



Gateway • Prospect • R. Kingman Webster

Annual Report 2023-2024

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TABLE OF CONTENTS	1
INTRODUCTION TO THE SCHOOL	2
LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES	3
<u>SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION</u>	
FAITHFULNESS TO CHARTER	
CRITERION 1: MISSION AND KEY DESIGN ELEMENTS	4
AMENDMENTS TO THE CHARTER	4
CRITERION 2: ACCESS AND EQUITY	4
STUDENT DEMOGRAPHIC INFORMATION.....	4-6
CRITERION 4: DISSEMINATION.....	7
ACADEMIC PROGRAM SUCCESS	
CRITERION 5: STUDENT PERFORMANCE	8
CRITERION 6: PROGRAM DELIVERY	8-11
ORGANIZATIONAL VIABILITY	
CRITERION 10: Finance	12
ENROLLMENT TABLE	14
CAPITAL PLAN FOR FY25.....	14
<u>APPENDICES</u>	
APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2023-24.....	15-19
APPENDIX B: RECRUITMENT AND RETENTION PLAN 2024-25	20-26
APPENDIX C: SCHOOL DATA TABLES	27-29
APPENDIX D: ADDITIONAL REQUIRED INFORMATION	30
APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS.....	31

Non-Discrimination Statement

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

INTRODUCTION TO THE SCHOOL

Community Day Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Lawrence
Regional or Non-Regional	Non-Regional	Districts in Region (if applicable)	NA
Year Opened	1995 (Prospect) 2012 (Gateway/ R. Kingman Webster)	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015, 2020 (Prospect) 2017, 2022 (Gateway/ R. Kingman Webster)
Maximum Enrollment	1,200	Enrollment for 2023-24	1,200
Chartered Grade Span	K1-8	Grade Span for 2023-24	K1-8
Number of Instructional Days per School Year (as stated in the charter)	190 days	Students on Waitlist for 2023-24	1,125 as of 3/12/24
Number of Instructional Days during the 2023-2024 School Year	183 days		
School Hours (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)	8:00-4:00pm	Age of School in 2023-2024	28 (Prospect) 12 (Gateway/ R. Kingman Webster)
<p>Mission Statement:</p> <p>The mission of Community Day Charter Public School is to provide a Kindergarten 1 through grade eight education that will draw on our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage that student in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The school will reinforce the positive aspects of our city: its culture, art and economy, its working class history, and strong work ethic. Our educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible.</p>			

Letter from the Chair, CDCPS Board of Trustees

I am pleased to share the 2023-24 Annual Report for Community Day Charter Public School. This year was one of reflection, progress, and growth. It was also my first year as the Chair of the CDCPS Board, a position I am proud to hold as a parent of two recent CDCPS alumni.

The year began on a positive note, with the majority of teachers and staff returning to CDCPS, ready to tackle a new year, and nearly 100% student retention for all targeted subgroups.

Academically, CDCPS never stops seeking to improve and grow. For the third year, CDCPS leaders and educators participated in the GLEAM (Growing Literacy Equity Across Massachusetts) grant from DESE, focusing on strengthening our early literacy practices. The school implemented new screening and assessment tools in the early learning grades, and added new intervention tools to help meet the needs of all students. Educators were even able to share some of our best practices with fellow GLEAM grantees. Teachers received professional development and coaching to ensure that all educators are able to customize their instruction to meet the needs of every child in their classroom.

We know, however, that academics are only one small part of what makes CDCPS special. CDCPS also strives to create a healthy culture of belonging, where students and staff can feel that they belong and are accepted. As part of the GLEAM grant, staff revised curriculum units to include more diverse representation. All staff participated in online learning modules focused on anti-racism, and discussed together how to put this learning into action. Educators participated in the DESE Teacher Diversification Professional Learning Community, focusing on how to create a diverse staff pipeline.

In June, CDCPS once again held outdoor graduation ceremonies for 8th grade students from Prospect, Gateway, and Webster. Our keynote speaker was CDCPS alumna Narly Cabral-Nuñez, who now works as a Manager of Recruitment helping to recruit new teachers and staff for CDCPS. Graduation, as usual, was bittersweet: it is a day full of pride and joy as we celebrate the accomplishments of the CDCPS 8th graders, but also a sad day as students prepare to go their separate ways and leave the community they have grown to love. CDCPS 2024 graduates will attend 24 different high schools, including Abbott Lawrence Academy at Lawrence High School, Central Catholic, Milton Academy, Phillips Academy Andover, Pingree School, Essex North Shore Agricultural & Technical School, Miss Hall's School, St. Mark's, and many other schools.

I have enjoyed my first year as CDCPS Board Chair, and I am grateful to the many staff members, parents, students, and other stakeholders who help to bring the CDCPS mission and vision to life.

Sincerely,



Massiel Munoz Deleon, Chair
CDCPS Board of Trustees

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

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

FAITHFULNESS TO CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

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

Amendments to the Charter between August 2023 and July 2024

No amendments were requested in 2023-24 school year.

CRITERION 2: ACCESS AND EQUITY

Student Demographic Information

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

Enrollment by Race/Ethnicity (2023-24)

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

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	1.3
Asian	0.3
Hispanic	95.7
Native American	0.3
White	1.7
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	0.8

Selected Populations (2023-24)

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

Selected Student Populations (2023-24)	
Title	Percentage of Student Body
First Language not English	49.5
English Language Learner	26.9
Low-income	71.2
Students with Disabilities	15.1
High Needs	82.3

2022-23 Student Discipline Data Report

Community Day Charter Public School 2022-23 Student Discipline					
https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04400000&fycode=2023					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1,212	18	0.7	1.0	0.0
English Learner	298	2			
Low Income	932	13	0.6	1.0	0.0
Students with Disabilities	182	6	3.3	1.1	0.0
High Needs	1,035	15	0.8	0.9	0.0
Female	613	1			
Male	599	17	1.3	1.8	0.0
American Indian or Alaska Native	3				
Asian	5				
African American/Black	16	0			
Hispanic/Latino	1,160	18	0.7	1.0	0.0
Multi-race, Non-Hispanic/Latino	6	0			
Native Hawaiian or Pacific Islander	0				
White	22	0			

During the 2022-23 school year, there were *18 suspensions at Community Day Charter Public School across all campuses. 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 during our leadership week in July. 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).

**Note: for the 2023-2024 school year there were a combined 3 suspensions across all campuses.*

CRITERION 4: DISSEMINATION

Best Practice Shared	Vehicle for Dissemination	Who at School was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Academic Performance Collaboration with LEAP on ELA and curriculum	On-going professional development and technical supports	CAO, Director of Early Learning, Director of Curriculum and Instruction K1-1	The Lawrence Early Achievement Partnership (LEAP) program is a preschool program supported by a Commonwealth Preschool Partnership initiative grant, implemented via a collaborative partnership between The Community Group (TCG), Greater Lawrence Community Action Council, and Lawrence Public Schools (LPS).	Assisted in the continued implementation of ELA curriculum, Core Knowledge, including shared best practices, professional development, and other developed materials including curriculum pacing guides and daily lesson plans.
Mission-driven instructional practices, including positive culture-building and instructional practices for all students to access grade level instruction	Hosted Principal and teachers from Elmwood Street School PK-2, Millbury, MA	Director of Early Learning, Early Learning (K1-2) Heads of School, Director of Curriculum and Instruction K1-1, and teachers	Millbury Public Schools	Continued sharing of learning materials related to implementation of an interdisciplinary approach to instruction. Connect Science prepares students to be knowledgeable and engaged citizens who can collaborate with others to solve community problems.
Practitioner Panel for current Growing Literacy Equity Across MA (GLEAM) to share best practices for “Tackling Turnover: Onboarding New Teachers Effectively”	Panel participants for GLEAM Grantee Spring convening May 29, 2024	Director of Early Learning, Director of Academics, Directors of Curriculum and Instruction K1-2	Fellow grantees of DESE GLEAM grant	Sharing of best practices through discussion of work in year 3 of grant for goals for mitigating teacher turnover and ensuring effective onboarding of new teachers. This includes strategies for successful onboarding program, strategies to ensure that new teachers feel valued, supported and connected to the school community, and strategies to incorporate culturally responsive practices to address the diverse needs of both students and new teachers. Group discussed our learnings from tackling turnover from pandemic, and how to stabilize and support onboarding of new teachers to ensure equity of instruction and support for students and families.
Dissemination and Forming District Partnerships for DESE Charter School Convening for Leaders	Dissemination Panel participant on Forming District Partnerships for DESE Charter School Convening September 29, 2023	Chief Academic Officer	State charter public schools including participants from sending district	Sharing of best practices for partnership with community-based organizations to support and bridge partnerships with local sending district (Lawrence Public Schools)

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

The 2023 School Report Card for CDCPS can be accessed on the Department of Elementary and Secondary Education's School and District Profiles website using each link below:

2023 School Report Card

<https://reportcards.doe.mass.edu/2023/04400205>

CRITERION 6: PROGRAM DELIVERY

During the summer of 2023, the CDCPS team convened, including the Chief Academic Officer (CAO), Director of Academics, Director of Early Learning, Network Directors of Curriculum and Instruction (DCIs), Director of Special Education, EL Coordinator and Heads of School, for analysis of assessment and stakeholder feedback data. Utilizing the CDCPS cycle of continuous improvement, where summer represents the starting phase of planning, the group reflected on previous year's journey of "continued learning" and began thoughtful updates of curriculum, professional development, assessment, and parent partnership for the fall. The tenets of this work continue to be based on DESE Accelerated Roadmap (May 2021) as well as aligned with the DESE Educational Vision (June 2024):

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

The essential component for the first weeks of school is creating a sense of belonging for staff, students, and family. Through a continuation of the Safe and Supportive Schools grant (SASS), a representative group of stakeholders across the school created an action plan that included professional development focused on equity and social-emotional strategies for creating an inclusive environment and meeting the needs of all students. With outside partner Equity Imperative, CDCPS continued this pivotal professional development for leaders and staff through an asynchronous learning series entitled Hope & Healing. The goal of this learning series was to develop racial literacy to build common vocabulary, awareness and understanding. This included an in-person Train the Trainer series for leadership to build learning and capacity to facilitate staff debrief conversations for each module. These trainings continued our Diversity, Belonging, Equity and Inclusion work that is essential to developing and sustaining a workforce that is culturally responsive, inclusive, and prepared to meet the academic and social-emotional needs of all students. Staff also continued work with Jessica Minahan, PhD, BCBA, and author of the *Behavior Code*. Staff focused on how to work with students with oppositional behavior, and ways to implement FAIR plans (Functional hypothesis of behavior, Accommodations, Interaction Strategies, and Response Strategies). Leaders continued actively utilizing ice-breakers for monthly staff meetings, and each building hosted monthly breakfasts and quarterly lunches for staff appreciation and connection. One major focus of the 2-week teacher orientation in August was to work through strategies, activities, and key Social-emotional learning (SEL) supports to prepare for student return. Teachers made plans to focus the first four weeks of school on creating classroom culture, connecting students with any needed SEL supports, and allowing for classroom connections through morning meetings, dedicated SEL blocks, and classroom "family meetings."

For families, this year marked the expansion of in-school meetings and activities following a gradual re-engagement of the past years coming out of the pandemic. CDCPS continued personal intake meetings with each family of incoming K1 students. Faculty hosted open houses and curriculum nights to support families in understanding curriculum units and associated resources for support at home. Family events included classroom potlucks, literacy nights, paint nights, family cooking classes, virtual Zumba and bingo, and classroom activities such as visiting children’s living zoos and living museums, performances of historical events, Lawrence heritage evenings, and biography project presentations. The year culminated in family ice cream socials to celebrate the close-out of the year. These school events were paired with the work of our Director of Operations and Director of Family Engagement who continued individual family outreach for support and connection to wrap-around services.

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

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

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

In spring 2024, representative teachers from each grade level and the Heads of School from each school came together to promote vertical alignment across grades; to discuss this past year’s implementation of curriculum; to analyze data from internal benchmarks and unit assessments and preliminary ACCESS and MCAS data; and to discuss important needed curriculum adjustments. Teachers and leaders discussed the previous year’s

instruction, internal data, and spiral review to mitigate areas of gaps as determined last summer. They began targeted planning for “continued learning” for the upcoming academic year. This included both targeted intervention planning for summer school and curriculum planning for academic year 2024-2025. School staff continued focus on key skills to spiral review from the previous year, including any gaps with regards to basic skills or power standards that are the highest priority prerequisite knowledge and skills that serve as a necessary access point for the next year’s curriculum. School staff also continued work with writing across K-8 including “back to basics” skill mini-lessons, “joy of writing” free writes, and essay writing to respond to fiction and nonfiction works; and continued work with constructed response items across the curriculum for math, ELA, and science. In addition, we continued to focus on literacy for K-3 as CDCPS participated in year 3 of our three-year DESE grant program GLEAM (Growing Literacy Equity Across Massachusetts). Through this grant we partnered with literacy consultants from The Hill to implement our year 2 literacy action plan created with our GLEAM Leadership Team of teachers, Heads of School, DCI and Directors of Academics and Early Learning by fully implementing DIBELS-8 screener for grades K2-2, piloting Early Bird assessment for K1 progress monitoring, and implementing SPIRE for utilization with students who receive Tier III supports and piloting the program for students who receive Tier II supports. In addition, leadership worked with Science of Reading training to build capacity for future differentiated training of staff to support students with the acquisition of literacy skills as part of our multi-tiered system of support. Through GLEAM and work with Equity Imperative, we also continue to update our curriculum to reflect diverse perspectives. All our work with GLEAM has included professional development and associated real-time coaching with consultants and the leadership team to build capacity and coherence for future implementation and onboarding of new staff. It is in curricular details like these that we refine our lessons for the best student learning.

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

Meeting needs of all learners through program delivery:

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

CDCPS educators seek to discover the special characteristics and unique learning style of each student and to deliver the instructional and support services that respond to each student’s educational needs. Students with disabilities, limited English proficiency, and other learning needs are served in inclusive classrooms. Classroom teachers develop Personal Educational Goals (PEGs) for every student; each PEG identifies the student’s

strengths in counterpoint to those areas in which he/she will need additional support to meet grade-level learning standards. The school's District Curriculum Accommodation Plans (DCAP) serve as guides to faculty and staff as they work to ensure that all possible efforts are made to accommodate the wide range of student learning needs in general education classrooms.

One hundred eighty-six (186) Community Day Charter students received special education services in the school year 2023-24. Section 504 accommodation plans were developed for seventy-nine (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 school complete home language surveys. We assess the language proficiency for a student when the family identifies a primary home language other than English using assessments that measure English skills in speaking, listening, reading, and writing.

In 2023-24, there were three hundred twenty-six (326) 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

CRITERION 10: FINANCE

Budget and Finance Reports

Statement of Operating Revenues and Operating Expenses (Unaudited)

Community Day Charter Public School		
Income Statement		
	Preliminary FY2024 (as of 7/18/24)	FY 25 Budget (July 1, 2024-June 30, 2025) Approved by the Board of Trustees 7/24/24)
<u>Operating Revenue</u>		
Tuition	\$23,536,777	\$24,267,372
Contracts & Grants	\$4,316,435	\$2,672,484
Program Fees	\$189,793	\$230,363
Other Income	<u>\$429,773</u>	<u>\$421,509</u>
Total Operating Revenues	\$28,472,778	\$27,591,728
<u>Operating Expenses</u>		
Personnel & Related Costs:		
Salaries	\$14,646,370	\$15,925,011
Taxes & Benefits	\$2,379,715	\$2,427,682
Unemployment	\$21,605	\$40,000
Contract Labor	\$640,637	\$771,746
Recruitment	\$45,965	\$82,269
Staff Development & Training	<u>\$32,866</u>	<u>\$23,000</u>
	\$17,767,158	\$19,269,707
Direct Student Costs:		
Program Supplies	\$705,708	\$299,120
Student Technology	\$161,078	\$60,744
Assessment & Tests	\$12,181	\$14,837
School Activities/Field Trips	\$103,596	\$61,941
Food/Kitchen Supplies	\$1,212,006	\$1,133,737
Transportation Services	\$806,392	\$842,503
Scholarships	<u>\$268,615</u>	<u>\$266,249</u>
	\$3,269,576	\$2,679,131
Occupancy:		
Insurance	\$139,185	\$146,535
Rent	\$1,469,087	\$1,414,772
Maintenance	\$620,772	\$525,384
Utilities	<u>\$173,097</u>	<u>\$174,970</u>
	\$2,402,141	\$2,261,662
Other Operating Costs:		
Management Fee	\$2,353,678	\$2,426,737

Professional Fees	\$344,349	\$230,810
Office Supplies/Postage/Printing	\$151,147	\$172,234
Depreciation	\$27,063	\$87,276
Telephone	\$25,611	\$24,987
Advertising/Public Relations	\$1,201	\$1,000
	\$2,903,049	\$2,943,044
Total Operating Expenses	\$26,341,924	\$27,153,544
Income from Operations	\$2,130,854	\$438,184

* 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.

Community Day Charter Public School Balance Sheet 6/30/24 (Preliminary as of 7/18/24)	
<u>Current Assets</u>	
Cash	\$6,949,965
Accounts Receivable	\$413,805
Deferred Expense Asset	\$54,646
Prepaid Expenses	\$88,228
Total Current Assets	\$7,506,644
<u>Fixed Assets</u>	
Equipment	\$122,880
Leasehold Improvements	\$294,259
Accumulated Depreciation	(\$221,747)
Total Fixed Assets	\$195,392
<u>Right of Use Lease Asset</u>	\$2,586,492
<u>Investments</u>	\$11,731,675
Total Assets	\$22,020,203
<u>Current Liabilities</u>	
Accounts Payable	\$246,372
Accrued Expenses	\$219,522
Due to Affiliates	\$210,725
Deferred Revenue	\$944,404
Total Current Liabilities	\$1,621,023

Lease Liability	\$2,858,097
Net Position	
Unrestricted	\$16,959,054
Restricted Program Funds	\$386,637
Invested in Capital Assets	\$195,392
Total Fund Balance	\$17,541,083
Total Liabilities & Net Position	\$22,020,203

ENROLLMENT TABLE

FY25 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	1,200
Number of students upon which FY25 budget tuition line is based	1,200
Number of expected students for FY25 first day of school	1,200
Please explain any variances: NA	

CAPITAL PLAN FOR FY25

Community Day Charter Public School

The school's management organization completed a facilities master plan in FY24, and will be constructing a building that may house some CDCPS classrooms as well as private (non-CDCPS) after-school and summer child care programs. The expected completion date of the building is the start of July 2026 (start of FY27).

In FY25 CDCPS plans to do a major renovation to one playground. The cost is estimated to be \$260,000. The project is currently in the planning phase and is expected to be completed in the fall of 2024.

The school does not have a plan for other significant capital improvements as of the date of this report.

The school has deposited the following amounts into a capital reserve account:

	FY21	FY22	FY23	Total
Amount	\$1,650,000	\$1,375,000	\$650,000	\$3,675,000

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2023-24

FAITHFULNESS TO CHARTER

	2023-24 Performance M (Met) NM (Not Met)	Evidence																								
Objective 1: CDCPS will have high academic achievement for its students compared to the Lawrence district and will enable its student to have high academic and personal choices after they graduate from the eighth grade.																										
Measure 1: Annually, the average ranking of CDCPS for all MCAS-type ELA tested grade levels with all Lawrence elementary and middle public schools will be in the top 15%, as measured by the percentage of students scoring in the top 2 achievement categories combined.	Met	2023 MCAS ELA <table border="1"> <thead> <tr> <th></th> <th>Number Rank</th> <th>Percent Rank</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>1/11</td> <td>9</td> </tr> <tr> <td>Grade 4</td> <td>2/11</td> <td>18</td> </tr> <tr> <td>Grade 5</td> <td>1/11</td> <td>9</td> </tr> <tr> <td>Grade 6</td> <td>1/10</td> <td>10</td> </tr> <tr> <td>Grade 7</td> <td>1/10</td> <td>10</td> </tr> <tr> <td>Grade 8</td> <td>1/10</td> <td>10</td> </tr> <tr> <td>Average 3-8</td> <td>NA</td> <td>11</td> </tr> </tbody> </table>		Number Rank	Percent Rank	Grade 3	1/11	9	Grade 4	2/11	18	Grade 5	1/11	9	Grade 6	1/10	10	Grade 7	1/10	10	Grade 8	1/10	10	Average 3-8	NA	11
	Number Rank	Percent Rank																								
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Grade 6	1/10	10																								
Grade 7	1/10	10																								
Grade 8	1/10	10																								
Average 3-8	NA	11																								
Measure 2: Annually, the average ranking of CDCPS for all MCAS-type Math tested grade levels with all Lawrence elementary and middle public schools will be in the top 15%, as measured by the percentage of students scoring in the top 2 achievement categories combined.	Met	2023 MCAS Math <table border="1"> <thead> <tr> <th></th> <th>Number Rank</th> <th>Percent Rank</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>1/11</td> <td>9</td> </tr> <tr> <td>Grade 4</td> <td>1/11</td> <td>9</td> </tr> <tr> <td>Grade 5</td> <td>1/11</td> <td>9</td> </tr> <tr> <td>Grade 6</td> <td>1/10</td> <td>10</td> </tr> <tr> <td>Grade 7</td> <td>1/10</td> <td>10</td> </tr> <tr> <td>Grade 8</td> <td>1/10</td> <td>10</td> </tr> <tr> <td>Average 3-8</td> <td>NA</td> <td>10</td> </tr> </tbody> </table>		Number Rank	Percent Rank	Grade 3	1/11	9	Grade 4	1/11	9	Grade 5	1/11	9	Grade 6	1/10	10	Grade 7	1/10	10	Grade 8	1/10	10	Average 3-8	NA	10
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Measure 3: Annually, the average ranking of CDCPS for all MCAS-type Science tested grade levels with all Lawrence elementary and middle public schools will be in the top 15%, as measured by the percentage of students scoring in the top 2 achievement categories combined.	Met	2023 MCAS Science <table border="1"> <thead> <tr> <th></th> <th>Number Rank</th> <th>Percent Rank</th> </tr> </thead> <tbody> <tr> <td>Grade 5</td> <td>1/11</td> <td>9</td> </tr> <tr> <td>Grade 8</td> <td>1/10</td> <td>10</td> </tr> </tbody> </table>		Number Rank	Percent Rank	Grade 5	1/11	9	Grade 8	1/10	10															
	Number Rank	Percent Rank																								
Grade 5	1/11	9																								
Grade 8	1/10	10																								

		Average 3-8	NA	10
Measure 4: Annually, 80% of public or private secondary school institutions that enroll CDCPS graduates and that base their admission on student achievement will agree or strongly agree that CDCPS students whom they enrolled were well prepared for academic and personal success with a 70% response rate from schools.	Met	On average, 86% of public or private secondary school institutions that enrolled CDCPS graduates and that based their admission on student achievement agreed or strongly agreed (on a scale of not prepared, somewhat prepared, prepared, well prepared) that CDCPS students whom they enrolled were well prepared for academic and personal success with a 78% response rate.		
Objective 2: CDCPS will focus on each child succeeding academically and socially through individualized instruction.				
Measure 1: Personal Education Goals (PEGs), inclusive of social emotional goals, will be developed for 100% of CDCPS-Prospect student each year that provide specific feedback on individual student performance and action plans to address individual student goals.	Met	Personal Education Goals (PEGs) were developed each term, three times, during the 2023-2024 school year for all CDCPS students.		
Measure 2: Everyday, for each core subject and for each class at CDCPS, differentiated instruction will occur in each classroom as teachers create action plans based on our internal assessment system. Action plans, listing specific small groups with intervention strategies, will be created after each assessment cycle.	Met	Student action plans were completed by teachers after each internal assessment during the 2023-2024 school year for all CDCPS students.		

<p>Measure 3: Individual learning – Annually, 80% of parents agree or strongly agree that CDCPS “consistently uses a variety of teaching methods to promote attention to the individual learning styles of each child.” Annual surveys sent to each CDCPS family with a desired 50% response rate.</p>	<p>Met</p>	<p>2023-24 Parent Survey Results</p> <table border="1" data-bbox="974 252 1331 514"> <tr> <td></td> <td>CDCPS</td> </tr> <tr> <td>Response Rate</td> <td>51%</td> </tr> <tr> <td>Individual Learning Styles</td> <td>88%</td> </tr> </table>		CDCPS	Response Rate	51%	Individual Learning Styles	88%		
	CDCPS									
Response Rate	51%									
Individual Learning Styles	88%									
<p>Objective 3: CDCPS will have programs and policies that encourage strong parent involvement in their child’s education.</p>										
<p>Measure 1: Annually, the first parent teacher conference in December will have 100% parent participation.</p>	<p>Met</p>	<p>The first parent teacher conference in the year had 100% (1,200 of 1,200) parent participation.</p>								
<p>Measure 2: Parent involvement – annually, 80% of parents agree or strongly agree that CDCPS provides them with multiple opportunities to partner and share in their child’s school experience. Annual surveys sent to each CDCPS family with a desired 50% response rate.</p>	<p>Met</p>	<p>2023-24 Parent Survey Results</p> <table border="1" data-bbox="974 819 1331 1060"> <tr> <td></td> <td>CDCPS</td> </tr> <tr> <td>Response Rate</td> <td>51%</td> </tr> <tr> <td>Parent Involvement</td> <td>91%</td> </tr> </table>		CDCPS	Response Rate	51%	Parent Involvement	91%		
	CDCPS									
Response Rate	51%									
Parent Involvement	91%									
<p>Objective 4: CDCPS will ensure that parents have positive feelings about their child’s experience at school.</p>										
<p>Measure 1: Academic learning - annually, 80% of parents agree or strongly agree that CDCPS consistently uses a variety of teaching methods to promote high scholastic achievement for all students in English Language Arts, Mathematics, Science, Social Studies, and Use of Technology. Annual surveys sent to each CDCPS family with a desired 50% response rate.</p>	<p>Met</p>	<p>2023-24 Parent Survey Results</p> <table border="1" data-bbox="974 1165 1331 1396"> <tr> <td></td> <td>CDCPS</td> </tr> <tr> <td>Response Rate</td> <td>51%</td> </tr> <tr> <td>Scholastic Achievement</td> <td>92%</td> </tr> </table>		CDCPS	Response Rate	51%	Scholastic Achievement	92%		
	CDCPS									
Response Rate	51%									
Scholastic Achievement	92%									
<p>Measure 2: Social environment – annually, 80% of parents agree or strongly agree that CDCPS consistently adheres to: 1.) Physical and emotional safety for each student and faculty member of the school community; and 2.) Respect by students and faculty for the multi-cultural aspects of the Lawrence community. Annual surveys sent to each CDCPS family with a desired 50% response rate.</p>	<p>Met</p>	<p>2023-24 Parent Survey Results</p> <table border="1" data-bbox="974 1480 1331 1837"> <tr> <td></td> <td>CDCPS</td> </tr> <tr> <td>Response Rate</td> <td>51%</td> </tr> <tr> <td>Physical & Emotional Safety</td> <td>89%</td> </tr> <tr> <td>Multicultural Aspects</td> <td>92%</td> </tr> </table>		CDCPS	Response Rate	51%	Physical & Emotional Safety	89%	Multicultural Aspects	92%
	CDCPS									
Response Rate	51%									
Physical & Emotional Safety	89%									
Multicultural Aspects	92%									

Objective 5: CDCPS will celebrate the culture and community of Lawrence.

Measure 1: Cultural Respect – annually, 80% of parents agree or strongly agree that CDCPS students and faculty consistently respect the multi-cultural aspects of the Lawrence community. Annual surveys sent to each CDCPS family with a desired 50% response rate.

Met

2023-24 Parent Survey Results

	CDCPS
Response Rate	51%
Multicultural Aspects	92%

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

Met

Immigration is woven through all grades at CDCPS. As Lawrence is an immigrant city, the history and culture of Lawrence is always a part of these units.

DISSEMINATION

	2023-24 Performance M (Met) NM (Not Met)	Evidence
Objective 1: CDCPS will collaborate with Boston Public Schools (BPS), Lawrence Public Schools (LPS) and the Lawrence Early Achievement Program (LEAP) on the implementation and program design of Core Knowledge Language Arts (CKLA) program implementation for PreK-Grade 2.		
Measure 1: During each year of the charter term, the network of TCG will organize and CDCPS teachers will conduct at least 5 workshops/school tours for administrators and teachers from BPS, LPS and LEAP on the implementation strategies and programmatic implementation of CKLA.	Met	CDCPS assisted LEAP in the continued implementation of ELA curriculum, Core Knowledge, including shared best practices, professional development, and other developed materials including curriculum pacing guides and daily lesson plans. Dissemination Panel participant on Forming District Partnerships for DESE Charter School Convening September 29, 2023. CDCPS leaders were panel participants for GLEAM Grantee Spring convening May 29, 2024.
Objective 2: CDCPS will collaborate with the Connect Science team statewide on the creation of online curriculum resources for fourth grade science that combines lessons about energy and resources with the teaching of social and emotional skills.		
Measure 1: During the charter term, the network of TCG and CDCPS administrators and teachers share and provide support for schools incorporating Connect Science in the form of curriculum maps, weekly overview documents and daily lesson plans.	Met	Continued sharing of learning materials related to implementation of an interdisciplinary approach to instruction. Connect Science prepares students to be knowledgeable and engaged citizens who can collaborate with others to solve community problems. Hosted Principal and teachers from Elmwood Street School PK-2, Millbury, MA.

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2024-25

RECRUITMENT PLAN 2024-25

2023-24 Implementation Summary:

The application deadline for CDCPS was February 9, 2024, followed by the lottery on March 4, 2024. This was our eighth year using online applications. Every advertisement that was placed and every mailing prominently displayed the dates of both our application deadline, dates of our lottery and school contact information. Staff were available by phone or email continually throughout the application period. As well, our Open House (January 25, 2024, at 5:00pm) was held virtually via Zoom, and the lottery was held in-person at 1 Union Street. The online applications continue to be a success, with 1,238 total applications for Community Day Charter Public School for the 113 anticipated openings.

CDPCS had 113 openings with 54 seats being offered to siblings in our new class. Students selected and accepting enrollment for school year 2024-25 will not be enrolled until after August 1, 2024, 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, 2024 SIMS report.

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

General Recruitment Activities for 2024-25:

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

- A mailing to students in the sending district
- Strategic outreach via social media (i.e., Facebook, Instagram)
- 1 English language newspaper advertisement
- 1 Spanish language newspaper advertisement
- Leaflets distributed to families with children enrolled
- Leaflets distributed to businesses and social service agencies throughout the city
- Meetings with local leaders to promote and inform the community about the school’s programming
- School website

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

Recruitment Plan – 2024-25 Strategies
List strategies for recruitment activities for each demographic group.

Students with disabilities/ Special education students

(b) Continued 2023-24 Strategies

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

(c) 2024-25 Additional Strategy(ies), if needed

- Did not meet GNT/CI: additional and/or enhanced strategies below:
- In all new recruitment materials and the Open House, we will explicitly state that we serve all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments. Director of Special Education and Director of Early Learning will also present during the Open Houses regarding our overall programming and special education programming.
 - Increase the number of locations within Lawrence to drop off recruitment materials from 18 business and community center locations to more than 25 for the coming school year.
 - Individually meet with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities

(a) CHART data

School percentage:
15.1%

GNT percentage: N/A

CI percentage: 15.7%

The school is below the CI percentage.

English learners* / Limited English-proficient students

<p>(a) CHART data</p> <p>School percentage: 26.9%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 36.4%</p> <p>The school is below CI percentage.</p>	<p align="center">(b) Continued 2023-2024 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Families with students in this group will be informed of the opportunity to apply to the school and participate in the lottery through multilingual leaflets. Languages will include the most prevalent languages of the district: Spanish and French. Media placement will include bilingual media advertisements on the school’s website and through social media channels. Leaflet distribution will include local businesses, organizations, and events frequented by cultural groups, including the YMCA/YWCA, Headstart, Greater Lawrence Community Action Council, Child Care Circuit Family Net events, and Lawrence Community Works.
	<p align="center">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> Provide translated copies of our flyers and application information, meet with leaders, and present to families at adult ESL programs in the community – Notre Dame Education Center Lawrence and the Adult Learning Center at Lawrence Public Schools. Provide translators for families all school events – including open houses. Disseminate translated materials at cultural celebrations and citywide recreational events and increase the number of locations within Lawrence to drop of recruitment materials (at least 25 businesses and community center locations).

Low-income/ Students eligible for free or reduced lunch

<p>(a) CHART data</p> <p>School percentage: 71.2%</p> <p>CI percentage: 81.4%</p> <p>The school is below CI percentage.</p>	<p align="center">(b) Continued 2023-24 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> A mailing advertising the school and application process will be sent to families with students in the Lawrence Public Schools. Leaflet/information distribution will include postings at social service agencies in the community (for example, Greater Lawrence Family Health Centers, YMCA, and Lawrence Senior Center). Leaflet distribution will include students in preschool programs that serve a high percentage of families who qualify for financial assistance, including Community Day Learning.
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* According to 603 CMR 1.05, “A language shall be deemed a prevalent language if it is the primary language of 1% or more of the district’s total enrollment.” *Please Note: As specified in MGL c. 71, § 89 (i)(3), if the school is located in a district with 10 percent or more of limited English-proficient students, the school’s recruitment strategies must include a variety of outreach efforts in the most prevalent* languages of the district. Please note that a country’s official language is not an acceptable substitute for the prevalent languages in the “List of charter schools that are located in districts that enroll 10% or more of limited English proficient students” document located on the [Department website](#). For example, translations must be provided into Cape Verdean Creole for families that list Cape Verdean Creole as their primary language. The school may not translate materials for these families into Portuguese, even though it is the country’s “official” language in Cape Verde.*

	<ul style="list-style-type: none"> • Disseminate recruitment materials and develop contacts with the local community action agency (Greater Lawrence Community Action Council) to encourage referrals of low-income families served through their WIC (Women, Infants and Children) and Fuel Assistance programs. • Identify contact persons at the Lawrence Housing Authority (LHA), to provide them with information regarding the schools, programs, lottery dates, and informational sessions for low-income families who live in the 4 affordable housing projects owned and operated by the LHA, and the Section 8 housing voucher program that families access through the LHA. • Work with Resource and Referral agency to send mailings specifically targeting voucher recipient families. • Made contact with community resources used by low-income families, including SNAP (Supplemental Nutrition Assistance Program) food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc. • Provided child care at one or more information sessions. <p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p>☒ Did not meet CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • Individually meet with leaders of the above organizations (and Early Head Start) so that they can share information with their clients and increase the number of locations within Lawrence to drop off recruitment materials (at least 25 business and community center locations).
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> • Leaflets/information distributed will highlight the school’s use of assessment data to identify and respond to the learning needs of every student. • Presentations will incorporate the school’s efforts to continuously monitor students’ academic progress and instructional methods to address the needs of any student who is not making adequate progress.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> • The school will attract/enroll a population of students who are at risk of dropping out of school, with risk factors including low socioeconomic status, low education level of parents, family disruption, low achievement in school, having a learning disability or emotional disturbance, and low engagement with school. • Leaflet distribution will include postings at social service agencies in the community, including those listed above serving families in need of financial assistance and children with special needs.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> • Not applicable

RETENTION PLAN 2024-25

<p>List the successes and challenges of implementing strategies from the 2023-24 Retention Plan.</p>
<p>2023-24 Implementation Summary:</p>
<p>We are reporting on the 2023-24 Retention Rate (100% minus Attrition Rate):</p> <ul style="list-style-type: none"> • ELL retention rates: 98.4% • Low Income retention rates: 98.0% • Special Education retention rates: 99.3% <p>All rates are higher than the state averages, evidence that our strategies were generally successful for the 3 major demographic groups.</p>

<p>Overall Student Retention Goal</p> <p><i>The overall student retention goal rate may be determined based on the school’s past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.</i></p>	
<p>Annual goal for student retention (percentage):</p>	<p><u>95%</u></p> <p>The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (89.8%); Low Income (89.7%); and Special Education (90.9%)</p>

<p>Retention Plan –2024-25 Strategies</p> <p>List strategies for retention activities for <u>each</u> demographic group.</p>	
<p>Special education students/students with disabilities</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 0.7% Third Quartile: 11.3%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Create personal educational goals (PEG) for each student to identify student strengths as well as areas in which he/she will need additional support to meet grade-level learning standards. The PEG will serve as the school’s approved Individual Student Success Plan (ISSP). • Continue to facilitate the special education Parent Advisory Council. • Continue to offer an extended school day. <hr/> <p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 1.6% Third Quartile: 11.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Implement an English Immersion Program that includes Sheltered English Immersion (SEI) Instruction for English Learners until they are proficient in English. Assessments will track students' progress in developing listening, speaking, reading, and writing skills. • Offer bilingual communication with parents in Spanish and English, the predominant languages spoken in student homes; communicate in other languages as needed. • Facilitate the English Learning Parent Advisory Council, a bilingual group which meets to discuss topics related to children's education and the community. <hr/> <p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Students eligible for free or reduced lunch (low income)	
<p><u>(a) CHART data</u></p> <p>School percentage: 2.0% Third Quartile: 11.3%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Hold meetings and other family events that build school community. Include activities in which students' academic work is shared. Create a forum for parents to give input through a Parent Advisory Board and planning social fundraising events. <hr/> <p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> • Utilize data from several assessment tools to identify student, classroom, and grade-level performance and inform instruction. • Begin academic progress monitoring in the fall of each year; call a student support team (SST) meeting to address concern for any student who is not making adequate progress.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> • Actively foster a school culture of learning, respect, and personal responsibility through an award system for students who are role models, community service learning opportunities and school themes that guide academic commitment and behavior.

	<ul style="list-style-type: none"> • 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. • Implement activities like career days that expose students to a range of careers and the pathways to their attainment. • Offer a range of extracurricular activities and family events that promote engagement with the school and the community.
<u>Students who have dropped out of school</u>	<p style="text-align: right;">(f) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> • Not applicable
<p style="text-align: center;">OPTIONAL</p> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: right;">(g) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> • Not applicable

APPENDIX C: SCHOOL DATA TABLES

ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

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

Teacher and Staff Attrition for the 2023-24 School Year				
	Number employed as of the last day of the 2023-24 school year	Number of departures during the 2023-24 school year	Number of departures following the end of the 2023-24 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	125	9	16	6: Personal 2: Contract not renewed 2: District Discharge 1: Retirement 9: Reason Unknown 5: Accepted another job
Other Staff	82	9	4	3: Personal 1: Contract not renewed 4: District Discharge 2: Reason Unknown 3: Accepted another job

INFORMATION ABOUT THE BOARD OF TRUSTEES

Board Membership During the 2023-24 School Year					
Name	Position on the board	Committee affiliation(s)	Number of terms served on the board	Length of each term (start and end date in MM/YY format)	Final year of service possible based on term limits in bylaws
Janelle Abreu	Trustee	Education (24-25)	1	10/22 – 07/28	2033
Kate Carpenter Bernier	Secretary	Governance and Education	2	12/22 – 07/28 12/17 – 12/22	2028
Richard Davidson	Trustee	Education	1	05/21 – 07/26	2031
Mary Dyer	Vice Chair	Education and Finance & Audit and	2	08/20 – 07/25 01/16-07/20	2025
JohnFredy Loaiza	Parent Representative Trustee	Education	2	08/20 – 07/25 01/16 – 07/20	2025
Massiel Munoz Deleon	Chair	Governance	1	05/23 – 7/28	2033
David Samick	Treasurer	Finance & Audit	2	12/22 – 07/28 12/17 – 12/22	2028
Lisbeth Sosa Pimentel	Parent Representative		1	05/23 – 07/28	2033

[Board of Trustee and Committee Meeting Notices](#)

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

FACILITIES

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

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

ENROLLMENT

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

Action	2024-25 School Year Date(s)
Student Application Deadline	February 7, 2025
Lottery	March 3, 2025

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

Conditions

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

Complaints

There have been no official complaints received by the CDCPS Board of Trustees during the 2023-24 school year.

Board of Trustees Contact Information

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

Attachments

No additional attachments accompany the 2023-24 Annual Report for CDCPS.