is not making adequate progress. |
| <p><u>Students at risk of dropping out of school</u></p> | <p>(e) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • Actively foster a school culture of learning, respect, and personal responsibility through an award system for students who are role models, community service learning opportunities and school themes that guide academic commitment and behavior. • Offer guidance in selection of and application to high school, including |

| | |
|---|--|
| | <p>school visits for students, information sessions for parents, and assistance with the process of applying for financial aid for non-public high schools.</p> <ul style="list-style-type: none"> • Implement activities like career days that expose students to a range of careers and the pathways to their attainment. • Offer a range of extracurricular activities and family events that promote engagement with the school and the community. |
| <p><u>Students who have dropped out of school</u></p> | <p style="text-align: center;">(f) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • Not applicable |
| <p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p> | <p style="text-align: center;">(g) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • Not applicable |

Appendix C

School and Student Data Tables

Student Demographic Information

Community Day Charter Public School's student information may be found on the Department of Elementary and Secondary Education's School and District Profiles website at the following link:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04400000&orgtypecode=5&>

Enrollment by Race/Ethnicity (2022-23)

| Student Data by Race/Ethnicity (2022-23) | |
|--|----------------------------|
| Race/Ethnicity | Percentage of Student Body |
| African American | 1.3 |
| Asian | 0.4 |
| Hispanic | 95.7 |
| Native American | 0.3 |
| White | 1.8 |
| Native Hawaiian, Pacific Islander | 0.0 |
| Multi-Race, Non-Hispanic | 0.4 |

Selected Populations (2022-23)

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04400000&orgtypecode=5&leftNavId=305&>

| Selected Student Populations (2022-23) | |
|--|----------------------------|
| Title | Percentage of Student Body |
| First Language not English | 50.2 |
| English Language Learner | 23.8 |
| Low-income | 74.1 |
| Students with Disabilities | 13.2 |
| High Needs | 83.2 |

Administrative Roster and Staff Attrition Data

| Administrative Roster During the 2022-23 School Year | | | |
|---|-----------------------------------|-------------------|---|
| Name | Title | Start date | 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 | |
| Diana Gonzalez | Director of Operations | July 2021 | |
| Rebecca Morse | Director of Special Education | July 2013 | |
| Community Day Charter Public School – Prospect Campus | | | |
| Jessica Drapeau | Head of the Early Learning Center | July 2019 | |
| 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 | |
| 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 | |
| William Cummiskey | Head of Upper School | July 2017 | June 2023 |

| Teacher and Staff Attrition for the 2022-23 School Year | | | | |
|--|---|--|---|---|
| | Number as of the last day of the 2022-23 school year | Number of departures during the 2022-23 school year | Number of departures at the end of the school year | Reason(s) for Departure |
| Teachers | 129 | 16 | 15 | 18 accepted another job 6 personal 4 moved out of state 3 contract not renewed |
| Other Staff | 76 | 9 | 5 | 8 accepted another job 4 personal 1 contract not renewed 1 moved out of state |

INFORMATION ABOUT THE BOARD OF TRUSTEES

| Board Membership During the 2022-23 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) |
| William Webber | Chair Committee Chair (3) | Finance & Audit Building Governance | 2 | 05/17 – 05/22 05/22 - 05/27 |
| Massiel Munoz Deleon | Vice-Chair and Parent Representative | Governance | 4 (1 year) | 11/19 - 05/20 05/20 - 05/21 05/21 - 05/22 05/22 - 05/23 |
| Mary Dyer | Treasurer Committee Chair | Education | 2 | 12/15 – 7/20 07/20 – 07/25 |
| Kate Carpenter Bernier | Secretary | Education Governance | 2 | 12/17 - 12/22 12/22 – 12/27 |
| Janelle Abreu | Trustee | TBD | First | 10/22 – 10/27 |
| Richard Davidson | Trustee | Education | First | 05/21 – 05/26 |
| JohnFredy Loaiza | Trustee and Parent Representative | Education | 2 | 12/15 – 7/20 07/20 – 07/25 05/21 – 05/22 (Parent Representative 05/22 – 05/23 (Parent Representative) |
| Dave Samick | Trustee | Finance & Audit Building | 2 | 12/17 – 12/22 12/22 – 12/27 |

Board of Trustees and Committee Meeting Notices:

All CDCPS board and committee meeting notices are posted at the below link on the school’s website:

<https://www.thecommunitygroupinc.org/cdcps-prospect/about/board>

Appendix D

Additional Required Information

Facilities

Community Day Charter Public School did not change any facilities in this past school year. Locations of all Community Day Charter Public School Campuses are listed on the table below.

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

Enrollment

The estimated student application deadline and lottery dates for students who are interested in enrolling in Community Day Charter Public School for the 2024-2025 school year are provided as follows.

| Action | 2023-24 School Year Date(s) |
|------------------------------|-----------------------------|
| Student Application Deadline | February 9, 2024 |
| Lottery | March 4, 2024 |

Appendix E

Conditions, Complaints, and Attachments

A. Conditions

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

B. Complaints

There have been no official complaints received by the CDCPS Board of Trustees during the 2022-23 school year.

C. Attachments

No additional attachments accompany the 2022-23 Annual Report for CDCPS.