



# Annual Report 2020-2021

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

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**Non-Discrimination Statement**

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

## Introduction to the Schools

| <b>Community Day Charter Public School-Prospect</b>  |   |   |                                 |
|--|---|---|---------------------------------|
| Type of Charter<br>(Commonwealth or Horace Mann)   | Commonwealth  | Location of School<br>(Municipality)                      | Lawrence                        |
| Regional or Non-Regional   | Non-Regional  | Chartered Districts in<br>Region<br>(if applicable)       | NA                              |
| Year Opened  | 1995  | Year(s) the Charter was<br>Renewed<br>(if applicable)     | 2000, 2005, 2010,<br>2015, 2020 |
| Maximum Enrollment   | 400   | Enrollment as of ( <b>fill in<br/>the date</b> )          | 400 as of 6/30/21               |
| Chartered Grade Span   | K1-8  | Current Grade Span  | K1-8                            |
| Number of Instructional Days per<br>School Year (as stated in the charter)   | 190   | Students on Waitlist as of<br>( <b>fill in the date</b> ) | 622 as of 6/30/21               |
| Number of Instructional Days during<br>the 2020-2021 School Year*  | 180 total days of<br>instruction:<br>132 remote<br>learning (K1-5)<br>48 in-person<br>/remote<br>learning (K1-5)<br>147 remote<br>learning (6-8)<br>33 in-person<br>/remote learning<br>(6-8) |   |                                 |
| School Hours (ex: 8:30-3pm M-F)  | 8:00-4:00pm   | Age of School as of 2020-<br>2021 School Year             | 25                              |
| <p>The mission of Community Day Charter Public Schools is to provide a Kindergarten 1 through grade eight education that will draw on our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage that student in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The school will reinforce the positive aspects of our city: its culture, art and economy, its working class history, and strong work ethic. Our educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible.</p> |   |   |                                 |

| <b>Community Day Charter Public School-Gateway</b>   |   |   |                   |
|--|---|---|-------------------|
| Type of Charter<br>(Commonwealth or Horace Mann)   | Commonwealth  | Location of School<br>(Municipality)                    | Lawrence          |
| Regional or Non-Regional   | Non-Regional  | Chartered Districts in<br>Region<br>(if applicable)     | NA                |
| Year Opened  | 2012  | Year(s) the Charter was<br>Renewed<br>(if applicable)   | 2017              |
| Maximum Enrollment   | 400   | Enrollment as of <b>(fill in<br/>the date)</b>          | 400 as of 6/30/21 |
| Chartered Grade Span   | K1-8  | Current Grade Span                                      | K1-8              |
| Number of Instructional Days per<br>School Year (as stated in the charter)   | 190   | Students on Waitlist as of<br><b>(fill in the date)</b> | 624 as of 6/30/21 |
| Number of Instructional Days during<br>the 2020-2021 School Year <sup>†</sup>  | 180 total days of<br>instruction:<br>132 remote<br>learning (K1-5)<br>48 in-person<br>/remote<br>learning (K1-5)<br>147 remote<br>learning (6-8)<br>33 in-person<br>/remote learning<br>(6-8) |   |                   |
| School Hours (ex: 8:30-3pm M-F)  | 8:00-4:00pm   | Age of School as of 2020-<br>2021 School Year           | 9                 |
| <p>The mission of Community Day Charter Public Schools is to provide a Kindergarten 1 through grade eight education that will draw on our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage that student in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The school will reinforce the positive aspects of our city: its culture, art and economy, its working class history, and strong work ethic. Our educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible.</p> |   |   |                   |

| <b>Community Day Charter Public School-R. Kingman Webster</b>  |   |   |                   |
|--|---|---|-------------------|
| Type of Charter<br>(Commonwealth or Horace Mann)   | Commonwealth  | Location of School<br>(Municipality)                    | Lawrence          |
| Regional or Non-Regional   | Non-Regional  | Chartered Districts in<br>Region<br>(if applicable)     | NA                |
| Year Opened  | 2012  | Year(s) the Charter was<br>Renewed<br>(if applicable)   | 2017              |
| Maximum Enrollment   | 400   | Enrollment as of <b>(fill in<br/>the date)</b>          | 400 as of 6/30/21 |
| Chartered Grade Span   | K1-8  | Current Grade Span                                      | K1-8              |
| Number of Instructional Days per<br>School Year (as stated in the charter)   | 190   | Students on Waitlist as of<br><b>(fill in the date)</b> | 602 as of 6/30/21 |
| Number of Instructional Days during<br>the 2020-2021 School Year <sup>‡</sup>  | 180 total days of<br>instruction:<br>132 remote<br>learning (K1-5)<br>48 in-person<br>/remote<br>learning (K1-5)<br>147 remote<br>learning (6-8)<br>33 in-person<br>/remote learning<br>(6-8) |   |                   |
| School Hours (ex: 8:30-3pm M-F)  | 8:00-4:00pm   | Age of School as of 2020-<br>2021 School Year           | 9                 |
| <p>The mission of Community Day Charter Public Schools is to provide a Kindergarten 1 through grade eight education that will draw on our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage that student in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The school will reinforce the positive aspects of our city: its culture, art and economy, its working class history, and strong work ethic. Our educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible.</p> |   |   |                   |

## Letter from the Chair, CDCPS Board of Trustees

I am pleased to share the 2020-21 Annual Report for Community Day Charter Public Schools. During this year of transitions and challenges, CDCPS staff and families went above and beyond to ensure that CDCPS students had what they needed to learn and be present for school every day, whether school was happening remotely or in person. This 2020-21 Annual Report demonstrates the many ways in which our faculty and students excelled even during a year of enormous challenges and transition.

School year 2020-21 was the first year that CDCPS was operating at maximum enrollment of 1200 students across the network. CDCPS-Gateway and CDCPS-R. Kingman Webster completed their ninth year of operation, serving a total enrollment of 400 each, and graduated their second class of 8<sup>th</sup> grade students. CDCPS-Prospect concluded its 26<sup>th</sup> year and continued to serve 400 students in kindergarten 1 - grade 8.

This marked the second school year of Maria Gonzalez Moeller's tenure as Chief Executive Officer of Community Day Charter Public Schools. Ms. Moeller, in collaboration with Mary Chance, Chief Academic Officer, and Brent Merten, Director of Student Services, led a highly committed and dedicated school leadership team that was able to come together quickly to make critical decisions.

The school year began in a fully remote model, and remained fully remote through March of 2021. A phased approach to in-person learning began in April of 2021. Throughout the year, whether in-person or remote, teachers focused on differentiating learning for individual students and providing social emotional supports for students and families.

In June, CDCPS held the second annual socially distant drive-through graduation ceremony for 8<sup>th</sup> grade students from Prospect, Gateway, and Webster. CDCPS students head off to the 22 different high schools this fall: Abbott Lawrence Academy, Phillips Academy Andover, Pingree School, Concord Academy, Penguin Hall, St. John's Prep, Central Catholic, Notre Dame Cristo Rey, Boston University Academy, Bradford Christian Academy, Academy of Notre Dame – Tyngsboro, Greater Lawrence Tech, Whittier Tech, and a number of other local high schools.

This has been a year like no other: more than ever, we are grateful to the administrators, teachers, parents, and students who are dedicated to *going beyond* to achieve high standards of educational excellence at Community Day Charter Public Schools.

Sincerely,



Bill Webber, President  
CDCPS Board of Trustees

## **School Performance and Program Implementation**

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

### **Faithfulness to the Charter**

#### **Mission and Key Design Elements**

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

#### **Amendments to the Charter**

No amendments were requested in 2020-21 school year.

### **2019-2020**

#### **Access and Equity**

During the 2019-20 school year, there were 2 suspensions at CDCPS-Gateway (2 students), none at CDCPS-Prospect (0 students), and 3 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). The network Director of Culture continues to participate in statewide workshops put on by the MA Charter Public School Association regarding behavior management and CDCPS scheduled workshops during staff orientation that addresses how to work with children who have experienced trauma and more specifically any trauma associated with the COVID-19 pandemic.

**CDCPS-Gateway 2019-20 Student Discipline**

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04260000&orgtypecode=5&=04260000&>

| Student Group                       | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
|-------------------------------------|--------------------------|----------------------|------------------------------|----------------------------------|---------------------------|
| All Students                        | 401                      | 2                    |                              | 0.5%                             |                           |
| EL                                  | 90                       | 0                    |                              |                                  |                           |
| Economically Disadvantaged          | 255                      | 2                    |                              | 0.8%                             |                           |
| Students with Disabilities          | 50                       | 1                    |                              | 2.0%                             |                           |
| High Needs                          | 336                      | 2                    |                              | 0.6%                             |                           |
| Female                              | 195                      | 1                    |                              | 0.5%                             |                           |
| Male                                | 206                      | 1                    |                              | 0.5%                             |                           |
| American Indian or Alaska Native    | 1                        | 0                    |                              |                                  |                           |
| Asian                               | 3                        | 0                    |                              |                                  |                           |
| African American/Black              | 4                        | 0                    |                              |                                  |                           |
| Hispanic/Latino                     | 384                      | 2                    |                              | 0.5%                             |                           |
| Multi-race, Non-Hispanic/Latino     | 0                        | 0                    |                              |                                  |                           |
| Native Hawaiian or Pacific Islander | 0                        | 0                    |                              |                                  |                           |
| White                               | 9                        | 0                    |                              |                                  |                           |

**CDCPS-Prospect 2019-20 Student Discipline**

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

| Student Group              | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
|----------------------------|--------------------------|----------------------|------------------------------|----------------------------------|---------------------------|
| All Students               | 400                      | 0                    |                              |                                  |                           |
| EL                         | 115                      | 0                    |                              |                                  |                           |
| Economically Disadvantaged | 246                      | 0                    |                              |                                  |                           |
| Students with Disabilities | 54                       | 0                    |                              |                                  |                           |
| High Needs                 | 326                      | 0                    |                              |                                  |                           |
| Female                     | 203                      | 0                    |                              |                                  |                           |

|                                     |     |   |  |  |  |
|-------------------------------------|-----|---|--|--|--|
| Male                                | 197 | 0 |  |  |  |
| American Indian or Alaska Native    | 0   | 0 |  |  |  |
| Asian                               | 0   | 0 |  |  |  |
| African American/Black              | 2   | 0 |  |  |  |
| Hispanic/Latino                     | 391 | 0 |  |  |  |
| Multi-race, Non-Hispanic/Latino     | 0   | 0 |  |  |  |
| Native Hawaiian or Pacific Islander | 0   | 0 |  |  |  |
| White                               | 7   | 0 |  |  |  |

| CDCPS-R. Kingman Webster 2019-20 Student Discipline   |                          |                      |                              |                                  |                           |
|---|--------------------------|----------------------|------------------------------|----------------------------------|---------------------------|
| <a href="https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04310000&amp;orgtypecode=5&amp;=04310000&amp;">https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04310000&amp;orgtypecode=5&amp;=04310000&amp;</a> |                          |                      |                              |                                  |                           |
| Student Group   | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
| All Students  | 402                      | 3                    | 0.2%                         | 0.5%                             |                           |
| EL  | 100                      | 0                    |                              |                                  |                           |
| Economically Disadvantaged  | 257                      | 3                    |                              |                                  |                           |
| Students with Disabilities  | 45                       | 1                    |                              |                                  |                           |
| High Needs  | 333                      | 3                    | 0.3%                         | 0.6%                             |                           |
| Female  | 202                      | 0                    |                              |                                  |                           |
| Male  | 200                      | 3                    | 0.5%                         | 1.0%                             |                           |
| American Indian or Alaska Native  | 0                        | 0                    |                              |                                  |                           |
| Asian   | 4                        | 0                    |                              |                                  |                           |
| African American/Black  | 4                        | 0                    |                              |                                  |                           |
| Hispanic/Latino   | 381                      | 3                    | 0.3%                         | 0.5%                             |                           |
| Multi-race, Non-Hispanic/Latino   | 2                        | 0                    |                              |                                  |                           |
| Native Hawaiian or Pacific Islander   | 0                        | 0                    |                              |                                  |                           |
| White   | 11                       | 0                    |                              |                                  |                           |

## Dissemination Efforts

| 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   | CAO, Director of Early Learning, Director of Curriculum and Instruction K1-1 | The Lawrence community was awarded a grant through the U.S. Department of Education to expand preschool across the city. The Lawrence Early Achievement Partnership (LEAP) was created to add 130 preschool seats for eligible children. This is a partnership between The Community Group (TCG), Greater Lawrence Community Action Council, Head Start, 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.   |
| Remote learning materials for execution of SEL/Connect Science Energy content      | Ongoing conversations with DESE consultant for Connect Science grant   | Director of Academics, Teachers  | Connect Science DESE staff (and grantees?)  | Continued sharing of remote 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.   |
| Remote learning consultation for early literacy support and program implementation | Support conversations with Boston Public Schools Early Literacy Program Director for early reading instruction during remote learning and virtual coaching for early literacy grade levels | Network DCIs for grades K1-1   | Boston Public Schools Early Literacy Program Director   | Summer 2020 exchange of practices with Early Literacy Program Director for curriculum planning for remote instruction model for academic year 2020-2021. BPS shared follow up from previous year visit and next steps for their early literacy programming, and CDCPS continued exchange of best practices for BPS to consider as each school developed reopening plans, curriculum, and methods of instruction and coaching. |

## Academic Program Success

### Student Performance

The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations for the 2019-20 school year due to the cancellation of state assessments and school closures related to COVID-19. The accountability information below represents results from 2019. The MCAS 2019 data for all CDCPS network schools can be accessed on the Department of Elementary and Secondary Education’s School and District Profiles website using this link to the school’s 2020 Report Card:

*CDCPS-Gateway:*

<https://reportcards.doe.mass.edu/2020/04260205>

*CDCPS-Prospect:*

<https://reportcards.doe.mass.edu/2020/04400205>

*CDCPS-R. Kingman Webster:*

<https://reportcards.doe.mass.edu/2020/04310205>

| 2020 Official Accountability Report – Gateway |   |
|---|---|
| Overall classification                        | Not requiring assistance or intervention  |
| Reason for classification                     | Substantial progress toward targets       |
| Progress toward improvement targets           | 70% - Substantial progress toward targets |
| Accountability percentile                     | 86  |

| 2020 Official Accountability Report – Prospect |   |
|--|---|
| Overall classification                         | Not requiring assistance or intervention  |
| Reason for classification                      | Substantial progress toward targets       |
| Progress toward improvement targets            | 52% - Substantial progress toward targets |
| Accountability percentile                      | 72  |

| 2020 Official Accountability Report – Webster |  |
|---|--|
| Overall classification                        | Not requiring assistance or intervention           |
| Reason for classification                     | 2019 National Blue Ribbon School – High Performing |
| Progress toward improvement targets           | 80% - Meeting or exceeding targets                 |
| Accountability percentile                     | 87   |

## Academic Program

During the summer of 2020, the CDCPS team, including the CEO, CAO, Director of Academics, Network DCIs, Director of Student Services, Director of Special Education, and Heads of School, solicited stakeholder feedback from parents, teachers, and students to create three operational plans for the return of school: a remote learning plan, an in-person learning plan, and a hybrid plan with fewer students in physical spaces. All plans will be consistent with state guidelines.

Based on health metrics of sending district of Lawrence, MA, CDCPS executed remote learning instructional model from September through March. CDCPS then moved to full, five day a week in person instruction for grades K-5 on April 5<sup>th</sup> and for grades 6-8 on May 3 through the end of the school year. Families were given option of remaining remote.

Program delivery for remote learning plan consisted of the following:

- Academic program maintained delivery of standards based units of lessons reflective of yearly curriculum maps
- Average daily remote synchronous instructional time of 5 hours for each grade level band of Early Learning Center, Lower School, and Upper School via Zoom platform
- Included each core academic subject paired with weekly enrichment periods of physical education/movement, wellness, Spanish, and / or art
- Use of Google Classroom and ClassDojo for student work, communication, daily completion of work, and feedback from teacher
- Daily teacher “office hours” and real-time daily feedback on assignments
- Use of formative assessment and benchmark assessment to determine groupings for targeted support and remediation during afternoon intervention blocks
- Special education services and supports as mandated by state regulation via Zoom sessions and phone calls
- SEL class sessions via Zoom that included morning meetings, HoS support and reflection, class “family meetings”, and targeted character development lessons
- For students remaining remote during return to school, livestreaming and dedicated groupings of a teacher to remote cohorts when possible were employed to maintain synchronous instruction as schedule changed to reflect traditional school day of 8-4.

To ensure accessibility, CDCPS implemented the following:

- Each student was provided a device with a 1:1 Chromebook for use daily at home (grades 1-8) and an iPad (grades K1-K2)
- Daily IT support staff for any home connectivity issues or device replacement, and provisions for “hot spots” and upgrades as needed for internet
- Provided parent curriculum nights for each term that included overviews of key academic content for parents, and technology and platform training, including for Zoom, Google Classroom (grade 2-8 platform) and Seesaw (K-1 platform)
- Held curriculum distributions to give each child associated books, materials, and/or manipulatives for accessing the curriculum and supporting daily lessons at home
- Director of Parent Support worked in conjunction with school-based leaders for outreach to designated families for fundamental needs or outside services support
- Weekly mechanisms for parent outreach and communication between school and families, including virtual coffee hours, video messaging, weekly ClassDojo updates, and google classroom tracking of attendance and assignments

In person programming was implemented adhering to all DESE health and safety standards as indicated in the updated CDCPS Facilities, Operations, and Transportation Guidelines. This included the following:

- Mask requirement for all students, staff, and necessary, limited visitors at schools
- Handwashing and hand sanitizing requirements for designated times during transitions within building and during targeted times in schedule, including arrival and dismissal, entering or leaving a classroom, and during lunch. Hand sanitizer was made available at multiple areas within a building per guidelines.
- Physical distancing of minimum of three feet within classrooms, with 6 feet distancing for meals and mask breaks.
- Creation of student cohorts where possible for K-4 and 5-8 students remaining in rooms as teachers transitioned
- School cleaning and disinfecting daily
- Ventilation updates with each classroom utilizing air purifiers
- Overall movement protocols within facilities for transitions to avoid crowding, maintain cohorts, and minimize unnecessary person-to-person contact
- Maintenance of policy for any ill or symptomatic staff and students to remain home
- Strict application of DESE COVID-19 protocol for necessary quarantining

Even through a different instructional mode, CDCPS maintained and will continue many of the same curriculum and assessment systems. The Chief Academic Officer (CAO) and Director of Academics (DOA) 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, 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 upcoming academic year. At our annual teacher orientation each August, DCIs, Heads of School, and teachers will review disseminated curriculum maps and make revisions based on current student data. This will be paired with health and safety as well as SEL training and support for the upcoming school year. Learning teams continue to discuss standards for ever-improving vertical and horizontal alignment during professional development days all year. Overarching, the goals will be to develop a sense of belonging for all students, continuously monitor students' understanding through data cycle of analysis, update, and improvement, and ensure strong grade-appropriate instruction with targeted scaffolds when needed.

With the return to school, there will be internal diagnostics given for ELA and Math at each grade level developed by CAO, DOA, and DCIs, which in turn will be 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, key analysis of this data, and utilization of this data to adjust groupings and instruction. The goal will be 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 from the previous year for tier 2 and tier 3 supports.

The CDCPS curriculum is fully implemented in each classroom of each school and this was maintained during remote instruction with the use of Bitmoji classrooms and key materials for synchronous learning with Zoom lessons. 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 2021, 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 during remote and in-person instruction; 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 implementation of remote learning and return to in-person instruction, internal data, and anticipated areas of gaps. 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 2021-2022. School staff focused on key skills to spiral review from the previous year, including fact fluency and fractions; continued work with writing across K-8 and development of "back to basics" mini-lessons; and continued work with constructed response items across the curriculum. In addition, a major analysis and planning exercise is occurring during the summer to support literacy skills. We are focused particularly on supporting K-3 students and any student with identified reading goals, as well as incorporating essay writing for older grades in order to address the differentiated needs of students. To assist with this goal, CDCPS is participating in multi-year DESE grant program GLEAM (Growing Literacy Equity Across Massachusetts) to partner with literacy consultant to work as a partner to analyze program and focus in support for Tier 2 and Tier 3 interventions as part of our established 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. This year, DCIs worked with teachers to translate daily synchronous lessons for remote instruction to maintain standards coverage and academic rigor. In addition, DCIs worked with CAO and DOA to update curricular units 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 schools meet in teacher teams to work on curricular issues. This year, this practice continued with weekly Zoom sessions during the remote learning instruction. Over the years, teachers have added to the richness of CDCPS curriculum by taking into consideration such features as culturally diverse offerings, pacing, resources, mandated school strategies like balanced literacy for ELA, and periodic benchmark testing. This "architecture" then becomes the basis for common units and individual lesson plan development.

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

Community Day Charter Public Schools provide services for all students, including English learners and those with disabilities and/or special educational needs, as required by law. As a transition was made to remote learning, CDCPS adhered to all state mandated guidelines to continue service delivery and outreach to students and families. This included an in-person offering for students of significant needs, zoom individual sessions, and learning specialist inclusion support during synchronous instruction.

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 schools' District Curriculum Accommodation Plans (DCAP) serve as guides to faculty and staff as they work to ensure that all possible efforts are made to accommodate the wide range of student learning needs in general education classrooms.

One hundred forty-seven (147) Community Day Charter students received special education services in school year 2020-21. Section 504 accommodation plans were developed for 79 students with disabilities. Special education services were provided by special education teachers, school psychologists, speech and language therapists, and occupational and physical therapists. In-class accommodations were made for all students whenever possible in order to maintain momentum and focus throughout lessons and class activities. Accommodations included seating adjustments, additional time on task, varied book levels, audio books, and use of manipulatives. While most instructional supports were delivered in the regular education classroom via the inclusion model, some students received individualized instruction separate from the regular education classroom for short durations of time in order to strengthen specific areas of weakness, including reading, math, language, or social/emotional skills.

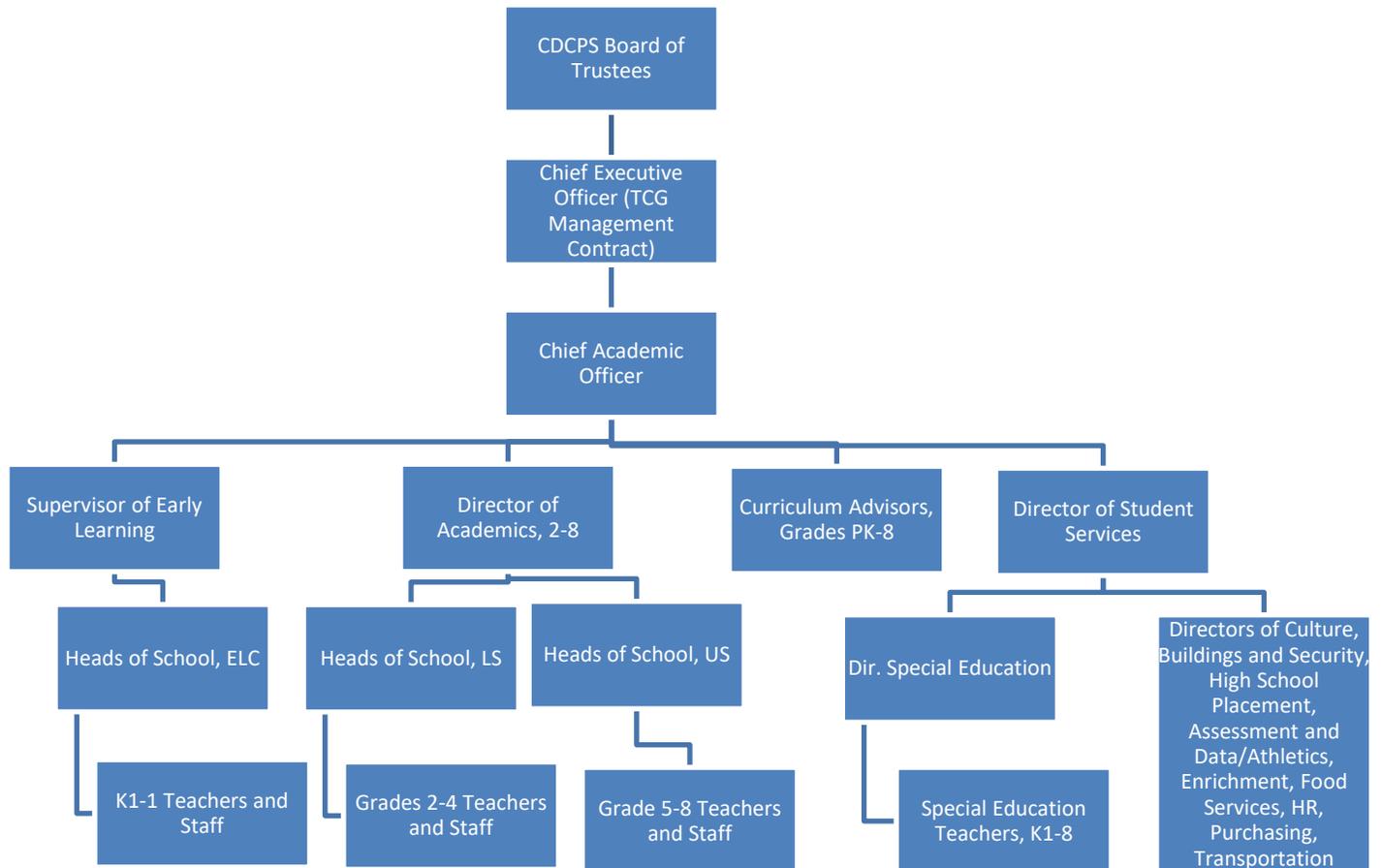
Services for English learners comply with state and federal requirements. Families new to our schools complete home language surveys. We assess the language proficiency for a student when the family identifies a primary home language other than English using assessments that measure English skills in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

In 2020-21, there were 256 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

### Organizational Structure of the School Network

#### CDCPS organizational chart for 2020-2021



- a. There were no changes in the 2020-2021 school year.

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

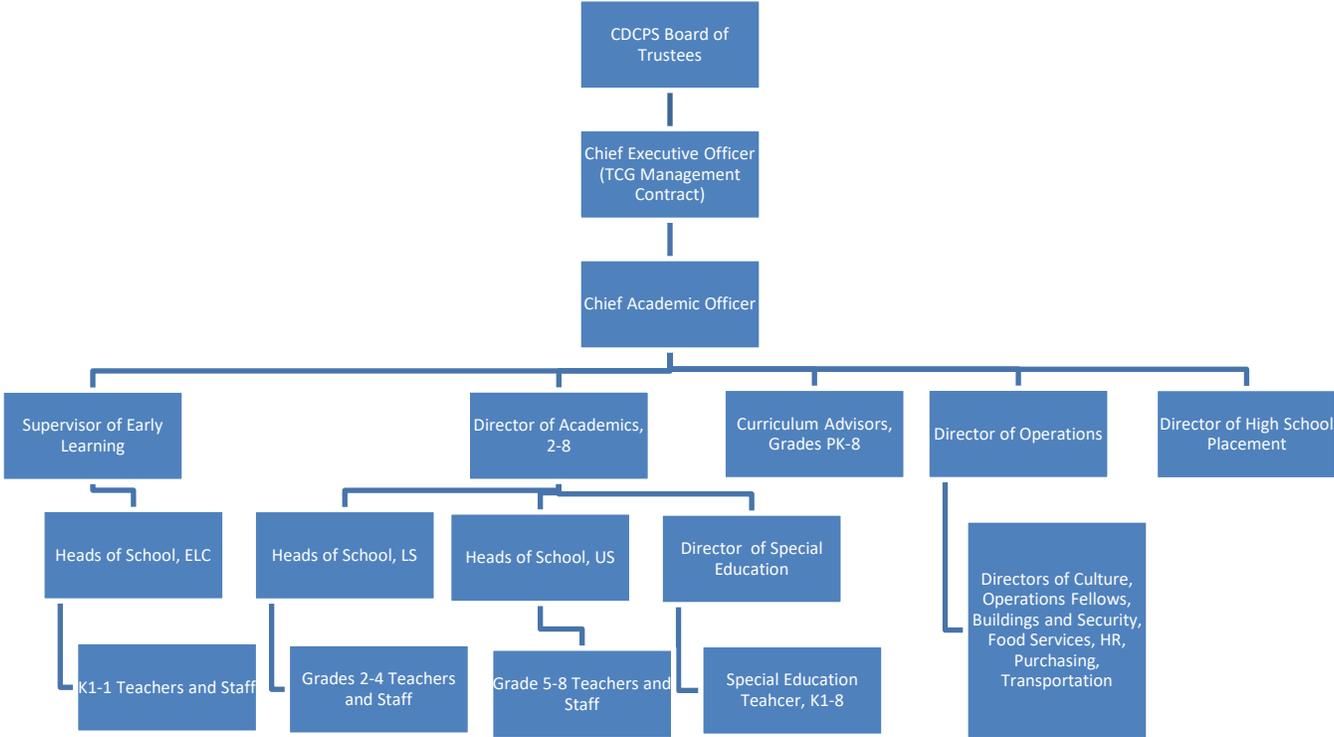
CDCPS attributes its success in providing for the unique learning needs of each student to its innovative organizational design involving three levels: the Early Learning Center (K1, K2, and grade 1), the Lower School (grades 2, 3, and 4), and the Upper School (grades 5, 6, 7,

and 8). Each level has a head of school and an operations manager with approximately 150 students. The head of school is an instructional leader; the limited size of each cluster as well as the significant level of management support provided frees heads of school from unrelated but necessary administrative tasks allowing them to focus almost exclusively on classroom instruction and teacher, student, and parent relationships. The operations manager at each cluster level supports the non-instructional needs of that cluster. Staff and faculty roles are clearly defined and used to set goals on which personnel are evaluated.

b. Anticipated changes in the organization structure for 2021-2022 are as follows:

- CDCPS has hired a Director of Operations role to replace the Director of Student Services position. The Director of Operations will be the conduit for connecting CDCPS with the management services provided by TCG through the management contract.
- The Director of Special Education will report under the Director of Academic
- A Director of Special Projects was hired and will report to the Chief Academic Officer as serve as a liaison between the schools and the Department of Elementary and Secondary Education as well as work on network-related projects.
- The Director of High School Placement will report directly to the Chief Academic Officer.

**Anticipated Organizational Chart (2021-2022)**



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

The CEO provides supervision to the chief academic officer (CAO). The CAO oversees all academic matters (curriculum, assessment, instruction, parent involvement, professional development, and student services) and manages the Network Director of Student Services, Director of Academics, Supervisor of Early Learning, and Network Directors of Curriculum and Instruction. The CAO works with the Supervisor of Early Learning to apply the agency's deep understanding of early childhood learning to grades K1-1. The Network Director of Student Services links the school to the TCG central office, supporting student services, including bus transportation, the nutrition program, extracurricular activities, high school placement, and staffing.

## Budget and Finance Reports

### CDCPS-Prospect

#### Statement of Operating Revenues and Operating Expenses (Unaudited)

|                                 | FY 21 Actual*<br>(as of July 19, 2021) | FY 2022 Budget<br>(July 1, 2021-June 30, 2022)<br>Approved by the Board of<br>Trustees on June 17, 2021) |
|---------------------------------|--|--|
| <b>Revenue</b>                  |  |  |
| Tuition                         | \$5,599,127                            | \$6,339,780  |
| Grants (State & Federal)        | \$642,682                              | \$906,294  |
| Medicaid (SPED)                 | \$41,629                               | \$33,793   |
| Nutrition Programs              | \$81,338                               | \$268,291  |
| Transportation and Other fees   | \$944                                  | \$74,773   |
| Donations                       | \$215,191                              | \$207,930  |
| Other                           | <u>\$2,000</u>                         | <u>\$10,000</u>  |
| <b>Total Operating Revenues</b> | <b>\$6,582,911</b>                     | <b>\$7,840,861</b>   |
| <b>Expenses</b>                 |  |  |
| Personnel                       | \$4,677,605                            | \$5,179,249  |
| Other Direct Student Costs      | \$389,815                              | \$957,778  |
| Occupancy                       | \$518,626                              | \$758,813  |
| Equipment Renewal & Replacement | \$117,473                              | \$90,000   |
| Other                           | <u>\$522,675</u>                       | <u>\$610,214</u>   |
| <b>Total Operating Expenses</b> | <b>\$6,226,194</b>                     | <b>\$7,623,054</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.

| Balance Sheet                      |                    |
|------------------------------------|--------------------|
| Current Assets                     | \$1,953,402        |
| Fixed Assets (net)                 | \$36,165           |
| Other Assets                       | <u>\$2,545,531</u> |
| Total Assets                       | <b>\$4,535,098</b> |
| Current Liabilities                | \$347,810          |
| Net Position                       | <u>\$4,187,288</u> |
| Total Liabilities and Fund Balance | <b>\$4,535,098</b> |

| Fundraising  |                  |
|--|------------------|
| The School raised the following during the year ended June 30, 2021: |                  |
| Scholarships   | \$160,556        |
| Summer School  | \$9,000          |
| Music Program  | <u>\$20,000</u>  |
| General Support  | <u>\$25,000</u>  |
| Total Fundraising  | <b>\$214,556</b> |

**CDCPS-Gateway**

**Statement of Operating Revenues and Operating Expenses (Unaudited)**

|                                 | <b>FY 21 Actual*</b><br>(as of July 19, 2021) | <b>FY 2022 Budget</b><br>(July 1, 2021-June 30, 2022)<br>Approved by the Board of<br>Trustees on June 17, 2021) |
|---------------------------------|---|---|
| <b>Revenue</b>                  |   |   |
| Tuition                         | \$5,622,569                                   | \$6,646,085   |
| Grants (State & Federal)        | \$597,315                                     | \$897,422   |
| Medicaid (SPED)                 | \$15,485                                      | \$27,255  |
| Nutrition Programs              | \$82,742                                      | \$237,241   |
| Transportation and Other fees   | \$510   | \$59,013  |
| Donations                       | \$64,144                                      | \$84,628  |
| Other                           | <u>\$2,974</u>                                | <u>\$10,000</u>   |
| <b>Total Operating Revenues</b> | <b>\$6,385,739</b>                            | <b>\$7,961,644</b>  |
| <b>Expenses</b>                 |   |   |
| Personnel                       | \$4,527,326                                   | \$5,072,505   |
| Other Direct Student Costs      | \$281,572                                     | \$904,517   |
| Occupancy                       | \$452,456                                     | \$687,490   |
| Equipment Renewal & Replacement | \$70,037                                      | \$85,000  |
| Other                           | <u>\$489,458</u>                              | <u>\$631,174</u>  |
| <b>Total Operating Expenses</b> | <b>\$5,820,849</b>                            | <b>\$7,380,686</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>Balance Sheet</b>                      |                           |
|---|---------------------------|
| Current Assets                            | \$1,297,384               |
| Fixed Assets (net)                        | \$6,960                   |
| Other Assets                              | <u>\$1,378,584</u>        |
| <b>Total Assets</b>                       | <b>\$2,682,928</b>        |
| Current Liabilities                       | \$181,034                 |
| <b>Net Position</b>                       | <b><u>\$2,501,894</u></b> |
| <b>Total Liabilities and Fund Balance</b> | <b>\$2,682,928</b>        |

| <b>Fundraising</b>   |                 |
|--|-----------------|
| The School raised the following during the year ended June 30, 2021: |                 |
| Scholarship  | <u>\$64,114</u> |
| <b>Total Fundraising</b>   | <b>\$64,114</b> |

**CDCPS-R. Kingman Webster**

**Statement of Operating Revenues and Operating Expenses (Unaudited)**

|                                 | <b>FY 21 Actual*</b><br>(as of July 19, 2021) | <b>FY 2022 Budget</b><br>(July 1, 2021-June 30, 2022)<br>Approved by the Board of<br>Trustees on June 17, 2021) |
|---------------------------------|---|---|
| <b>Revenue</b>                  |   |   |
| Tuition                         | \$5,757,710                                   | \$6,493,503   |
| Grants (State & Federal)        | \$584,508                                     | \$844,582   |
| Medicaid (SPED)                 | \$35,767                                      | \$21,339  |
| Nutrition Programs              | \$78,318                                      | \$289,454   |
| Transportation and Other fees   | \$21  | \$44,788  |
| Donations                       | \$46,702                                      | \$67,166  |
| Other                           | <u>\$949</u>                                  | <u>\$10,000</u>   |
| <b>Total Operating Revenues</b> | <b>\$6,503,975</b>                            | <b>\$7,770,832</b>  |
| <b>Expenses</b>                 |   |   |
| Personnel                       | \$4,222,232                                   | \$4,746,596   |
| Other Direct Student Costs      | \$292,732                                     | \$932,649   |
| Occupancy                       | \$723,079                                     | \$748,679   |
| Equipment Renewal & Replacement | \$57,128                                      | \$85,000  |
| Other                           | <u>\$510,855</u>                              | <u>\$627,780</u>  |
| <b>Total Operating Expenses</b> | <b>\$5,806,026</b>                            | <b>\$7,140,704</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>Balance Sheet</b>                      |                    |
|---|--------------------|
| Current Assets                            | \$1,523,104        |
| Fixed Assets (net)                        | \$10,779           |
| Other Assets                              | <u>\$1,284,885</u> |
| <b>Total Assets</b>                       | <b>\$2,818,768</b> |
| Current Liabilities                       | \$209,401          |
| Net Position                              | <u>\$2,609,367</u> |
| <b>Total Liabilities and Fund Balance</b> | <b>\$2,818,768</b> |

| <b>Fundraising</b>   |                 |
|--|-----------------|
| The School raised the following during the year ended June 30, 2021: |                 |
| Scholarship  | <u>\$46,702</u> |
| <b>Total Fundraising</b>   | <b>\$46,702</b> |
|  |                 |
|  |                 |

**Enrollment Table**

| <b>FY22 Enrollment Table</b>                                    | <b>Gateway</b> | <b>Prospect</b> | <b>Webster</b> |
|---|----------------|-----------------|----------------|
| Number of students pre-enrolled via March 13, 2021 submission   | 400            | 400             | 400            |
| Number of students upon which FY22 budget tuition line is based | 400            | 400             | 400            |
| Number of expected students for FY22 first day of school        | 400            | 400             | 400            |

**Capital Plan for FY22**

**Community Day Charter Public School -Prospect**

Community Day Charter Public School hired a company to complete a capital needs assessment on all their school building. This study revealed the need for many capital improvements that include substantial renovations to our existing properties and/or the need to move the schools to new locations. Based on the results of this study plus the potential need for additional space (gymnasium, lab/science rooms and auditorium) in the coming years the school as deposited \$350,000 into a capital reserve account. We expect to develop a more detail capital plan with specific projects over the next 12-18 months. The funds in these accounts will not cover all our needs and therefore the current funds are expected to be spent as follows: 60% spent between FY22 and FY23 and 40% between FY24 and FY25.

**Community Day Charter Public School – Gateway**

Community Day Charter Public School hired a company to complete a capital needs assessment on all their school building. This study revealed the need for many capital improvements that include substantial renovations to our existing properties and/or the need to move the schools to new locations. Based on the results of this study plus the potential need for additional space (gymnasium, lab/science rooms, student breakout space and an auditorium) in the coming years the school as deposited \$950,000 into a capital reserve account. We expect to develop a more detail capital plan with specific projects over the next 12-18 months. The funds in these accounts will not cover all our needs and therefore the current funds are expected to be spent as follows: 20% spent between FY22 and FY23 and 40% between FY24 and FY25 with the balance being spent in FY26 & FY27.

**Community Day Charter Public School – Webster**

Community Day Charter Public School hired a company to complete a capital needs assessment on all their school building. This study revealed the need for many capital improvements that include substantial renovations to our existing properties and/or the need to move the schools to new locations. Based on the results of this study plus the potential need for additional outdoor space in the coming years the school as deposited \$350,000 into a capital reserve account. We expect to develop a more detail capital plan with specific projects over the next 12-18 months. The funds in these accounts will not cover all our needs and therefore the current funds are expected to be spent as follows: 20% spent between FY22 and FY23 and 80% between FY24 and FY25.

## Appendix A

### Accountability Plan Evidence 2020-21

**Mission:**

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

**2020-21 CDCPS-Prospect, Faithfulness to Charter**

|   | 2020-21<br>Performance<br>(Met/Partially<br>Met/Not met) | Evidence   |
|---|--|--|
| <b>Objective 1:</b> CDCPS-Prospect will have high academic achievement for its students compared to the Lawrence district and will enable its student to have high academic and personal choices after they graduate from the eighth grade.   |  |  |
| <b>Measure 1:</b> Annually, the average ranking of CDCPS-Prospect for all MCAS type ELA tested grade levels with all Lawrence elementary and middle public schools (excluding CDCPS-Gateway and CDCPS-R. Kingman Webster) will be in the top 15%, as measured by the percentage of students scoring in the top 2 achievement categories combined.     | <b>Not Met</b>   | *There was no MCAS ELA in 2020 due to COVID-19 to provide evidence for meeting this measure.     |
| <b>Measure 2:</b> Annually, the average ranking of CDCPS-Prospect for all MCAS type Math tested grade levels with all Lawrence elementary and middle public schools (excluding CDCPS-Gateway and CDCPS-R. Kingman Webster) will be in the top 15%, as measured by the percentage of students scoring in the top 2 achievement categories combined.    | <b>Not Met</b>   | *There was no MCAS Math in 2020 due to COVID-19 to provide evidence for meeting this measure.    |
| <b>Measure 3:</b> Annually, the average ranking of CDCPS-Prospect for all MCAS type Science tested grade levels with all Lawrence elementary and middle public schools (excluding CDCPS-Gateway and CDCPS-R. Kingman Webster) will be in the top 15%, as measured by the percentage of students scoring in the top 2 achievement categories combined. | <b>Not Met</b>   | *There was no MCAS Science in 2020 due to COVID-19 to provide evidence for meeting this measure. |
| <b>Measure 4:</b> Annually, 80% of public or private  | <b>Not Met</b>   | 70% of public or private   |

| <p>secondary school institutions that enroll CDCPS-Prospect graduates and that base their admission on student achievement will agree or strongly agree that CDCPS students whom they enrolled were well prepared for academic and personal success with a 70% response rate from schools.</p>   |                    | <p>secondary school institutions that enrolled CDCPS-Prospect graduates and that based their admission on student achievement agreed or strongly agreed (on a scale of strongly agree, agree, neutral, disagree, or strongly disagree) that CDCPS students whom they enrolled were well prepared for academic and personal success with a 60% response rate.</p> |  |          |               |                    |                            |       |
|--|--------------------|--|--|----------|---------------|--------------------|----------------------------|-------|
| <p><b>Objective 2:</b> CDCPS-Prospect will focus on each child succeeding academically and socially through individualized instruction.</p>  |                    |  |  |          |               |                    |                            |       |
| <p><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.</p>   | <p><b>Met</b></p>  | <p>Personal Education Goals (PEGs) were developed each term, three times, during the 2020-2021 school year for all CDCPS-Prospect students.</p>  |  |          |               |                    |                            |       |
| <p><b>Measure 2:</b> Everyday, for each core subject and for each class at CDCPS-Prospect, 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><b>Met</b></p>  | <p>Student action plans were completed by teachers after each internal assessment during the 2020-2021 school year for all CDCPS-Prospect students.</p>  |  |          |               |                    |                            |       |
| <p><b>Measure 3:</b> Individual learning – Annually, 80% of parents agree or strongly agree that CDCPS-Prospect “consistently uses a variety of teaching methods to promote attention to the individual learning styles of each child.” Annual surveys sent to each CDCPS-Prospect family with a desired 50% response rate.</p>                        | <p><b>Met</b></p>  | <p>2020-21 Parent Survey Results</p> <table border="1" data-bbox="1003 1287 1365 1604"> <thead> <tr> <th></th> <th>Prospect</th> </tr> </thead> <tbody> <tr> <td>Response Rate</td> <td>52.5% (210 of 400)</td> </tr> <tr> <td>Individual Learning Styles</td> <td>84.3%</td> </tr> </tbody> </table>  |  | Prospect | Response Rate | 52.5% (210 of 400) | Individual Learning Styles | 84.3% |
|  | Prospect           |  |  |          |               |                    |                            |       |
| Response Rate  | 52.5% (210 of 400) |  |  |          |               |                    |                            |       |
| Individual Learning Styles   | 84.3%              |  |  |          |               |                    |                            |       |
| <p><b>Objective 3:</b> CDCPS-Prospect will have programs and policies that encourage strong parent involvement in their child’s education.</p>   |                    |  |  |          |               |                    |                            |       |
| <p><b>Measure 1:</b> Annually, the first parent teacher conference in December will have 100% parent participation.</p>  | <p><b>Met</b></p>  | <p>The first parent teacher conference in the year had 100% (400 of 400) parent participation.</p>   |  |          |               |                    |                            |       |
| <p><b>Measure 2:</b> Parent involvement – annually, 80% of parents agree or strongly agree that CDCPS-</p>   | <p><b>Met</b></p>  | <p>2020-21 Parent Survey Results</p>   |  |          |               |                    |                            |       |

|   |                    |  |  |          |               |                    |                             |       |                       |       |
|---|--------------------|--|--|----------|---------------|--------------------|-----------------------------|-------|-----------------------|-------|
| Prospect provides them with multiple opportunities to partner and share in their child’s school experience. Annual surveys sent to each CDCPS-Prospect family with a desired 50% response rate.   |                    | <table border="1"> <tr> <td></td> <td>Prospect</td> </tr> <tr> <td>Response Rate</td> <td>52.5% (210 of 400)</td> </tr> <tr> <td>Parent Involvement</td> <td>89%</td> </tr> </table>   |  | Prospect | Response Rate | 52.5% (210 of 400) | Parent Involvement          | 89%   |                       |       |
|   | Prospect           |  |  |          |               |                    |                             |       |                       |       |
| Response Rate   | 52.5% (210 of 400) |  |  |          |               |                    |                             |       |                       |       |
| Parent Involvement  | 89%                |  |  |          |               |                    |                             |       |                       |       |
| <b>Objective 4:</b> CDCPS-Prospect 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-Prospect 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-Prospect family with a desired 50% response rate.                             | <b>Met</b>         | 2020-21 Parent Survey Results <table border="1"> <tr> <td></td> <td>Prospect</td> </tr> <tr> <td>Response Rate</td> <td>52.5% (210 of 400)</td> </tr> <tr> <td>Scholastic Achievement</td> <td>91%</td> </tr> </table>   |  | Prospect | Response Rate | 52.5% (210 of 400) | Scholastic Achievement      | 91%   |                       |       |
|   | Prospect           |  |  |          |               |                    |                             |       |                       |       |
| Response Rate   | 52.5% (210 of 400) |  |  |          |               |                    |                             |       |                       |       |
| Scholastic Achievement  | 91%                |  |  |          |               |                    |                             |       |                       |       |
| <b>Measure 2:</b> Social environment – annually, 80% of parents agree or strongly agree that CDCPS-Prospect consistently adheres to: 1.) Physical and emotional safety for each student and faculty member of the school community; and 2.) Respect by students and faculty for the multi-cultural aspects of the Lawrence community. Annual surveys sent to each CDCPS-Prospect family with a desired 50% response rate. | <b>Met</b>         | 2020-21 Parent Survey Results <table border="1"> <tr> <td></td> <td>Prospect</td> </tr> <tr> <td>Response Rate</td> <td>52.5% (210 of 400)</td> </tr> <tr> <td>Physical &amp; Emotional Safety</td> <td>85.1%</td> </tr> <tr> <td>Multicultural Aspects</td> <td>88.1%</td> </tr> </table> |  | Prospect | Response Rate | 52.5% (210 of 400) | Physical & Emotional Safety | 85.1% | Multicultural Aspects | 88.1% |
|   | Prospect           |  |  |          |               |                    |                             |       |                       |       |
| Response Rate   | 52.5% (210 of 400) |  |  |          |               |                    |                             |       |                       |       |
| Physical & Emotional Safety   | 85.1%              |  |  |          |               |                    |                             |       |                       |       |
| Multicultural Aspects   | 88.1%              |  |  |          |               |                    |                             |       |                       |       |
| <b>Objective 5:</b> CDCPS-Prospect will celebrate the culture and community of Lawrence.  |                    |  |  |          |               |                    |                             |       |                       |       |
| <b>Measure 1:</b> Cultural Respect – annually, 80% of parents agree or strongly agree that CDCPS-Prospect students and faculty consistently respect the multi-cultural aspects of the Lawrence community. Annual surveys sent to each CDCPS-Prospect family with a desired 50% response rate.   | <b>Met</b>         | 2020-21 Parent Survey Results <table border="1"> <tr> <td></td> <td>Prospect</td> </tr> <tr> <td>Response Rate</td> <td>52.5% (210 of 400)</td> </tr> <tr> <td>Multicultural Aspects</td> <td>88.1%</td> </tr> </table>  |  | Prospect | Response Rate | 52.5% (210 of 400) | Multicultural Aspects       | 88.1% |                       |       |
|   | Prospect           |  |  |          |               |                    |                             |       |                       |       |
| Response Rate   | 52.5% (210 of 400) |  |  |          |               |                    |                             |       |                       |       |
| Multicultural Aspects   | 88.1%              |  |  |          |               |                    |                             |       |                       |       |
| <b>Measure 2:</b> Each year, CDCPS-Prospect 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.   |  |          |               |                    |                             |       |                       |       |

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

|   | 2020-21<br>Performance<br>(Met/Partially<br>Met/Not met) | Evidence  |
|---|--|---|
| <p><b>Objective 1:</b> CDCPS-Prospect 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.</p>       |  |   |
| <p><b>Measure 1:</b> During each year of the charter term, the network of TCG will organize and CDCPS-Prospect 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.</p> | <p><b>Partially Met</b></p>                              | <p>*With COVID-19 CDCPS-Prospect held no outside dissemination workshops for 2020-21, however, CDCPS-Prospect 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>During the summer of 2020 CDCPS continued to exchange best practices for BPS to consider as each school developed reopening plans, curriculum, and methods of instruction and coaching.</p> |

|  |            |   |
|--|------------|---|
| <b>Objective 2:</b> CDCPS-Prospect 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-Prospect 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> | CDCPS-Prospect continued sharing of remote learning materials related to implementation of an interdisciplinary approach to instruction during the 2020-2021 school year. |

**2020-21 CDCPS-Gateway and CDCPS-R. Kingman Webster**

|  | <b>2020-21 Performance (Met/Partially Met/Not met)</b> | <b>Evidence</b>   |
|--|--|---|
| <b>Objective 1:</b> CDCPS-Gateway and CDCPS R. Kingman Webster will have high academic achievement for its students compared to the Lawrence district.   |  |   |
| <b>Measure 1:</b> Annually, the average ranking (for all MCAS type ELA tested grade levels at CDCPS-Gateway) of CDCPS-Gateway with all Lawrence elementary and middle public schools (excluding CDCPS-Prospect and CDCPS-R. Kingman Webster) will be in the top 20%, as measured by the percentage of students scoring in the top 2 achievement categories combined. | <b>Not Met</b>   | *There was no MCAS ELA in 2020 due to COVID-19 to provide evidence for meeting this measure.  |
| <b>Measure 2:</b> Annually, the average ranking (for all MCAS type Math tested grade levels at CDCPS-Gateway) of CDCPS-Gateway with all Lawrence elementary and middle public schools (excluding CDCPS-Prospect and CDCPS-R. Kingman Webster) will be in the top 20%, as measured by the percentage of students scoring in the top 2 achievement categories          | <b>Not Met</b>   | *There was no MCAS Math in 2020 due to COVID-19 to provide evidence for meeting this measure. |

| combined.  |                |   |  |         |         |                            |     |       |
|--|----------------|---|--|---------|---------|----------------------------|-----|-------|
| <b>Measure:</b> Annually, the average ranking (for all MCAS type Science tested grade levels at CDCPS-Gateway) of CDCPS-Gateway with all Lawrence elementary and middle public schools (excluding CDCPS-Prospect and CDCPS-R. Kingman Webster) will be in the top 20%, as measured by the percentage of students scoring in the top 2 achievement categories combined. | <b>Not Met</b> | *There was no MCAS Science in 2020 due to COVID-19 to provide evidence for meeting this measure.  |  |         |         |                            |     |       |
| <b>Objective 2:</b> CDCPS-Gateway and CDCPS R. Kingman Webster 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 each CDCPS-Gateway and CDCPS-R. Kingman Webster student each year.  | <b>Met</b>     | Personal Education Goals (PEGs) were developed each term, three times, during the 2020-2021 school year for all CDCPS-Gateway and CDCPS-R. Kingman Webster students.  |  |         |         |                            |     |       |
| <b>Measure 2:</b> Everyday, For each core subject and for each class at CDCPS-Gateway and CDCPS-R. Kingman Webster, differentiated instruction will occur in each classroom.   | <b>Met</b>     | Differentiated instruction occurred in all CDCPS-Gateway and CDCPS-R. Kingman Webster classroom during the 2020-2021 school year as evidence by classroom lesson plans and action plans.  |  |         |         |                            |     |       |
| <b>Measure 3:</b> Individual learning – Annually, 75% of parents agree or strongly agree that CDCPS-Gateway/Webster “consistently uses a variety of teaching methods to promote attention to the individual learning styles of each child.”  | <b>Met</b>     | 2020-21 Parent Survey Results: <table border="1" data-bbox="789 1255 1325 1396"> <thead> <tr> <th></th> <th>Gateway</th> <th>Webster</th> </tr> </thead> <tbody> <tr> <td>Individual Learning Styles</td> <td>85%</td> <td>80%</td> </tr> </tbody> </table> |  | Gateway | Webster | Individual Learning Styles | 85% | 80%   |
|  | Gateway        | Webster   |  |         |         |                            |     |       |
| Individual Learning Styles   | 85%            | 80%   |  |         |         |                            |     |       |
| <b>Objective 3:</b> CDCPS-Gateway and CDCPS- R. Kingman Webster 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% (400 of 400) parent participation for CDCPS-Gateway and CDCPS-R. Kingman Webster.  |  |         |         |                            |     |       |
| <b>Measure 2:</b> Parent involvement – annually, 75% of parents agree or strongly agree that CDCPS-Gateway/Webster provides them   | <b>Met</b>     | 2020-21 Parent Survey Results <table border="1" data-bbox="789 1791 1325 1894"> <thead> <tr> <th></th> <th>Gateway</th> <th>Webster</th> </tr> </thead> <tbody> <tr> <td>Parent</td> <td>83%</td> <td>88.3%</td> </tr> </tbody> </table>                    |  | Gateway | Webster | Parent                     | 83% | 88.3% |
|  | Gateway        | Webster   |  |         |         |                            |     |       |
| Parent   | 83%            | 88.3%   |  |         |         |                            |     |       |

| with multiple opportunities to partner and share in their child’s school experience.   |            | Involvement  |  |  |  |         |         |                             |       |       |                       |       |       |
|--|------------|--|--|--|--|---------|---------|-----------------------------|-------|-------|-----------------------|-------|-------|
| <b>Objective 4:</b> CDCPS-Gateway and CDCPS R. Kingman Webster will ensure that parents have positive feelings about their child’s experience at school.   |            |  |  |  |  |         |         |                             |       |       |                       |       |       |
| <b>Measure 1:</b> Academic learning - annually, 75% of parents agree or strongly agree that CDCPS-Gateway/Webster consistently uses a variety of teaching methods to promote High scholastic achievement for all students in English Language Arts, Mathematics, Science, Social Studies, and Use of Technology.                           | <b>Met</b> | 2020-21 Parent Survey Results <table border="1" data-bbox="789 443 1325 583"> <thead> <tr> <th></th> <th>Gateway</th> <th>Webster</th> </tr> </thead> <tbody> <tr> <td>Scholastic Achievement</td> <td>89.6%</td> <td>88.3%</td> </tr> </tbody> </table>   |  |  |  | Gateway | Webster | Scholastic Achievement      | 89.6% | 88.3% |                       |       |       |
|  | Gateway    | Webster  |  |  |  |         |         |                             |       |       |                       |       |       |
| Scholastic Achievement   | 89.6%      | 88.3%  |  |  |  |         |         |                             |       |       |                       |       |       |
| <b>Measure 2:</b> Social environment – annually, 75% of parents agree or strongly agree that CDCPS-Gateway/Webster consistently adheres to: 1) Physical and emotional safety for each student and faculty member of the school community; and 2) Respect by students and faculty for the multi-cultural aspects of the Lawrence community. | <b>Met</b> | 2020-21 Parent Survey Results <table border="1" data-bbox="789 814 1325 1045"> <thead> <tr> <th></th> <th>Gateway</th> <th>Webster</th> </tr> </thead> <tbody> <tr> <td>Physical &amp; Emotional Safety</td> <td>87.4%</td> <td>84.2%</td> </tr> <tr> <td>Multicultural Aspects</td> <td>89.9%</td> <td>89.2%</td> </tr> </tbody> </table> |  |  |  | Gateway | Webster | Physical & Emotional Safety | 87.4% | 84.2% | Multicultural Aspects | 89.9% | 89.2% |
|  | Gateway    | Webster  |  |  |  |         |         |                             |       |       |                       |       |       |
| Physical & Emotional Safety  | 87.4%      | 84.2%  |  |  |  |         |         |                             |       |       |                       |       |       |
| Multicultural Aspects  | 89.9%      | 89.2%  |  |  |  |         |         |                             |       |       |                       |       |       |
| <b>Objective 5:</b> CDCPS-Gateway and CDCPS-R. Kingman Webster will celebrate the culture and community of Lawrence.   |            |  |  |  |  |         |         |                             |       |       |                       |       |       |
| <b>Measure 1:</b> Cultural Respect – annually, 75% of parents agree or strongly agree that CDCPS-Gateway/Webster students and faculty consistently respect the multi-cultural aspects of the Lawrence community.   | <b>Met</b> | 2020-21 Parent Survey Results <table border="1" data-bbox="789 1299 1325 1440"> <thead> <tr> <th></th> <th>Gateway</th> <th>Webster</th> </tr> </thead> <tbody> <tr> <td>Multicultural Aspects</td> <td>89.9%</td> <td>89.2%</td> </tr> </tbody> </table>  |  |  |  | Gateway | Webster | Multicultural Aspects       | 89.9% | 89.2% |                       |       |       |
|  | Gateway    | Webster  |  |  |  |         |         |                             |       |       |                       |       |       |
| Multicultural Aspects  | 89.9%      | 89.2%  |  |  |  |         |         |                             |       |       |                       |       |       |
| <b>Measure 2:</b> Each year, CDCPS-Gateway/Webster will incorporate at least one unit of study on the city and culture of Lawrence at each grade level each year kindergarten through grade 8.   | <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.   |  |  |  |         |         |                             |       |       |                       |       |       |

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

|  | 2020-21<br>Performance<br>(Met/Partially<br>Met/Not met) | Evidence  |
|--|--|---|
| <p><b>Objective 1: In the course of assisting in the turnaround of the district Community Day Arlington (CDA) school, CDCPS-Gateway/CDCPS-R. Kingman Webster will share strategies for differentiation in ELA and Math.</b></p>  |  |   |
| <p><b>Measure 1:</b> During the charter term, the network of TCG will organize and CDCPS-Gateway/Webster teachers will conduct at least 5 workshops for teachers at CDA from the following list of topics, training these teachers in strategies for differentiation in ELA and Math, data analysis in ELA and Math, writing, problem-based learning strategies in Math, and checks for understanding in ELA and Math.</p> | <p><b>Not Met</b></p>                                    | <p>*With COVID-19 and the end of our contractual relationship with CDA (ending on 6/30/20), CDCPS-Gateway and CDCPS-R. Kingman Webster held no outside dissemination workshops for 2020-21.</p> |
| <p><b>Measure 2:</b> During the charter term, identified teachers from CDCPS-Gateway/Webster will conduct ongoing professional development and technical assistance with the integration of technology into daily curriculum and assessments directly with teachers from CDA.</p>  | <p><b>Not Met</b></p>                                    | <p>*With COVID-19 and the end of our contractual relationship with CDA (ending on 6/30/20), CDCPS-Gateway and CDCPS-R. Kingman Webster held no outside dissemination workshops for 2020-21.</p> |

## Appendix B

### Community Day Charter Public Schools Recruitment and Retention Plans

#### CDCPS-Prospect Recruitment Plan

2021-22

School Name: Community Day Charter Public School-Prospect

##### 2020-21 Implementation Summary:

The application deadline for CDCPS was February 5, 2021, followed by the lottery held together for each school on March 3, 2021. This was our fifth year using online applications and the third year which families could apply for three schools on one application. 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. With the COVID-19 pandemic we did not offer in-person resource hours as in year's past, however, we were available by phone or email continually throughout the application period. As well, our Open House (January 27<sup>th</sup> at 6pm) our lottery were held virtually via Zoom due to the pandemic. The online applications continue to be a success, with 2,162 total applications for all Community Day Charter Public Schools for the 114 anticipated openings.

CDPCS-Prospect had 41 openings with 14 seats being offered to siblings in our new class. Students selected and accepting enrollment for school year 2021-22 will not be enrolled until after August 1, 2021 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, 2021 SIMS report.

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

##### General Recruitment Activities for 2021-22:

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

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

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

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

**Special education students/students with disabilities**

**(b) 2020-21 Strategies**

- Met GNT/CI: no enhanced/additional strategies needed
- Leaflets and the mailing to students in the sending district will articulate that the school is public and services all students, including those in need of special education services.
  - Leaflets will be distributed to the local Early Intervention program offices, supplemented with additional information provided to all child care facilities in the Lawrence area about our Special Education services.
  - Information about special education at the school will be incorporated into information presented at open house events. The SPED discussions will be a major part of the open house events.
  - Develop communications with MSPCC (Mass Society for Prevention of Cruelty to Children) and DCF (Department of Children and Families) to encourage the referral of students with disabilities.
  - Enhance communications with Early Intervention at the Professional Center for Child Development.
  - Invite families of children with disabilities enrolled in the Head Start Program and in mental health treatment programs provided by Family Services of the Merrimack Valley to information sessions focused on special education programs and inclusion models.
  - Ensure special education representatives are present at all open houses.
  - All recruitment materials explicitly state in the languages spoken by the families that children with special needs are welcome at our school.
  - 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) 2020-21 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).

**(a) CHART data**

**School percentage:**  
12.3%

**GNT percentage:** N/A  
**CI percentage:** 13.2%

The school is below the CI percentages

**Limited English-proficient students/English learners**

**(a) CHART data**

**School percentage:**  
24.1%

**GNT percentage:** N/A  
**CI percentage:** 26.6%

**(b) 2020-2021 Strategies**

- Met GNT/CI: no enhanced/additional strategies needed
- 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.

|   |  |
|---|--|
| <p>The school is below CI percentages</p> | <ul style="list-style-type: none"> <li>• Media placement will include communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper.</li> <li>• 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.</li> </ul>  |
|   | <p align="center"><b>(c) 2021-22 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>• Leave translated copies of our flyers and applications at adult ESL programs in the community (1-2 years).</li> <li>• Provided translators for families touring the school (1-2 years).</li> <li>• Disseminate translated materials at cultural celebrations and citywide recreational events (1-2 years).</li> </ul> |

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

|  |   |
|--|---|
| <p><b>(a) CHART data</b></p> <p><b>School percentage:</b><br/>62.7%</p> <p><b>GNT percentage:</b><br/>59.3%</p> <p><b>CI percentage:</b> 71.1%</p> <p>The school is above GNT percentage and below CI percentage</p> | <p align="center"><b>(b) 2020-21 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, Boys/Girls Club, MA Department of Transitional Assistance).</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> <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 align="center"><b>(c) 2021-22 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>• Promotional materials and Open House announcements made at local Head Start sites (1-2 years).</li> </ul> |
|--|---|

|   |  |
|---|--|
| <u>Students who are sub-proficient</u>  | <p style="text-align: center;"><b>(d) 2020-21 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 style="text-align: center;"><b>(e) 2020-21 Strategies</b></p> <ul style="list-style-type: none"> <li>• The schools will attract/enroll a population of students who are at risk of dropping out of school, with risk factors including low socioeconomic status, low education level of parents, family disruption, low achievement in school, having a learning disability or emotional disturbance, and low engagement with school.</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 as well as ValleyWorks Career Center.</li> </ul> |
| <u>Students who have dropped out of school</u>  | <p style="text-align: center;"><b>(f) 2020-21 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>  |
| <b>OPTIONAL</b><br><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u> | <p style="text-align: center;"><b>(g) 2020-21 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>  |

**CDCPS-Prospect Retention Plan  
2021-22**

**Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2020-21 Retention Plan.**

**2020-21 Implementation Summary:**

We are reporting on the 2020-21 Retention Rate (100% minus Attrition Rate):

- EL retention rates: 98%
- Low Income retention rates: 99%
- Special Education retention rates: 93.9%

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

| Overall Student Retention Goal                         |   |
|--|---|
| <b>Annual goal for student retention (percentage):</b> | <u>95%</u><br>The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: EL (88.5%); Low Income (90.1%); and Special Education (91.3%) |

| <b>Retention Plan –Strategies</b><br>List strategies for retention activities for <u>each</u> demographic group.   |  |
|--|--|
| <b>Special education students/students with disabilities</b>   |  |
| <p style="text-align: center;"><u>(a) CHART data</u></p> <p><b>School percentage:</b> 6.1%<br/><b>Third Quartile:</b> 11.2%</p> <p>The school is below third quartile percentages.</p> | <p style="text-align: center;"><b>(b) 2020-21 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: 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>  |
|  | <p style="text-align: center;"><b>(c) 2021-22 Additional Strategy(ies), if needed</b></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>   |
| <b>Limited English-proficient students/English learners</b>  |  |
| <p style="text-align: center;"><u>(a) CHART data</u></p> <p><b>School percentage:</b> 2.0%<br/><b>Third Quartile:</b> 10.5%</p> <p>The school is below third quartile percentages.</p> | <p style="text-align: center;"><b>(b) 2020-21 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: 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 English. Assessments will track students’ progress in developing listening, speaking, reading, and writing skills.</li> <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 Association of Parents in Action, a bilingual group which meets to discuss topics related to children’s education and the community.</li> </ul> |
|  | <p style="text-align: center;"><b>(c) 2021-22 Additional Strategy(ies), if needed</b></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-</p>  |

|  |   |
|--|---|
|  | 3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.   |
| <b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>   |   |
| <p><b>(a) CHART data</b></p> <p>School percentage: 1.0%<br/>Third Quartile: 11.6%</p> <p>The school is below third quartile percentages.</p> | <p style="text-align: center;"><b>(b) 2020-21 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: 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 style="text-align: center;"><b>(c) 2021-22 Additional Strategy(ies), if needed</b></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 style="text-align: center;"><b>(d) 2020-21 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 and ensure that "No child is left behind."</li> </ul>   |
| <p><u>Students at risk of dropping out of school</u></p>   | <p style="text-align: center;"><b>(e) 2020-21 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 schools and the community.</li> </ul> |
| <p><u>Students who have dropped out of school</u></p>  | <p style="text-align: center;"><b>(f) 2020-21 Strategies</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>   |
| <p><b>OPTIONAL</b></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>                     | <p style="text-align: center;"><b>(g) 2020-21 Strategies</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>   |

# CDCPS-Gateway Recruitment Plan

## 2021-22

School Name: Community Day Charter Public School-Gateway

### 2020-21 Implementation Summary:

The application deadline for CDCPS was February 5, 2021, followed by the lottery held together for each school on March 3, 2021. This was our fifth year using online applications and the third year which families could apply for three schools on one application. 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. With the COVID-19 pandemic we did not offer in-person resource hours as in year's past, however, we were available by phone or email continually throughout the application period. As well, our Open House (January 26<sup>th</sup> at 6pm) our lottery were held virtually via Zoom due to the pandemic. The online applications continue to be a success, with 2,162 total applications for all Community Day Charter Public Schools for the 114 anticipated openings.

CDPCS-Gateway had 38 openings with 18 seats being offered to siblings in our new class. Students selected and accepting enrollment for school year 2021-22 will not be enrolled until after August 1, 2021 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, 2021 SIMS report.

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

#### General Recruitment Activities for 2021-22:

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

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

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

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

**Special education students/students with disabilities**

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| <p><b>(a) CHART data</b></p> <p><b>School percentage:</b><br/>11.5%</p> <p><b>GNT percentage:</b><br/>11.5%</p> <p><b>CI percentage:</b> 13.2%</p> <p>The school is at GNT percentage and below CI percentage</p> | <p align="center"><b>(b) 2020-21 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Leaflets and the mailing to students in the sending district will articulate that the school is public and services all students, including those in need of special education services.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Enhance communications with Early Intervention at the Professional Center for Child Development.</li> <li>• 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.</li> <li>• Ensure special education representatives are present at all open houses.</li> <li>• All recruitment materials explicitly state in the languages spoken by the families that children with special needs are welcome at our school.</li> <li>• The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information.</li> <li>• 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.</li> </ul> <p align="center"><b>(c) 2021-22 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> <li>• Promotional materials direct prospective families to the school website for contact information and details about programs, events, and special needs services (1-2 years).</li> </ul> |
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**Limited English-proficient students/English learners**

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|---|---|
| <p><b>(a) CHART data</b></p> <p><b>School percentage:</b><br/>19.5%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 26.6%</p> <p>The school is below</p> | <p align="center"><b>(b) 2020-21 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 communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper.</li> </ul> |
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| <p>CI percentages</p> | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
|                       | <p align="center"><b>(c) 2021-22 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>Leave translated copies of our flyers and applications at adult ESL programs in the community (1-2 years).</li> <li>Provided translators for families touring the school (1-2 years).</li> <li>Disseminate translated materials at cultural celebrations and citywide recreational events (1-2 years).</li> </ul> |

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

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| <p><b>(a) CHART data</b></p> <p><b>School percentage:</b><br/>64.8%</p> <p><b>GNT percentage:</b><br/>63.1%</p> <p><b>CI percentage:</b> 71.1%</p> <p>The school is above GNT percentage and below CI percentage</p> | <p align="center"><b>(b) 2020-21 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, Boys/Girls Club, MA Department of Transitional Assistance).</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> <li>Establish communications with and disseminate recruitment materials to the new Preschool Expansion Grant Programs that will serve low-income 4 year old children beginning in August 2016.</li> <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>Make contact with community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc.</li> </ul> <p align="center"><b>(c) 2021-22 Additional Strategy(ies), if needed</b></p> |
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|   | <ul style="list-style-type: none"> <li>☒ Did not meet GNT/CI: additional and/or enhanced strategies below: <ul style="list-style-type: none"> <li>• Provide child care at one or more information sessions (1-2 years).</li> <li>• Promotional materials and Open House announcements made at local Head Start sites (1-2 years).</li> </ul> </li> </ul>  |
| <u>Students who are sub-proficient</u>  | <p style="text-align: center;"><b>(d) 2020-21 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 style="text-align: center;"><b>(e) 2020-21 Strategies</b></p> <ul style="list-style-type: none"> <li>• The schools will attract/enroll a population of students who are at risk of dropping out of school, with risk factors including low socioeconomic status, low education level of parents, family disruption, low achievement in school, having a learning disability or emotional disturbance, and low engagement with school.</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 and ValleyWorks Career Center.</li> </ul> |
| <u>Students who have dropped out of school</u>  | <p style="text-align: center;"><b>(f) 2020-21 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>   |
| <b>OPTIONAL</b><br><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u> | <p style="text-align: center;"><b>(g) 2020-21 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>   |

## CDCPS-Gateway Retention Plan 2021-21

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| <p><b>Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2020-21 Retention Plan.</b></p>  |
| <p style="text-align: center;"><b>2020-21 Implementation Summary:</b></p> <p>We are reporting on the 2020-21 Retention Rate (100% minus Attrition Rate):</p> <ul style="list-style-type: none"> <li>• EL retention rates: 98.6%</li> <li>• Low Income retention rates: 99.5%</li> <li>• Special Education retention rates: 97.6%</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                  |  |
|---|--|
| Annual goal for student retention (percentage): | <p style="text-align: center;"><u>95%</u></p> <p>The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: EL (90.6%); Low Income (90.1%); and Special Education (91.3%)</p> |

| Retention Plan –Strategies  |  |
|---|--|
| List strategies for retention activities for <u>each</u> demographic group.   |  |
| <b>Special education students/students with disabilities</b>  |  |
| <p><b>(a) CHART data</b></p> <p>School percentage: 2.4%</p> <p>Third Quartile: 10.9%</p> <p>The school is below third quartile percentages.</p> | <p style="text-align: center;"><b>(b) 2020-21 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: 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>  |
|   | <p style="text-align: center;"><b>(c) 2021-22 Additional Strategy(ies), if needed</b></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>   |
| <b>Limited English-proficient students/English learners</b>   |  |
| <p><b>(a) CHART data</b></p> <p>School percentage: 1.4%</p> <p>Third Quartile: 10.5%</p> <p>The school is below third quartile percentages.</p> | <p style="text-align: center;"><b>(b) 2020-21 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: 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 English. Assessments will track students’ progress in developing listening, speaking, reading, and writing skills.</li> <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 Association of Parents in Action, a bilingual group that discusses topics like children’s education and community.</li> </ul> |
|   | <p style="text-align: center;"><b>(c) 2021-22 Additional Strategy(ies), if needed</b></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-</p>  |

|  |   |
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|  | 3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies  |
| <b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>   |   |
| <p><b>(a) CHART data</b></p> <p>School percentage: 0.5%<br/>Third Quartile: 12.1%</p> <p>The school is below third quartile percentages.</p> | <p style="text-align: center;"><b>(b) 2020-21 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: 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 style="text-align: center;"><b>(c) 2021-22 Additional Strategy(ies), if needed</b></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 style="text-align: center;"><b>(d) 2020-21 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 and ensure that "No child is left behind."</li> </ul>   |
| <p><u>Students at risk of dropping out of school</u></p>   | <p style="text-align: center;"><b>(e) 2020-21 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 schools and the community.</li> </ul> |
| <p><u>Students who have dropped out of school</u></p>  | <p style="text-align: center;"><b>(f) 2020-21 Strategies</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>   |
| <p><b>OPTIONAL</b></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>                     | <p style="text-align: center;"><b>(g) 2020-21 Strategies</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>   |

# CDCPS-R. Kingman Webster Recruitment Plan

## 2021-22

School Name: Community Day Charter Public School-Webster

### 2020-21 Implementation Summary:

The application deadline for CDCPS was February 5, 2021, followed by the lottery held together for each school on March 3, 2021. This was our fifth year using online applications and the third year which families could apply for three schools on one application. 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. With the COVID-19 pandemic we did not offer in-person resource hours as in year's past, however, we were available by phone or email continually throughout the application period. As well, our Open House (January 28<sup>th</sup> at 6pm) our lottery were held virtually via Zoom due to the pandemic. The online applications continue to be a success, with 2,162 total applications for all Community Day Charter Public Schools for the 114 anticipated openings.

CDPCS-Webster had 35 openings with 17 seats being offered to siblings in our new class. Students selected and accepting enrollment for school year 2021-22 will not be enrolled until after August 1, 2021 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, 2021 SIMS report.

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

#### General Recruitment Activities for 2021-22:

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

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

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

### Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

**Special education students/students with disabilities**

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|---|--|
| <p><b>(a) CHART data</b></p> <p>School percentage: 10.8%</p> <p>GNT percentage: 10.2%</p> <p>CI percentage: 13.2%</p> <p>The school is above GNT percentages and below CI percentages</p> | <p><b>(b) 2020-21 Strategies</b></p>   |
|   | <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Leaflets and the mailing to students in the sending district will articulate that the school is public and services all students, including those in need of special education services.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Enhance communications with Early Intervention at the Professional Center for Child Development.</li> <li>• 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.</li> <li>• Ensure special education representatives are present at all open houses.</li> <li>• All recruitment materials explicitly state in the languages spoken by the families that children with special needs are welcome at our school.</li> </ul> |
|   | <p><b>(c) 2021-22 Additional Strategy(ies), if needed</b></p>  |
|   | <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> <li>• Promotional materials direct prospective families to the school website for contact information and details about programs, events, and special needs services (1-2 years).</li> </ul>  |

**Limited English-proficient students/English learners**

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|---|--|
| <p><b>(a) CHART data</b></p> <p>School percentage: 20.8%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 26.6%</p> <p>The school is below CI percentages</p> | <p><b>(b) 2020-21 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 communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper.</li> <li>• 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.</li> <li>• Bilingual or multilingual staff available during the open houses and information sessions.</li> </ul> |
|   | <p><b>(c) 2021-22 Additional Strategy(ies), if needed</b></p>  |

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|  | <input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:<br>Include the time allotted for each strategy for data change. <ul style="list-style-type: none"> <li>• Leave translated copies of our flyers and applications at adult ESL programs in the community (1-2 years).</li> <li>• Promotional materials and Open House announcements made at regional Head Start sites (1-2 years).</li> </ul>   |
| <b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b>   |   |
| <p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 60.3%<br/> <b>GNT percentage:</b> 58.8%<br/> <b>CI percentage:</b> 71.1%</p> <p>The school is above GNT percentages and below CI percentages</p> | <p style="text-align: center;"><b>(b) 2020-21 Strategies</b></p> <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed <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, Boys/Girls Club, MA Department of Transitional Assistance).</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> <li>• Establish communications with and disseminate recruitment materials to the new Preschool Expansion Grant Programs that will serve low-income 4 year old children beginning in August 2015.</li> <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> </ul> <p style="text-align: center;"><b>(c) 2021-22 Additional Strategy(ies), if needed</b></p> <input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:<br>Include the time allotted for each strategy for data change. <ul style="list-style-type: none"> <li>• Provide child care at one or more information sessions (1-2 years).</li> <li>• Promotional materials and Open House announcements made at local Head Start sites (1-2 years).</li> </ul> |
| <p><u>Students who are sub-proficient</u></p>  | <p style="text-align: center;"><b>(d) 2020-21 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>  |

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| <u>Students at risk of dropping out of school</u>  | <p align="center"><b>(e) 2020-21 Strategies</b></p> <ul style="list-style-type: none"> <li>The schools will attract/enroll a population of students who are at risk of dropping out of school, with risk factors including low socioeconomic status, low education level of parents, family disruption, low achievement in school, having a learning disability or emotional disturbance, and low engagement with school.</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 and ValleyWorks Career Center.</li> </ul> |
| <u>Students who have dropped out of school</u>   | <p align="center"><b>(f) 2020-21 Strategies</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>   |
| <p align="center"><b>OPTIONAL</b></p> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u> | <p align="center"><b>(g) 2020-21 Strategies</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>   |

**CDCPS-R. Kingman Webster Retention Plan  
2021-22**

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| <p><b>Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2020-21 Retention Plan.</b></p>   |
| <p align="center"><b>2020-21 Implementation Summary:</b></p> <p>We are reporting on the 2020-21 Retention Rate (100% minus Attrition Rate):</p> <ul style="list-style-type: none"> <li>EL retention rates: 98.8%</li> <li>Low Income retention rates: 98.9%</li> <li>Special Education retention rates: 100%</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> |

| <p align="center"><b>Overall Student Retention Goal</b></p>   |   |
|---|---|
| <p><b>Annual goal for student retention (percentage):</b></p> | <p align="center"><u>95%</u></p> <p>The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: EL (88.5%); Low Income (90.1%); and Special Education (91.3%)</p> |

**Retention Plan –Strategies**  
**List strategies for retention activities for each demographic group.**  
**Special education students/students with disabilities**

|  |   |
|--|---|
| <p><b>(a) CHART data</b></p> <p>School percentage: 0%<br/>Third Quartile: 10.9%</p> <p>The school is below third quartile percentages.</p>   | <p><b>(b) 2020-21 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: 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> <hr/> <p><b>(c) 2021-22 Additional Strategy(ies), if needed</b></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><b>Limited English-proficient students/English learners</b></p>   |   |
| <p><b>(a) CHART data</b></p> <p>School percentage: 1.2%<br/>Third Quartile: 10.5%</p> <p>The school is below third quartile percentages.</p> | <p><b>(b) 2020-21 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: 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 English. Assessments will track students’ progress in developing listening, speaking, reading, and writing skills.</li> <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 Association of Parents in Action, a bilingual group that discusses topics like children’s education and community.</li> </ul> <hr/> <p><b>(c) 2021-22 Additional Strategy(ies), if needed</b></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><b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b></p>  |   |
| <p><b>(a) CHART data</b></p> <p>School percentage: 1.1%<br/>Third Quartile: 12.1%</p> <p>The school is below third quartile percentages.</p> | <p><b>(b) 2020-21 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: 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) 2021-22 Additional Strategy(ies), if needed</b></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 style="text-align: center;"><b>(d) 2020-21 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 and ensure that “No child is left behind.”</li> </ul>   |
| <p><u>Students at risk of dropping out of school</u></p>  | <p style="text-align: center;"><b>(e) 2020-21 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 schools and the community.</li> </ul> |
| <p><u>Students who have dropped out of school</u></p>   | <p style="text-align: center;"><b>(f) 2020-21 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>   |
| <p><b>OPTIONAL</b><br/><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p> | <p style="text-align: center;"><b>(g) 2020-21 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>   |

## Appendix C

### School and Student Data Tables

#### Student Demographic Information

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

Community Day Charter Public School – Gateway:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04260205&orgtypecode=6>

Community Day Charter Public School – Prospect:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04400205&orgtypecode=6>

Community Day Charter Public School – Webster:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04310205&orgtypecode=6>

| Community Day Charter Public School - Gateway                             |             |
|---|-------------|
| STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2020-2021 SCHOOL YEAR |             |
| Race/Ethnicity  | % of School |
| African American  | 1.3         |
| Asian   | 0.5         |
| Hispanic  | 95.5        |
| Native American   | 0.5         |
| White   | 2.3         |
| Native Hawaiian, Pacific Islander   | 0.0         |
| Multi-race, non-Hispanic  | 0.0         |
| Selected Populations  | % of School |
| First Language not English  | 57.3        |
| English Language Learner  | 19.5        |
| Students with Disabilities  | 11.5        |
| High Needs  | 83          |
| Economically Disadvantaged  | 64.8        |

| Community Day Charter Public School - Prospect                            |             |
|---|-------------|
| STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2020-2021 SCHOOL YEAR |             |
| Race/Ethnicity  | % of School |
| African American  | 0.8         |
| Asian   | 0.0         |
| Hispanic  | 97.2        |
| Native American   | 0.3         |
| White   | 1.8         |
| Native Hawaiian, Pacific Islander   | 0.0         |
| Multi-race, non-Hispanic  | 0.0         |
| Selected Populations  | % of School |
| First Language not English  | 61.9        |
| English Language Learner  | 24.1        |
| Students with Disabilities  | 12.3        |
| High Needs  | 80.5        |
| Economically Disadvantaged  | 62.7        |

| Community Day Charter Public School - Webster                             |             |
|---|-------------|
| STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2020-2021 SCHOOL YEAR |             |
| Race/Ethnicity  | % of School |
| African American  | 1.3         |
| Asian   | 1.0         |
| Hispanic  | 94.5        |
| Native American   | 0.0         |
| White   | 2.8         |
| Native Hawaiian, Pacific Islander   | 0.0         |
| Multi-race, non-Hispanic  | 0.0         |
| Selected Populations  | % of School |
| First Language not English  | 52.3        |
| English Language Learner  | 20.8        |
| Students with Disabilities  | 10.8        |
| High Needs  | 78.5        |
| Economically Disadvantaged  | 60.3        |

| ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR |  |            |  |
|---|--|------------|--|
| Name, Title   | Brief Job Description  | Start date | End date (if no longer employed at the school) |
| <b>Community Day Charter Public Schools</b>         |  |            |  |
| Mary Chance, Chief Academic Officer                 | Overall management of the network of schools, implementation of school missions and accountability plans | July 2019  |  |

|   |   |             |           |
|---|---|-------------|-----------|
| Carin Moriarty, Director of Academics                         | Provide leadership for curriculum design & implementation, train and coach school leaders in use of data and assessments                    | July 2019   |           |
| Patricia Teichman, Supervisor of Early Learning and EL        | Provide leadership for curriculum design & implementation, train and coach school leaders in use of data and assessments for Early Learning | August 2004 |           |
| Brent Merten, Director of Student Services                    | Provide leadership for operational management and oversee network wide programs (i.e., transportation, food service)                        | July 2016   |           |
| Rebecca Morse, Director of Special Education                  | Oversee implementation of the State and Federal requirements of special education for each school   | July 2013   |           |
| <b>Community Day Charter Public School-Prospect</b>           |   |             |           |
| Jessica Drapeau, Head of the Early Learning Center            | Supervise/evaluate early learning center faculty and programs   | July 2019   |           |
| Christopher Finan, Head of Lower School                       | Supervise/evaluate faculty and programs at the lower school   | August 2018 | June 2021 |
| Kelly Peake, Head of Upper School                             | Supervise/evaluate faculty and programs at the upper school   | August 2013 |           |
| <b>Community Day Charter Public School-Gateway</b>            |   |             |           |
| Sarah Steinberg, Head of the Early Learning Center            | Supervise/evaluate early learning center faculty and programs   | July 2017   |           |
| Jessica Goldstein, Head of Lower School                       | Supervise/evaluate faculty and programs at the lower school   | August 2020 |           |
| Ben Niles, Head of Upper School                               | Supervise/evaluate faculty and programs at the upper school   | July 2020   |           |
| <b>Community Day Charter Public School-R. Kingman Webster</b> |   |             |           |
| Christina Lopez, Head of School Early Learning Center         | Supervise/evaluate faculty and programs at the lower school   | July 2015   |           |
| Rachel Fiddelman, Head of Lower School                        | Supervise/evaluate faculty and programs at the lower school   | July 2019   |           |
| William Cumiskey, Head of Upper School                        | Supervise/evaluate faculty and programs at the upper school   | July 2017   |           |

**TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR**

|   | <b>Number as of the last day of the 2020-2021 school year</b> | <b>Departures during the 2020-2021 school year</b> | <b>Departures at the end of the school year</b> | <b>Reason(s) for Departure</b>  |
|---|---|--|---|---|
| <b>Community Day Charter Public School-Prospect</b>           |   |  |   |   |
| Teachers  | 53  | 1  | 9   | 8 accepted another job<br>2 contract not renewed  |
| Other Staff   | 23  | 1  | 2   | 2 accepted another job<br>1 moved out of state  |
| <b>Community Day Charter Public School-Gateway</b>            |   |  |   |   |
| Teachers  | 49  | 5  | 9   | 2 moved out of state<br>11 accepted another job<br>1 contract not renewed                       |
| Other Staff   | 20  | 1  | 3   | 4 accepted another job  |
| <b>Community Day Charter Public School-R. Kingman Webster</b> |   |  |   |   |
| Teachers  | 49  | 4  | 14  | 4 moved out of state<br>1 contract not renewed<br>1 personal reasons<br>12 accepted another job |
| Other Staff   | 18  | 0  | 2   | 2 accepted another job  |

| <b>BOARD MEMBER INFORMATION</b>                                    |    |
|--|----|
| Number of commissioner approved board members as of August 1, 2021 | 8  |
| Minimum number of board members in approved by-laws                | 5  |
| Maximum number of board members in approved by-laws                | 20 |

| <b>BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR</b> |                                     |   |                               |   |
|--|-------------------------------------|---|-------------------------------|---|
| <b>Name</b>  | <b>Position on the Board</b>        | <b>Committee affiliation(s)</b>   | <b>Number of terms served</b> | <b>Length of each term (start and end date)</b> |
| William Webber                                     | Chair                               | Finance & Audit (Chair)<br>Building (Chair)<br>Compensation (Chair)<br>Governance | 1                             | 5 year term<br>May 2017 – May 2022              |
| Barbara Longworth                                  | Vice Chair                          | Education   | 1                             | 5 year term<br>May 2017 – May 2022              |
| Mary Dyer  | Treasurer                           | Diversity, Equity, Inclusion<br>Education   | 2                             | 5 year term<br>July 2020 – July 2025            |
| Paulina Taveras                                    | Secretary and Parent Representative | Diversity, Equity, Inclusion<br>Governance  | 4                             | 1 year term<br>December 2019-<br>December 2020  |
| Kate Carpenter Bernier                             | Trustee                             | Diversity, Equity, Inclusion (Chair)<br>Education<br>Building<br>Governance       | 1                             | 5 year term<br>December 2017 – Dec 2022         |
| JohnFredy Loaiza                                   | Trustee                             | Diversity, Equity, Inclusion<br>Education   | 2                             | 5 year term<br>July 2020 – July 2025            |
| Patricia McGovern                                  | Trustee                             | Governance (Chair)<br>Building Committee  | 2                             | 5 year term<br>November 2019 – June 2024        |
| Massiel Munoz Deleon                               | Parent Representative               | Diversity, Equity, Inclusion  | 1                             | 1 year term<br>November 2019 – November 2020    |
| David Samick                                       | Trustee                             | Building<br>Finance & Audit   | 1                             | 5 year term<br>Dec 2017 – Dec 2022              |

**BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR**

| <b>Date/Time</b>           | <b>Location</b>      |
|----------------------------|----------------------|
| September 30, 2021 5:30 pm | Virtual              |
| October 12, 2021, 5:30 pm  | Virtual              |
| December 14, 2021, 5:30 pm | Virtual              |
| January 11, 2022, 5:30 pm  | Virtual              |
| March 15, 2022, 5:30 pm    | Virtual              |
| May 17, 2022, 5:30 pm      | 190 Hampshire Street |
| June 14, 2022, 5:30pm      | 190 Hampshire Street |
| July 26, 2022, 5:30pm      | 190 Hampshire Street |

**COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR**

| <b>Name of Committee</b>     | <b>Date/Time</b>                         | <b>Location</b>                               |
|------------------------------|--|---|
| Building                     | TBD: Fall 2021 / Spring 2022             | Fall- Virtual<br>Spring- 190 Hampshire Street |
| Compensation                 | TBD: February 2022                       | 190 Hampshire Street                          |
| Diversity, Equity, Inclusion | September 21, 2022 /<br>TBD: Spring 2022 | Virtual<br>Spring- 190 Hampshire Street       |
| Education                    | TBD: Fall 2021 / Spring 2022             | Fall- Virtual<br>Spring- 190 Hampshire Street |
| Finance and Audit            | TBD: Fall 2021 / Spring 2022             | Fall- Virtual<br>Spring- 190 Hampshire Street |
| Governance                   | August 5, 2021 /<br>TBD: Spring 2022     | Virtual<br>Spring- 190 Hampshire Street       |

## Appendix D

### Additional Required Information

#### Key Leadership Changes

| Position                                 | Name              | Email Address  | No Change/<br>New/Open<br>Position |
|--|-------------------|--|------------------------------------|
| Board of Trustees<br>Chairperson         | William Webber    | <a href="mailto:bill.webber@icloud.com">bill.webber@icloud.com</a>                         | No Change                          |
| Charter School Leader                    | Mary Chance       | <a href="mailto:mchance@cdcps.org">mchance@cdcps.org</a>                                   | No Change                          |
| Special Education Director               | Rebecca Morse     | <a href="mailto:rmorse@cdcps.org">rmorse@cdcps.org</a>                                     | No Change                          |
| MCAS Test Coordinator                    | Brent Merten      | <a href="mailto:bmerten@thecommunitygroupinc.org">bmerten@thecommunitygroupinc.org</a>     | No Change                          |
| SIMS Coordinator                         | Emerson De Maria  | <a href="mailto:edemaria@cdcps.org">edemaria@cdcps.org</a>                                 | No Change                          |
| English Learner Program<br>Director      | Patricia Teichman | <a href="mailto:pteichman@cdcpswebster.org">pteichman@cdcpswebster.org</a>                 | No Change                          |
| School Business Official                 | Diana Gonzalez    | <a href="mailto:dgonzalez@thecommunitygroupinc.org">dgonzalez@thecommunitygroupinc.org</a> | New Position                       |
| SIMS Contact                             | Emerson De Maria  | <a href="mailto:edemaria@cdcps.org">edemaria@cdcps.org</a>                                 | No Change                          |
| Admissions and Enrollment<br>Coordinator | Diana Gonzalez    | <a href="mailto:dgonzalez@thecommunitygroupinc.org">dgonzalez@thecommunitygroupinc.org</a> | New Position                       |

#### Facilities

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

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

**Enrollment**

The estimated student application deadline and lottery dates for students who are interested in enrolling in Community Day Charter Public Schools for the 2022-2023 school year are provided as follows.

| <b>Action</b>                | <b>Date(s)</b>                            |
|------------------------------|---|
| Student Application Deadline | All Schools: February 11, 2022            |
| Lottery                      | Lottery for all schools:<br>March 4, 2022 |