



**Codman Academy Charter Public School**

Annual Report 2022-2023

*To Learn, to Lead, to Serve*

637 Washington Street

Dorchester, MA 02124

Tel: (617) 287-0700

Fax: (617) 287-9064

[www.codmanacademy.org](http://www.codmanacademy.org)

Contact: Diana Lam, Interim Head of School

[dlam@codmanacademy.org](mailto:dlam@codmanacademy.org)

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## I. Introduction to the School

<b>Codman Academy Charter Public School</b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location of School</b> (Municipality)	Dorchester
<b>Regional or Non-Regional</b>	Non-Regional	<b>Chartered Districts in Region</b> (if applicable)	N/A
<b>Year Opened</b>	2001	<b>Year(s) Renewed</b> (if applicable)	2006, 2011, 2016, 2021
<b>Maximum Enrollment</b>	345	<b>Enrollment for 2022-23</b>	336
<b>Chartered Grade Span</b>	PK-12	<b>Grade Span for 2022-23</b>	PK-12
<b># of Instructional Days Per School Year</b>	180	<b>Students on Waitlist for 2022-23</b>	1,207
<b>School Hours</b>	<b>Grades K1-8</b> 8:30am-4:30pm M-Th 8:30am-12:00pm Fri <b>Grades 9-12</b> 9am-5pm M-Th 9am-12pm Fri, Sat (optional off-campus)	<b>Age of School in 2022-23</b>	22 (2001-Present)
Mission Statement: Our mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond.			

To offer students an outstanding, experiential education, the school has deep partnerships with the Codman Square Health Center (CSHC), EL Education, Huntington Theatre Company (HTC), American Youth Foundation (AYF), Dorchester YMCA, in addition to a number of smaller-scale partnerships.



## I. School Performance and Program Implementation

### Faithfulness to Charter

#### Mission and Key Design Elements

Codman Academy's mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond. We educate the whole student: mind, body, and character. With the city and world as our classroom, we build a school community rich in rigorous academics and daily experiences of discovery. We continue to support our alumni in realizing their potential after graduation. As Codman Academy Charter Public School closes out our 22nd school year, our mission and key design elements remain the same. Growth and change remain constant as we continue to refine our approach to meet and exceed ambitious goals for our students and our school. Codman's program is built on a holistic philosophy that seeks to address students' physical and mental health needs along in addition to fostering academic success. Based on EL Education principles, our curriculum stresses depth over breadth of content, and fieldwork designed to reinforce classroom learning. A strong emphasis on the arts and social justice issues are cornerstones and are embedded in all aspects of curricula planning and execution.

The advancement of Codman's mission and vision is articulated in and tracked through a five-year strategic plan. Built on input from staff, faculty, board members, students, parents, alumni, and key stakeholders, our strategic plan reflects the current steps we are taking to remain faithful to our charter and deliver a high-quality experience for students. The 2018-2023 strategic plan has set Codman on a path to continue to distinguish itself as a high achieving, national model public charter school that leverages EL Education practices to deliver on the promise of a challenging, holistic, and highly personalized education for all students. We strive for high-quality student work, strong classroom instruction, and deep wraparound social-emotional support. As a national model for public charter education, we remain committed to innovation and adaptation within our practices around family engagement, alumni support, and community partnerships. Together, the design elements and strategies below are intended to strengthen academic achievement by equipping students with the skills and knowledge; sense of agency, integrity, well-being and social justice; as well as real-world understanding to successfully navigate postsecondary pathways and contribute meaningfully to their communities.

#### 1. CACPS will implement EL Education instructional practices and complementary strategies to ensure high levels of student achievement.

Our instructional priorities are guided by our partnership with EL Education and student achievement data, with specific focus in the past year on Core Practice 11: Delivering Effective Lessons. This practice provides a common language and understanding for what constitutes high quality instruction, with an emphasis on creating purpose, building curiosity, maintaining focus, using protocols, supporting all students, using models, representing thinking, reflecting, ongoing assessment, and structuring revision and critique. Our team of instructional coaches, under the leadership of our Assistant Principal, supports teachers in distilling the instructional practices built into this core practice to the developmental appropriateness of each grade level (K1-12), ensuring that our instructional practices are based on high expectations for all students, foster student engagement, and reflect cultural proficiency. The instructional focus of this school year (within Core Practice 11) was on using protocols to build stronger speaking, listening and writing skills across content areas.

Our K2-12 curriculum is aligned to MA state standards and is designed to prepare students for active citizenship and engagement in post-secondary education. Teachers internalize and adapt lessons from research-vetted curriculum in the following grades and content areas:

- Math: Illustrative Mathematics (K2-11), AP Calculus, AP Statistics
- Science: Active Learning (2-5), IQWST (6-8), self-written (9-11 - G9: Biology, G10: Physics, G11: Chemistry), AP Environmental Science, AP Computer Science
- ELA/Social Studies (Humanities): Heggerty (K1), Project Read and uFLI (K2-3), EL modules (K2-8), self-written (9-11 - G9: English I/World History, G10: English II/US History I, G11: English III/US History II), AP Language and Composition
- World Language (Spanish): Self-written (G11: Spanish I, G12: Spanish II)

Teachers who write their own curriculum [K1, Music, Art, Movement, 9-12 Humanities, 9-11 Science (Biology, Physics, Chemistry) and World Language] work closely with, and are reviewed by, instructional coaches at all grade levels. Coaches review lesson plans weekly for alignment to Codman's best practices and to ensure standards alignment. Coaches send written feedback to teachers on improvements to improve alignment as necessary, and have observed 90% of lessons aligned with EL and Codman best practices. Student progress is measured throughout the year using various tools including progress towards learning targets, which has shown growth across most grade levels and subjects.

#### 2. CACPS will develop and maintain the efficacy of outstanding educators and staff to ensure high levels of student achievement.

Codman continues to dedicate significant effort and resources to addressing this strategic priority through a combination of a) recruitment and retention strategies to hire and retain experienced teachers and b) professional development for all teachers. Since the inception of this strategic plan in 2018, we have implemented a new salary scale with three different entry points to incentivize the hiring of experienced teachers which has been consistently reviewed and improved to maintain competitiveness, given longevity awards, and provided scholarships

to offset the cost of licensure preparatory courses and materials. Additionally, we leveraged funds from our DESE Teacher Diversification grant to advance several employees to acquire degrees and certifications, as well as subsidize more competitive hiring and retention bonuses.

As of the 2022-2023 school year, we had retained 75% (31 out of 41) of our lead teachers for 3+ years. We were able to implement a second full year of our Professional Learning Community model within the Instructional Leadership Team's professional development sessions to allow for more collaborative, narrow adult learning experiences. We completed curriculum audits for all contents- leading to a newly planned Science Curriculum, grant supported and data based.

To boost teacher retention and effectiveness, we continued high dosage coaching in specific content areas, allowing coaches to focus on their specific content. Coaches have been able to follow-up with staff to support performance reviews, licensure compliance, and classroom management, all of which have created a culture of continued improvement and learning. We have developed an integrated team of coaches and deans to ensure highly conducive and productive classrooms. These moves have led to stronger instructional support for our teachers – according to the latest Insight survey we were above the national average in “Observation and Feedback” and 72% of teachers report the feedback they get through being observed is helpful at improving student outcomes.

### 3. *CACPS will bolster capacity for families to support high levels of student achievement.*

CACPS deeply values its relationships with families, with CACPS parents and alumni serving on the Board of Trustees and working at the school as staff members. This ensures that the family perspective is taken into account for decisions made across all levels of the school. As our partners in delivering a transformative education, collaborative and culturally responsive communication with families around students' academic progress and social emotional well-being is an ongoing Codman priority. Families are invited to the school and participate in opportunities like our Parent Council, with efforts made to ensure they feel welcome and included in their children's education. Codman uses an automated calling system, School Messenger, as well as newly launched this past year Talking Points, to distribute important information to students and families, and all school messaging is communicated via multiple modes of communication (email, phone call, text messaging, and regular newsletters) and can be translated into different languages to meet the different needs and communication styles of each family. CACPS also provides translators as needed for individual family meetings, and all materials sent home are translated into families' home languages. Each year, we invite families to meet their children's new teachers at our annual Back to School Night, and families are invited in at the conclusion of each trimester to discuss their children's progress in a Student-Led Conference (SLC). For the third year in a row, more than 75% of K1-12 parents participated in their student's SLC during the 2022-2023 school year, including in-person and Zoom conferences.

Codman continues to deepen and expand our relationship with our founding partner, the Codman Square Health Center (CSHC). The partnership between the two organizations have grown deeper in both innovative and traditional ways, thus expanding and creating access to not just preventive services, but creating pathways to the healthcare profession and pipeline of youth of color. Based on the principles of community-based public health prevention, the collaboration between the school and the health center reaches following initiatives are being implemented:

1. Currently 33% of all CACPS families are registered patients at the CSHC, making the process of gaining access to the preventive and clinical services a lot more efficient. For those who are not registered patients, the partnership team and the health center team provide appropriate support in ensuring that no student goes without care and support they need. The school and the health center marketing team is continuously engaged to promote and educate the benefits of students registered as a patient at the health center to parents and families.
2. All preventive and clinical services available at the CSHC are accessible to CACPS students, staff and families.
  - a. The preventive services include screening for oral and vision health, but more importantly, students who do not pass these screenings are always supported with a schedule for comprehensive follow up exam and care, e.g., dental procedures or vision exams along with prescription eyeglasses.
  - b. The Family Medicine department and X-clinic provides basic services like the STD testing, pregnancy testing, but also ensures follow up and counseling for all students, all services provided to the students are completely confidential and free of charge to the students and/or parents. These reproductive health services are provided in parallel to in-class didactic instruction of an evidence-based curriculum 3R sessions to students in grades 3rd-12th by certified health educators, an initiative now in its fourth school year. The classroom education combined with access to resources like condoms, contraceptives and related counseling for older students (grades 8th and up) ensures that our youth and adolescents trust the healthcare system which they will be using not just at this younger age but beyond.
3. Given the increase in behavioral and mental health issues, the partnership has been able to build a functional model with the Behavioral Health Department at the CSHC. Supported by DESE grant funds, the BH department has been able to commit one day a week time for a behavioral and mental health clinician intern. The impact of this additional support has meant that no students in need of counseling were able to get the support they needed without a long waiting period.
4. Family medicine department

5. During a year when student and family health was a primary concern of both CACPS and CSHC, the partnership was able to provide support and access to COVID-19 resources, testing, and vaccination education throughout the pandemic, as well as ongoing flu vaccine outreach campaigns, reproductive health education, vision screenings, and behavioral and mental telehealth appointments. The CACPS implemented pooled testing for all students and staff for the pandemic years, and ensured that every need regarding COVID support, clinical or social, was met as soon as feasible.
6. The partnership has been building a unique healthcare service delivery model in collaboration with the Family Medicine Department-Family Nurse Practitioner Residency Program. This youth-centered healthcare delivery model includes committed and structured time of two Family Nurse Practitioners, who serve as a crucial link to the school nurse in ensuring Well Child appointments and immunizations.
7. Creating Healthcare Pathways: One of the most important initiatives of this partnership is the internship program, where Codman youth have the opportunity to gain experiential, hands-on learning experiences as they are placed in various CSHC healthcare departments. The internship program is primarily during the summer months, and has successfully completed ten years, with over 70% of intern alums pursuing a field in the healthcare profession. The internship exposure and chances are also available during the school year, e.g., during winter and spring breaks.
8. The shared space also includes a successful and thriving community garden, meditation and interactive space, where all students get a chance to learn the art and science of growing vegetables, herbs and flowers.
  - a. Codman high school youth worked as food ambassadors in the school garden, organized weekly farmers' markets and participated in youth advocacy events in the food equity and food justice field, including testifying at the State house and connecting with the local legislators.
  - b. All Codman students also participated in field trips to local farms and urban agriculture centers, and received in-class didactic education sessions on how to grow food, food economics, culinary art and urban agriculture methods.

#### Amendments to the Charter

Codman Academy made no amendments to our charter during the 2022-2023 school year.

#### Access and Equity: Discipline Data

The suspension rates for CACPS and its subgroups can be found in the table below. Historical discipline data can be located on our school profile:

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04380505&orgtypecode=6&=04380505&&fycode=2022>

2022-2023 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	362	12	0.0	3.3	0.0
English Learner	43	0	-	-	-
Economically Disadvantaged	317	10	0.0	3.2	0.0
Students with Disabilities	87	4	-	-	-
High Needs	332	10	0.0	3.0	0.0
Female	181	3			
Male	181	9	0.0	5.0	0.0
American Indian or Alaska Native	0	-	-	-	-
Asian	0	-	-		-
African American/Black	272	12	0.0	4.4	0.0
Hispanic/Latino	85	0	-	-	-

<b>Multi-race, Non-Hispanic/Latino</b>	4	-	-	-	-
<b>Native Hawaiian or Pacific Islander</b>	0	-	-	-	-
<b>White</b>	1	-	-	-	-

*\*Note: percentages are blank because fewer than 6 students were reported with incidents.*

As indicated by the above data, Codman Academy’s overall out-of-school suspension rate is at its lowest since 2015-16. We have had only one expulsion in the past five years, and our emergency removal rate has decreased from 3.6% in 2016-2017 to 0% over the last three years. These downward trends can be attributed to a schoolwide commitment to using alternatives to suspension, which has been aided by Codman’s implementation of the PBIS (Positive Behavior Interventions and Supports) framework.

Codman Academy has continued to keep discipline rates low for students with disabilities and ELL students. One ELL student has been suspended in the past three years, and the number of students with disabilities who have been suspended in the past three years has decreased from 10 to 1. This is, in part, due to the school continuing to expand our support for ELL students and students with disabilities. By hiring additional support staff and teachers, we have increased support in the classroom and deepened collaboration between classroom and specialist teachers. This has allowed for a more in-depth view of classroom dynamics and peer interactions. Our Student Support team now includes more than 20 teachers, inclusion aides, ELL teachers, an occupational therapist, literacy specialists, and a speech language pathologist, in addition to a team of social work interns.

## Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Leadership, Innovation, Instructional Practice	Panelist	Sydney Chaffee, Grade 9 Humanities Teacher	Attendees of #TravelToTeach3 - Learning and Teaching Abroad	Sydney spoke at the #TravelToTeach3, Learning and Teaching Abroad series. She spoke about social justice in schools and explaining strategies teachers can use to help students have hard conversations about social justice topics. CACPS did not receive any grant funding.
Leadership, Innovation, Instructional Practice	Panelist	Sydney Chaffee, Grade 9 Humanities Teacher	Attendees of Michigan Teach Plus and Education Trust Midwest	Sydney spoke to the attendees of Michigan Teach Plus and the Education Trust Midwest, highlighting social justice best practices. CACPS did not receive any grant funding.
Leadership, Innovation	Host	Thabiti Brown, Head of School	Educators from the Netherlands	Thabiti spoke to a group of educators from the Netherlands about Codman's unique innovation model and how it impacts student success and the whole student (mind, body, and character). CACPS did not receive any grant funding.
Leadership, Innovation	Panelist	Thabiti Brown, Head of School	Building Hope Impact Awards	Thabiti went down to Miami to speak to charter leaders from all over the country about partnerships and the benefits of our CSHC/CACPS partnership. This was a part of a \$10,000 grant award that Codman received.
Leadership, Innovation, Instructional Practice	Professional Development Workshop	Pam Casna, Principal	Boston University School of Public Health Students	Pam shared best practices around trauma-informed principles, the impact of trauma and recovery, and healing and resilience. Pam's article was used as the main literature for the class. CACPS did not receive any grant funding.
Leadership, Innovation	Workshop	Sydney Chaffee, Grade 9 Humanities Teacher	Attendees of Sense of Belonging workshop by LearnLaunch	Sydney presented on the power of inclusion and representation in curricula and in the classroom. CACPS did not receive any grant funding.
Leadership, Innovation	Panelist	Sydney Chaffee, Grade 9 Humanities Teacher	Attendees of the EL Education National Conference	Sydney spoke about giving students opportunities for choice within the Humanities classroom. CACPS did not receive any grant funding.



Leadership, Innovation	Panelist	Sydney Chaffee, Grade 9 Humanities Teacher	Reading Educators	Sydney spoke about humanities and the power of social justice in the classroom. CACPS did not receive any grant funding.
Leadership, Innovation	Panelist	Sydney Chaffee, Grade 9 Humanities Teacher	Attendees of the Ambassador Fellow panel	As a School Ambassador Fellow with the US Department of Education, Sydney spoke on their panel at the big conference they held in the fall. CACPS did not receive any grant funding.

*Note: there has been almost no dissemination to Boston schools, whether charter or district schools.*

## Academic Program Success

### Student Performance

A. Provide the most recent publicly available student performance data by providing a link to your school's "Report Card" website. Codman Academy Charter Public School's school report card can be found at:

<https://reportcards.doe.mass.edu/2022/districtreportcard/04380000>

- B. If applicable, provide clear and concise information, in the aggregate, about 2022-2023 student performance on internal or external assessments (other than MCAS) that the school would like the Department to consider as evidence of academic progress. Do not include student-level data, but multiple campus schools are encouraged to provide campus level data.

Codman uses a variety of metrics to track and evaluate our students' growth and achievement throughout the school year. In addition to state-mandated tests, students take multiple formative literacy/reading and math assessments, including ANet for Math and Reading in grades 2-11 and DIBELS for literacy in grades K2-12.

We are in our seventh year administering ANet in our lower and middle grades and going into our fifth year with our high school grades using this tool. While the ANet is not a predictor of MCAS performance and is largely a tool for teachers to use to adjust instruction based on standards-level performance, we have seen improvement in our ANet benchmark assessment scores longitudinally. Lead teachers analyze the data from each ANet assessment and collaborate with coaches, special educators, ELL teachers, and tutors. The analyzed data is what informs intervention plans for small group instruction through skills blocks and individual students targeting skill and standard gaps.

As shown in the attachment, In the school year 2021-2022, Codman students, on average, performed well below the math ANet Network average, with 5th Grade, Algebra 2, and Geometry as the only grades scoring similarly or slightly higher than network. In the school year 2022-2023, we scored overall much closer to the average score of all ANet Network schools. Grades 2, 5, 6, 7, and 8 all scored at or above average compared to the network. Algebra 1, Geometry, and Algebra 2 scored close to but below the average compared to the network. Grades 3 and 4 scored well below the network average. Overall, we've seen some improvement in our overall math ANet performance and will continue to use this tool to improve our math achievement going forward.

As shown in the attachment regarding English Language Arts data, in the year 2021-2022, Codman students in all grade levels (2-11) performed similarly to the network with an average score of 35 percent. In 2022-2023, Codman students in grades 3,4, and 5 performed slightly higher than the network. Grades 2, 6,7,8,9,10,11 continued to perform similarly to the network. Students in K2-8 took the DIBELS assessment to measure their literacy skills during the 2022-2023 school year. Overall, students improved their reading abilities, and of particular note, 100% of students in grades 3,4,5, and 6 made improvements from the beginning to the end of the school year. In grade 2, 85% of students made improvements from the beginning to the end of the year, and in K2 and 1st, 95% of students made improvements from the beginning and end of the year. 73% of students in grade 1 were performing at or above grade level by the end of the school year. This is notable as students in that grade received the most adult support around reading instruction this year.

We do not have enough students with IEPs or Multilingual Learners to receive comparisons from ANet for those subgroups, but data in the attachment does show how our Black or African American and Hispanic or Latino students perform in math compared to their ANet peers. Black or African American students (approximately 75% of Codman's population) scored at or above the math network average for all grades except 3rd, 4th, and Algebra 2. Hispanic or Latino students (approximately 25% of Codman's population) scored at or above the math network average for all grades except 2nd, 3rd, 4th, and Algebra 2. Hispanic or Latino students (Approximately 25% of Codman's population) scored above the math network average for all grades on the ELA assessment.

We do not currently have an interim assessment tool for science teachers, but we are looking into piloting software from Cpeducation.org to assess new NGSS expectations. Images in the attachment show student grade distributions from PowerSchool in science for Grades 5-11. These grades are assigned using our standards-based grading system that is strongly aligned with the Massachusetts Science Framework standards. Overall, these distributions show that very few Codman students are not meeting grade level expectations in their science classes. There is a large number of students earning grades that show either a partial or full mastery of grade level expectations.

### Program Delivery

Our K2-12 academic program in 2022-2023 remained aligned to MA state standards and was designed to prepare students for active citizenship and engagement in post-secondary education. As in past years, we used EL Education and Codman Academy best practices to guide our instructional planning, and there continued to be curriculum audits to ensure standards alignment and grade level rigor. This school year, we prioritized time and support towards our K2-11 Illustrative Mathematics curriculum implementation, as it was the first school year that K2-5 teachers were able to use the curriculum. We also strengthened alignment between our middle school and upper school humanities curriculum, as the middle school uses EL Education's modules whereas the upper school uses self-written curricula - this was done through an intentional curriculum and standards crosswalk. We maintained our intervention structure for students who needed differentiated support (tutoring, interventionist support, special education support). We were also accepted into the Open Sci Ed grant cohorts for both the grade 3-5 pilot and grades 6-8 implementation. Based on our initial work with these two grants, we'll also be enhancing our grade 9-12 science curriculum using the new Open Sci Ed curriculum resources.

Our assessment cycles were also similar to previous years. We continued to use ANet assessments to monitor student progress and adjust curriculum accordingly. Teachers also continued to consistently utilize "exit tickets" and unit assessments to monitor progress around meeting learning targets. The pacing of learning target assessments and high school trimester final exams were similar to previous years as well.

## Organizational Viability

### Organizational Structure of the School

Codman Academy's organizational structure continues to evolve to meet the needs of students. Major changes in this year's organizational structure include the following:

- We added more vertical curricular alignment support and teacher supports through adding a Humanities Instructional Coach and Science Instructional Coach
- We replaced the Director of Development with a Director of Strategic Initiatives & Advancement position to support new initiatives such as the investment of ESSER funds in strategic needs of the school.
- We increased our budget to hire 8 full-time tutors to support students more directly in classrooms alongside lead teachers and within a weekly skills block. In previous years, we have relied on a large group of part-time or work study tutors, which has decreased significantly since the pandemic.

Programmatic and operational decisions continue to be made by the Head of School and Principal with involvement and support from the Board of Trustees as appropriate, and supported by a set of department directors (Director of Operations, Director of Curriculum & Instruction, Director of Special Education, Director of English Language Learners, Director of Social Emotional Learning) and an Instructional Leadership Team (ILT), including a team of Instructional Coaches and teacher leaders. Weekly department meetings, bi-weekly ILT meetings, and monthly staff meetings provide space for important discussions and information sharing, complemented by optional weekly office hours held by the Head of School and Principal.

Codman Academy's Board of Trustees takes its legal and fiduciary responsibilities very seriously, meeting monthly during the school year to oversee the success of Codman's academic and enrichment programs, approve school policies, make recommendations and ensure Codman's financial health and sustainability. Trustees also serve on joint committees (Finance, Academic Achievement, Advancement, Governance, Alumni Success, Investment) that meet regularly outside of monthly board meetings to provide further advice, support, and oversight for all facets of Codman's operations. We reconstituted a committee focused on analyzing and supporting progress along student academic achievement, in addition to starting a new committee focused on long-term investments for the Foundation.

Our Board is composed of a diverse group of advisors, including professionals from the education, finance, and healthcare fields. To ensure that the Board addresses challenges from a range of perspectives, our Board includes four alumni, two former teachers, and the CEO of our founding partner, the Codman Square Health Center. 58% of members are Black, 25% of members have served 10+ years, and 67% of members have served 5+ years.

On a monthly basis, the Board of Trustees reviews the financial statements of the school as well as key student data indicators related to interim testing, attendance, and discipline to ensure that the school's academic program is effectively supporting all students. Since our return to in-person in 2021, we have resumed our Learning Walks, observing and providing direct feedback on instruction and classroom management, and board members have also been invited and have attended in this collaborative learning process.

Additionally, the Board of Trustees collaborates with the Codman Academy Foundation Board to participate in an externally facilitated strategic planning process every five years, drawing input from all stakeholders in order to reflect and determine priorities for the next five years. Since its completion in 2018, both boards have monitored progress toward these strategic priorities via regular updates in board meetings and annual joint board retreats.

**Budget and Finance**

Please see attachments for 2022-2023 financial statements and FY24 budget. The Board of Trustees approved the FY24 Budget on February 7, 2023.

**Network Structure or Multiple Campus Organizational Structure (if applicable)**

N/A

<b>FY23 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2022 submission	345
Number of students upon which FY23 budget tuition line is based	345
Number of expected students for FY23 first day of school	345
Please explain any variances: N/A	

**Capital Plan for 2023-2024**

The school does not have a capital plan for FY24.

**Additional Information**

**APPENDIX A**  
Accountability Plan Evidence 2022-2023

*Objectives and Measures related to Mission and Key Design Elements*

	<b>2022-2023 Performance (Met/Not Met)</b>	<b>Evidence</b> (include detailed evidence with supporting data or examples)
<b>Objective:</b> CACPS will implement EL Education instructional practices and complementary strategies to ensure high levels of student achievement.		
<b>Measure:</b> Each year, at least 90% of students will reach their learning target outcomes because of teachers using specified EL and Codman instructional practices.	Not Met	Based on learning target data, 68% of students met their learning target outcomes this year. This is determined by whether or not students received a passing grade on all their core courses (a 2 or higher in our lower school and a 2.5 or higher in the middle and upper school).
<b>Measure:</b> Each year, 100% of students will earn credit for completion of at least one project that improves the world, in every course / grade level.	Met	100% of our 345 students earned credit for completion of at least one project that improves the world, in every course/grade level, from creating PSAs about protecting pollinators in the lower school, to upstander research projects and activism in middle school, to analyzing water quality of the Neponset River in our Upper School.
<b>Objective:</b> CACPS will develop and maintain the efficacy of outstanding educators and staff to ensure high levels of student achievement.		

Each year, at least 75% of lead teachers will Agree or Strongly Agree to the statement, 'I am satisfied with the support I receive at my school for instructional planning.' 40% of lead teachers will respond to the annual Insight survey.	Not Met	47% of lead teachers agreed or strongly agreed to the statement "I am satisfied with the support I receive at my school for instructional planning." We had 49% of lead teachers respond to the Insight survey.
Each year, 90% of staff members in their third year or beyond will perform at or above Proficient, as measured by the summative rating on their annual performance review, which is aligned to EL Education Core Practices.	Met	99% of staff in their third year or beyond have performed at or above Proficient.
<b>Objective:</b> CACPS will bolster capacity for families to support high levels of student achievement.		
<b>Measure:</b> Each year, at least 75% of parents/guardians report gaining new learning about students by participating in school events, including but not limited to student led conferences, character development practices, and special education PAC meetings. 40% of parents who participate in a school event will respond to post-experience surveys.	Not Met	54% of parents participated in learning opportunities about Codman's educational practices through student-led conferences.
<b>Measure:</b> Each year, 95% of families will agree or strongly agree that the school provides them resources and information to support their student's learning. 50% of families will respond to the annual school survey.	N/A	A school survey was not administered.

Dissemination

	2022-2023 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p><b>Objective:</b> CACPS shares best practices with public schools, parochial schools, independent schools, nonprofits and other organizations over the course of the charter term.</p>		
<p><b>Measure:</b> Each year, CACPS staff members will participate in the EL Education National Conference. Staff will present Master Classes, sharing Codman’s best practices with a national network of EL Education schools.</p>	<p>Met</p>	<p>During the 2022-2023 school year, Codman had 2 teachers present Master Classes- sharing best practices on curriculum development and reading instruction. Additionally, Codman staff participated in EL Leadership council, sharing best practices around school leadership, equity, and teacher recruitment and retention.</p>
<p><b>Measure:</b> Each year, CACPS will collaborate with educators from local, national and international public, parochial and independent schools to improve practice of collaborating schools.</p>	<p>Met</p>	<p>During the 2022-2023 school year, Codman shared best practices locally, nationally, and internationally. Codman hosted 2 groups of Dutch visitors for instructional and culture walkthroughs and information sessions around the intersection of health care and education. Codman staff traveled internationally to China in order to collaborate and teach an integrated Art course involving language acquisition.</p>

**APPENDIX B**

Recruitment Plan 2022-2023

School Name: Codman Academy Charter Public School

**2022-2023 Implementation Summary:**

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2022-2023 Recruitment Plan?

This year marked the sixth year Codman Academy used the Boston Charter Public School Application. Similar to previous years, we combined our general recruitment strategies (such as posting recruitment materials in our neighborhood and on social media, and distributing materials to community centers) with the online system used in partnership with other Boston charter schools. Our two main entry points are K1 and 9th grade. Our current configuration is 1 class per grade K1-8 and 2 classes per grade for 9-12. The last couple of years we have seen a decrease in enrollment and applications as families are moving out of Boston for a host of reasons. A challenge we face is how the impact of families leaving the city will affect our enrollment without it impacting our budget.

We have been successful with engaging virtually and hosting open houses with neighboring schools, and using social media posts in multiple languages to advertise the online application. We were also successful in collaborating with the Codman Square Health Center to spread the word about our application to their staff and patients, and to hang a banner in Codman Square advertising the opening of the application process.

We received a total of 1,600 applications, including 285 K1 applications for 22 available seats, and 195 9th grade applications for 30 available seats.

2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?

We had a substantial number of siblings apply this year (23), though the amount varied by grade. This was particularly the case in K1, where we had 10 out of 22 and in 9th grade 7 out of 30 spots filled by current students' siblings. However, in other grades, like grades 2, there were no sibling applications. Our targeted group will continue to be the 9th and K1 grades.

3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2022 SIMS report) will meet the comparison index or the school's gap narrowing targets.

We are confident our October 1, 2022 SIMS report will meet the comparison index for the Special Education/Students with Disabilities subgroup and the Low Income/ Economically Disadvantaged subgroup as it currently meets the comparison index for the 2021-22 school year. Additionally, to date, we have enrolled several new students identifying as English Language Learners. We believe CACPS will meet the gap narrowing target percentage for the Limited English Proficient Student subgroup.

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

**General Recruitment Activities for 2022-2023:**

- Attended recruitment fairs at local middle schools
- Electronically distributed recruitment and application materials, including translated copies, to neighborhood schools, churches, development centers, and community organizations (e.g., Talbot-Norfolk Triangle).

- Mailed recruitment and application materials to neighborhood partners and community centers like Dorchester YMCA, Boys and Girls Club, and BCYF locations.
- Emailed with Codman Square Health Center staff urging them to encourage their patients to apply, particularly those families who have students with disabilities and limited English language proficiency.
- Distributed flyers and recruitment materials, including translated copies, to neighborhood businesses like the Codman Square Health Center, the Daily Table, the bank, the laundromat, and the library.
- Mailed application information to all of our families with currently enrolled students to encourage sibling applications.
- Sent out school messenger notifications and emails to families of currently enrolled students reminding families to apply for siblings and to encourage their networks and friends to also apply.
- Displayed application information and an oversized recruitment banner in school buildings and across the street at the corner of a busy intersection.
- Posted application information on our school's social media accounts and website, as well as launched a joint social media ad campaign with the other Boston Charter schools, with ads translated in all languages Boston serves.

<p><b>Recruitment Plan – 2023-2024 Strategies</b></p> <p><b>List strategies for recruitment activities for <u>each</u> demographic group.</b></p> <ul style="list-style-type: none"> <li>● Host various open houses for the targeted population of K1 &amp; 9th graders in our surrounding neighborhood.</li> <li>● Post application information on our school's social media accounts and website, as well as launch a joint social media ad campaign with the other Boston Charter schools, with ads translated in all languages Boston serves.</li> <li>● Continue to build relationships with Codman Square Health Center in our recruitment effort of local families.</li> <li>● Send out messaging via email, TalkingPoint, school messenger to currently enrolled student families and caregivers encouraging them to apply for siblings during our monthly Parent Council Meeting.</li> <li>● Distribute flyers and recruitment materials, including translated copies, to neighborhood businesses like, the Daily Table Grocery Store, Bank of America Bank, King’s Laundromat, and Codman Square library.</li> <li>● Display application information and an oversized recruitment banner in the school buildings window as well as in the yard of centrally located neighbor’s property.</li> <li>● Attend Boston Charter School Association wide recruitment fair</li> </ul>	
<p><b>Special education students/students with disabilities</b></p>	
<p><b>(a) CHART data</b></p> <p>School percentage: 22.6%</p> <p>GNT percentage: n/a</p> <p>CI percentage: 15.5%</p> <p>The school is <u>above</u> CI percentages</p>	<p><b>(b) Continued 2022-2023 Strategies</b></p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Codman will continue to work with the Director of Special Education and SPED staff to continue to bring extensive background knowledge to improve effective delivery of services.</li> </ul>
	<p><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>● Director of Special Education and/or SPED staff will be attending all open houses and recruitment fairs to speak of the school’s inclusion model.</li> </ul>
<p><b>Limited English-proficient students/English learners</b></p>	
<p><b>(a) CHART data</b></p> <p>School percentage: 10.4%</p> <p>GNT percentage: 21%</p> <p>CI percentage: 21%</p>	<p><b>(b) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>● Reach out to enrollment staff members at charter schools in the BCA who enroll English Language Learners at CI and GNT percentages to learn how to improve our recruitment efforts for these students</li> <li>● Continue to disseminate all application and recruitment materials translated in Spanish, Haitian-Creole, Cape Verdean Creole, Chinese and Vietnamese in our neighborhood</li> </ul>



<p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<ul style="list-style-type: none"> <li>• Continue to provide translation services at recruitment events like Open House and the lottery</li> <li>• Increase attendance at recruitment events at schools with dual language programs (1 year)</li> <li>• Strengthen existing partnerships with local organizations who serve communities of students whose first language is not English (2 years)</li> <li>• Add to website translated recruitment materials</li> <li>• Staff recruitment events with bilingual speakers and/or ELL staff</li> <li>• Involve ELL Parent Advisory Council to co-host parent workshops and help recruit new families</li> </ul> <p style="text-align: center;"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <p><b>Did not meet GNT/CI:</b> additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> <li>• Partner with and invite to the school organizations like the Somali Development Center Inc. in Roxbury, VietAID in Fields Corner, and Immigrant Family Services Institute, Inc. in Mattapan to help increase exposure among communities where English isn't the first language</li> <li>• Partnering could include things like: hosting a breakfast for the organizations; hosting a visit; passing out flyers at their organizations; etc.</li> </ul>
<p><b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b></p>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 78.0%  <b>GNT percentage:</b> 57.7%  <b>CI percentage:</b> 62.1%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2022-2023 Strategies</b></p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• The school will engage in recruitment at local middle schools where a higher percentage of students are economically disadvantaged or are otherwise identified as low income.</li> <li>• The school will prepare and serve food on site in our kitchen, allowing the school to serve breakfast, hot lunch, and afternoon snack. All students, regardless of income, will receive meals for free.</li> </ul> <p style="text-align: center;"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• The school will recruit from communities serving a large percentage of students who are sub-proficient.</li> <li>• The school will recruit at Citizen Schools, Tenacity, and other organizations that serve students who are sub-proficient.</li> <li>• The school will ensure all recruitment materials clearly state admission is not contingent on academic achievement, any entrance test or formal interview.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• The school will disseminate recruitment and school information to local youth organizations, schools serving students who are at risk of dropping out of school, and professionals working with similar populations.</li> <li>• Through its recruitment efforts the school will make clear that we offer a vast range of supports for students at risk of dropping out.</li> <li>• The school will use its primary partnership with the Codman Square Health Center as well as a variety of external partnerships (such as Wediko) to provide mental health counseling, primary care, and any other necessary services that may hinder a student's ability to stay in school.</li> </ul>
<p><u>Students who have dropped out of school</u>  <u>*Only schools serving students who are 16 and older</u></p>	<p style="text-align: center;"><b>(f) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• The school will disseminate recruitment and school information to local youth organizations and professionals working with students who have dropped out of school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Through its recruitment efforts the school will make clear that we offer a vast range of support – both internally and through external partnerships – for students who have dropped out of school or are at risk for dropping out of school.</li> <li>• The school will use its primary partnership with the Codman Square Health Center as well as a variety of external partnerships to provide mental health counseling, primary care, and any other necessary services that may hinder a student’s ability to stay in school.</li> </ul>
<p><b>OPTIONAL</b>  <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>(g) Continued 2022-2023 Strategies</b></p>

<b>APPENDIX B</b>
<b>Retention Plan 2022-2023</b>

**Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2022-2023 Retention Plan.**

**2022-2023 Implementation Summary:**

Students transfer to other schools each year for a number of reasons, including a desire for a shorter school day, to be in a larger population of students, or due to family relocation. This past school year, one of the most common reasons for transferring to another school continued to be relocation outside of the city of Boston, which in and of itself is due to a number of reasons. Our goal continues to be reducing the number of students who leave Codman for reasons within our control. Codman’s leadership staff which includes Head of School, Director of Special Education, Director of Student Support, Director of Culture and Principals will continue to host monthly meetings with the Parent Advisory Council which includes SPED/PAC and bilingual parents and caregivers to discuss curriculum, testing and overall concerns. We will ensure that all materials are transcribed in a timely manner into appropriate home languages for our families and caregivers. This school year, we continued to partner with community agencies, programs and businesses to provide enrichment opportunities for all students Grades 8-12, and expanded our tutoring program and Special Education staff to offer additional support to all students and targeted subgroups. We will continue to provide information on our inclusion model and data driven instruction to our staff, families and caregivers.

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	90%

**Retention Plan – 2022-2023 Strategies**  
**List strategies for retention activities for each demographic group.**

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 11% <b>Third Quartile:</b> 19.4%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2022-2023 Strategies</b></p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Director of Special Education and SPED staff will attend all of the SPED/PAC meetings to provide families and students additional support and review growth</li> <li>• Analyzing the data of academic progress of IEP/504 students at all levels</li> <li>• Support inclusive environment for all students with scaffolds and differentiated materials</li> <li>• Partner with teachers to develop curriculum to meet needs of IEP/504 students</li> <li>• Ensure timely communication to families and caregivers with issues brought forth</li> </ul>
	<p><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <p>Above third quartile: additional and/or enhanced strategies needed. 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> <ul style="list-style-type: none"> <li>• According to Codman's District Profile, our attrition rates for high-needs students and students with disabilities are 6.7% and 6.4%, respectively, far below the third quartile percentage.</li> <li>• We have added a full time speech pathologist, increased co-teaching opportunities to support inclusion and revamped our Special Education Advisory Committee to connect parents of students with disabilities to each other and the school.</li> <li>• We added targeted skills blocks at the high school level for students with disabilities to get direct support from special education liaisons daily.</li> </ul>

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

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 2.9% <b>Third Quartile:</b> 17.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2022-2023 Strategies</b></p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>• Employ full time, dedicated staff for ML (Multilingual Learner) student support</li> <li>• Assist teachers in completing SEI Endorsement to better serve students</li> <li>• Provide inclusive, culturally diverse environment</li> </ul>
	<p><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• Utilize ML-specific fieldwork to support student-to-student engagement in curriculum</li> <li>• Revise ML curriculum to align with WIDA ELD Standards</li> <li>• Develop individualized Language Objectives for students, based on data from the WIDA MODEL and Screeners, and track progress toward objectives through periodic and structured reviews of supporting data points</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> 9.8% <b>Third Quartile:</b> 20.1%</p>	<p><b>(b) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• Enrichment Courses: Economically disadvantaged students often do not receive a large range of enrichment opportunities due to insufficient resources. Codman Academy offers a range of</li> </ul>
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<p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>enrichment courses to all students to provide a rich and transformational educational experience.</p> <ul style="list-style-type: none"> <li>● Academic Support: All 9th and 10th graders attend required tutorial sessions during the school day, Monday-Thursday.</li> <li>● Robust and unique summer programming: Codman Academy will continue to develop relationships with community partners to offer students a wide range of excellent summer programming opportunities that may not otherwise be available to low-income students. We will also continue to require all Upper School students to complete at least two summers of approved programming in order to graduate. Summer offerings have been expanded to include opportunities for students K1-8 since our expansion, including an annual summer theatre program run by the Huntington Theatre Education department, the American Youth Foundation (AYF) National Leadership Conference Trip or other leadership courses, summer programming at AYF's Camp Merrowista, and participation in Breakthrough Greater Boston.</li> </ul>
	<p align="center"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <p>Above third quartile: additional and/or enhanced strategies needed.</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>● One-on-one tutoring: The school's one-on-one tutoring program is tailored specifically to the needs of individual students. It is particularly beneficial for students who arrive at Codman sub-proficient. Because students who are sub-proficient are at high risk for dropping out, moving students out of this category is one of the most important ways in which the school can increase retention rates within this subgroup. Based on the success of this program, we have created a corollary program for students in our middle school grades.</li> <li>● Standards Based Grading (SBG): The school just completed its eighth year of school-wide implementation of standards-based grading. At its core, SBG is intended to provide a clear picture of student mastery of learning targets (LTs) and identify specific LTs that have not yet been mastered. This clarity is particularly important for students who are sub-proficient as it focuses teachers, students, and parents on actionable steps that need to be taken in order to achieve proficiency.</li> <li>● In order to support students who have not met mastery in coursework and/or are testing below proficient on state testing, CACPS has increased opportunities during the school day for students to have access to tutoring that is specifically aligned to determined skill gaps.</li> <li>● Data reviews from predictor tests, ANet, and MCAS have allowed CACPS to group students and focus on skill improvement in areas that have negatively impacted overall scores.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center"><b>(e) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>● Professional internships: The school requires all Upper School students to complete professional internships. This is especially critical for students at risk of dropping out, given that many of the school's students in this category are older than their peers and eager to receive real world job experience. Many students at risk of dropping out feel constrained by the core structure of the academic program and have not realized as high levels of academic success as their peers. Internships provide students with an opportunity to apply their education to real world opportunities, explore a new passion or interest, and achieve success in a way they might not experience in the classroom. In doing so, students build an important résumé credential and gain professional experience that helps lead to summer job placements. This is extremely valuable given that many students in this subgroup (because of their age) feel a strong need to earn money out of school. The school worked to widen its range of internship offerings to students to ensure students had access to real life experiences that connected to post graduation plans. This supported students in remaining engaged in school and excited about the outcomes that follow a high school diploma.</li> <li>● Varsity competition participation requirements: While the wellness and athletics programs serve all students and accomplishes a myriad of school goals, the academic participation requirement, which states that students must earn a 70% or higher in all academic courses to play in inter-school matches, helps motivate students to achieve academic success. This is particularly useful in motivating students who are highly interested in interscholastic competition, which applies to several students identified as at risk of dropping out.</li> </ul>

<p><u>Students who have dropped out of school</u>  <u>*Only schools serving students who are 16 and older</u></p>	<p align="center"><b>(f) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• The school will pay significant attention to improving support for the small number of our students at the highest risk of leaving Codman and not enrolling in another high school.</li> <li>• The school will employ a full-time social worker to communicate with the Department of Children and Families (DCF) when needed if students who have dropped out are under the care of DCF or their whereabouts may be unknown due to runaway status.</li> <li>• Through the Social Work department, the school will work with the Codman Square Health Center, Home for Little Wanderers, Epiphany School, and other local organizations that support similar populations to provide extensive services for at-risk students and families.</li> </ul>
<p align="center"><b>OPTIONAL</b>  <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center"><b>(g) Continued 2023-2024 Strategies</b></p>

<b>APPENDIX C</b>
<b>School and Student Data Tables</b>

Codman Academy Charter Public School student demographic information can be found on our school profile, using the following link:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04380505&orgtypecode=6>

<b>STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS</b>	
Race/Ethnicity	% of School
African American	74.4%
Asian	0%
Hispanic	24.4%
Native American	0%
White	0.3%
Native Hawaiian, Pacific Islander	0%
Multi-race, non-Hispanic	0.9%
Selected Populations	% of School
First Language not English	23.8%
English Language Learner	10.4%
Students with Disabilities	22.6%
High Needs	84.2%

Economically Disadvantaged	78.0%
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<b>ADMINISTRATIVE ROSTER FOR THE 2022-2023 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Thabiti Brown, Head of School	Oversees all school functions; liaison to Board of Trustees and Codman Academy Foundation Board and primary partner with the Codman Square Health Center	2001	June 30, 2023
Pamela Casna, Principal	Serves as the school program leader, working with the Head of School and supervises department heads	2011	n/a
Jonalis Carrasquillo-Young, Director of Operations	Reports to the Head of School and serves as Codman's operational and administrative leader responsible for finance, food services, and operations	2022	n/a
Julie Sizer, Director of Curriculum & Instruction	Reports to the Principal and supervises all instructional coaches, oversees curriculum development across all grades	2017	June 30, 2023
Raika Nasirullah, Director of Student Support	Reports to the Principal and oversees counseling, SEL, wellness, and college and career departments	2014	n/a
Tarrence Brown, Director of Culture	Reports to the Principal and supervises all Deans of Culture for Lower, Middle, and Upper School	2015	n/a

\*Add additional rows as necessary

<b>TEACHERS AND STAFF ATTRITION FOR THE 2022-2023 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2022-2023 school year</b>	<b>Departures during the 2022-2023 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure*</b>
Teachers	40	0	2	Professional opportunity elsewhere (1), Contract not renewed (1)
Other Staff	63	6	5	Personal reasons (2), Professional opportunity elsewhere (6), Contract not renewed (3)

**Members of the Board of Trustees for the 2021-2022 School Year**

**BOARD MEMBERS FOR THE 2022-2023 SCHOOL YEAR**

<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b> <i>*Counting officially from the start of the change in regulation in 2016</i>	<b>Length of each term (start and end date)</b>
Thabiti Brown	Ex-Officio	Alumni Success, Governance, Finance, Advancement, Academic Achievement	1	7/2016-Present
Sandra Cotterell	Clerk		4	9/2011 - 9/2014 9/2014 - 9/2017 9/2017 - 9/2020 9/2021-6/2024
Juma Crawford	Director		4	10/2013 - 9/2016 9/2016 - 9/2019 9/2019 - 9/2021 9/2021-6/2024
Sebastian Hamilton	Director	Advancement	1	10/2022-6/2025
Martin Familia, '05	Director	Alumni Success	3	10/2014 - 9/2018 9/2018 - 9/2021 9/2021-6/2024
Richmond Holden, Jr.	Vice-President	Finance, Academic Achievement	5	11/2012 - 9/2014 9/2014 - 9/2017 9/2017 - 9/2020 9/2020-6/2023 6/2024-6/2027
Tiana McLean	Director		1	9/2021-6/2024
Anthony Alan Parker	Director	Academic Achievement	6	10/2007 - 9/2010 9/2010 - 9/2013 9/2013 - 9/2016 9/2016-9/2019 9/2019 - 9/2021 9/2021-6/2024
Thomas Quirk	Treasurer	Finance	6	9/2006 - 9/2009 9/2009 - 9/2012 9/2012 - 9/2015 9/2015 - 9/2018 9/2018 - 9/2021 9/2021-6/2024

Carla Small	Director	Alumni Success	4	5/2013 - 9/2015 9/2015 - 9/2018 9/2018 - 9/2021 9/2021-6/2024
William Walczak	President	Governance	8	2/2001 - 9/2004 9/2004 - 9/2007 9/2007 - 9/2010 9/2010 - 9/2013 9/2013 - 9/2016 9/2016 - 9/2019 9/2019 - 6/2022 6/2022-6/2025
Simone Wilson, '07	Director	Alumni Success, Governance	2	2/5/2019 - 9/2021 9/2021-6/2023

\* Add additional rows as needed

See [here](https://www.codmanacademy.org/apps/pages/index.jsp?uREC_ID=238432&type=d) for the schedule of meetings for the year: [https://www.codmanacademy.org/apps/pages/index.jsp?uREC\\_ID=238432&type=d](https://www.codmanacademy.org/apps/pages/index.jsp?uREC_ID=238432&type=d)

<b>APPENDIX D</b>
<b>Additional Information</b>

**Facilities**

Location	Dates of Occupancy
637 Washington Street, Dorchester, MA 02124	August 2012 – present
622 Washington Street, Dorchester, MA 02124	August 2015 – present

**Enrollment**

Action	2022-2023 School Year Date(s)
Student Application Deadline	February 28, 2024
Lottery	March 6, 2024

<b>APPENDIX E</b>
<b>Conditions, Complaints, and Attachments</b>

**Conditions**



On May 7, 2021, the Department of Elementary and Secondary Education approved the renewal of Codman Academy Charter Public School's charter, with the following condition:

- By December 31, 2024, Codman Academy Charter Public School must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science.

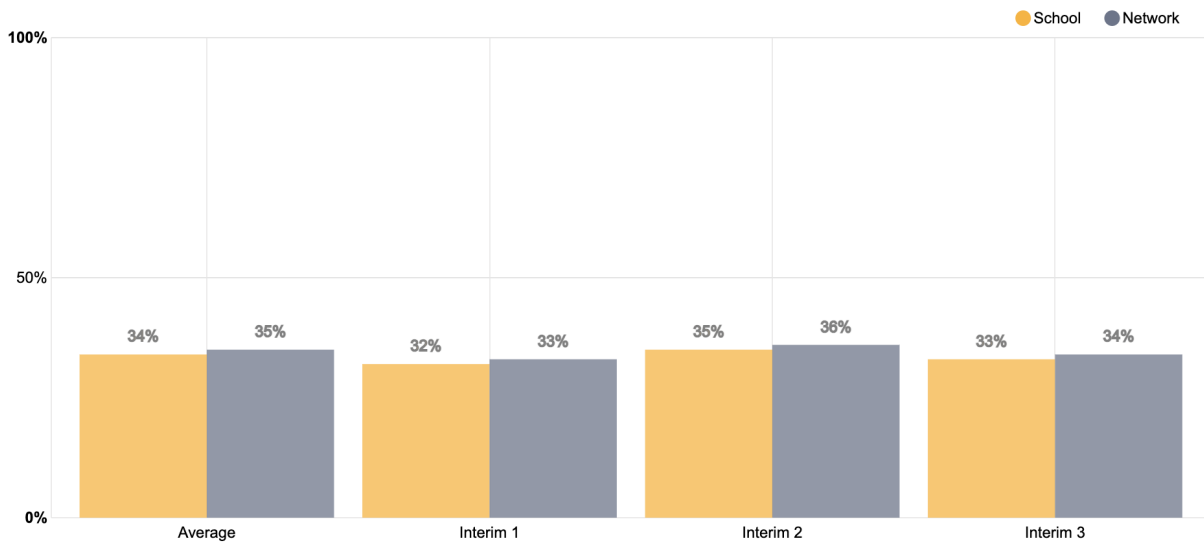
The school's efforts to address the concern that resulted in conditions include restructuring instructional roles to provide coaching and supervision by subject and grade level. These roles augmented the school's capacity to leverage evaluative systems, such as Achievement Network, to analyze and use formative data on student progress throughout the year. All teachers received high quality instructional coaching and personalized professional development to improve Tier 1 instruction in all classrooms. To further support academic achievement, we invested in hiring six full time tutors to support math and ELA classes through push-in and pull-out support. We used MCAS, ANet, DIEBELS, and in-class assignments to strategically assign students to tutorial services. Additionally, we restructured our Special Education Department to fully meet the needs of all students with IEPs through co-teaching, push-in, and pull-out supports aligned with their specific needs.

### **Complaints**

The Board of Trustees received no official written complaints during the 2022-2023 school year.

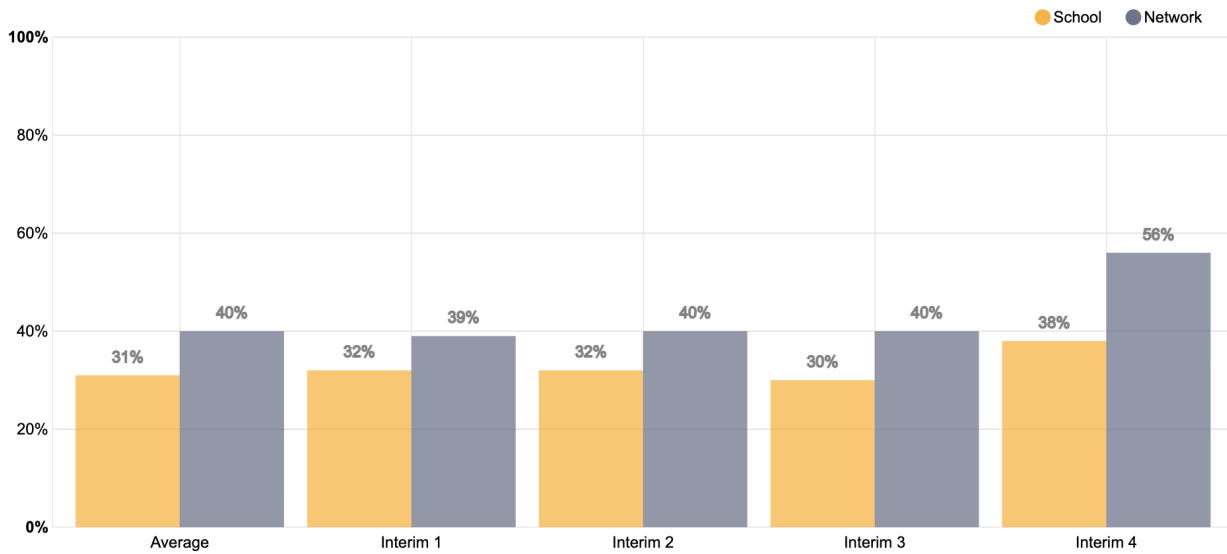
### **Attachments**

2022-2023 Math ANet Results Compared to Network



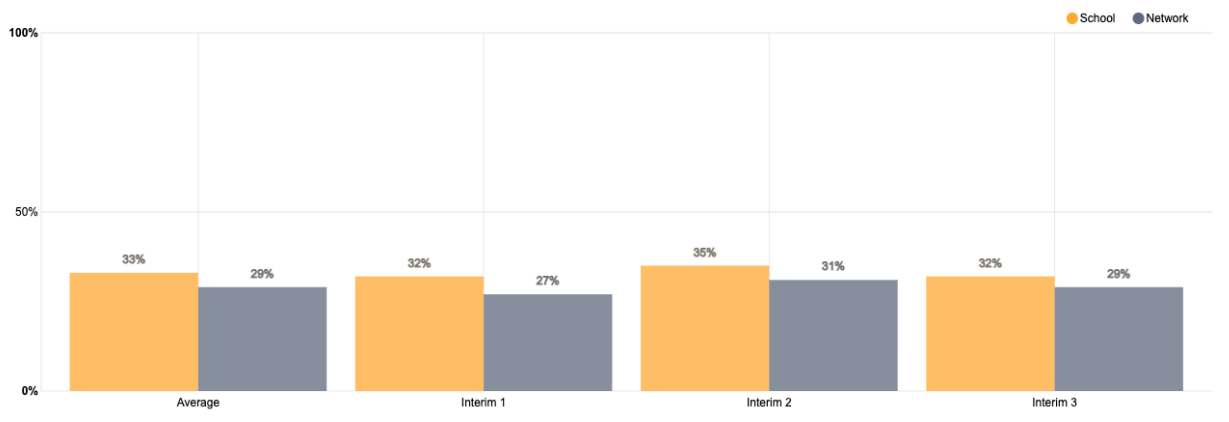
Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
2nd Grade	63%	0%	44%	-14%	57%	0%	77%	9%
3rd Grade	26%	-13%	25%	-10%	34%	-8%	17%	-21%
4th Grade	30%	-10%	26%	-8%	31%	-10%	32%	-9%
5th Grade	44%	0%	45%	-4%	46%	3%	42%	0%
6th Grade	42%	6%	30%	4%	46%	7%	44%	6%
7th Grade	32%	0%	44%	8%	33%	0%	25%	-3%
8th Grade	36%	4%	40%	7%	40%	8%	32%	1%
Algebra I	27%	-2%	29%	2%	34%	-2%	17%	-6%
Algebra II	23%	-7%	23%	-5%	23%	-8%	21%	-8%
Geometry	29%	-2%	30%	-1%	30%	-4%	27%	-3%

2021-2022 Math ANet Results Compared to Network



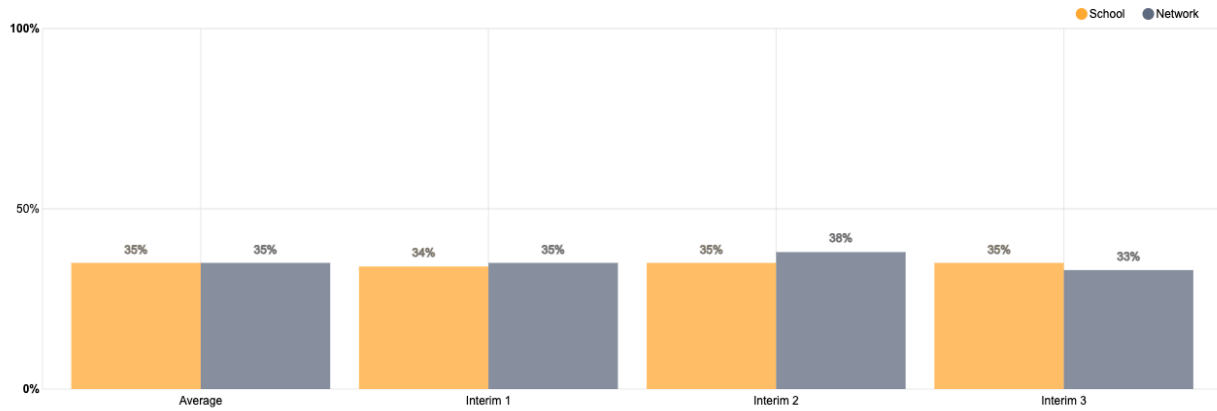
Course ^	Average		Interim 1		Interim 2		Interim 3		Interim 4	
	School	Network	School	Network	School	Network	School	Network	School	Network
2nd Grade	43%	-13%	34%	-16%	43%	-13%	49%	-12%	44%	-13%
3rd Grade	36%	-11%	30%	-14%	32%	-14%	42%	-7%	-	-
4th Grade	23%	-14%	24%	-12%	23%	-14%	22%	-15%	-	-
5th Grade	37%	0%	42%	6%	38%	-1%	32%	-3%	-	-
6th Grade	35%	1%	29%	3%	33%	-3%	37%	3%	-	-
7th Grade	25%	-5%	36%	3%	26%	-4%	19%	-8%	-	-
8th Grade	29%	-3%	37%	1%	25%	-8%	29%	-2%	-	-
Algebra I	23%	-3%	20%	-4%	29%	-3%	20%	-1%	-	-
Algebra II	37%	7%	37%	6%	45%	12%	31%	4%	32%	6%
Geometry	31%	1%	34%	3%	33%	2%	26%	-3%	-	-

2022-2023 Black or African American Students Math ANet Data



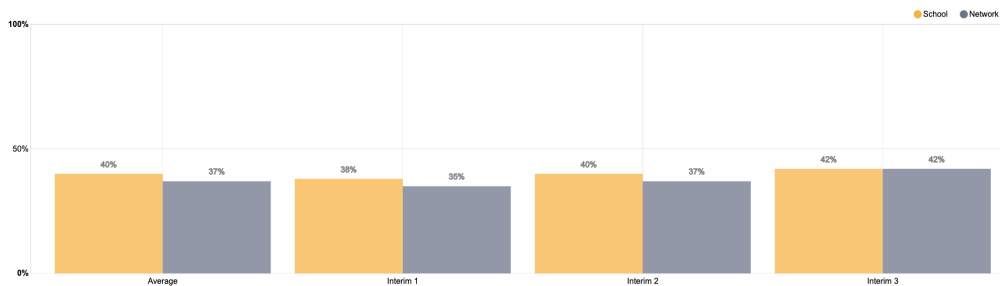
Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
2nd Grade	65%	2%	47%	-2%	62%	4%	76%	4%
3rd Grade	24%	-5%	24%	-5%	34%	-2%	16%	-6%
4th Grade	28%	-1%	28%	0%	29%	1%	25%	-4%
5th Grade	42%	9%	44%	2%	45%	11%	37%	8%
6th Grade	41%	7%	30%	7%	46%	9%	42%	4%
7th Grade	28%	2%	40%	10%	29%	1%	23%	0%
8th Grade	35%	7%	39%	11%	37%	9%	31%	3%
Algebra I	27%	0%	28%	2%	33%	-1%	17%	-4%
Algebra II	22%	-6%	23%	-5%	24%	-8%	20%	-4%
Geometry	28%	1%	28%	2%	30%	2%	26%	0%

2022-2023 Hispanic or Latino Math MCAS Data



Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
2nd Grade	42%	-15%	-	-	-	-	-	-
3rd Grade	24%	-10%	25%	-7%	28%	-9%	19%	-14%
4th Grade	32%	-8%	25%	-6%	31%	-11%	36%	-4%
5th Grade	54%	11%	-	-	-	-	-	-
6th Grade	47%	11%	-	-	-	-	-	-
7th Grade	37%	4%	50%	12%	41%	7%	29%	1%
8th Grade	42%	7%	-	-	-	-	-	-
Algebra I	30%	1%	31%	3%	36%	2%	20%	-5%
Algebra II	23%	-5%	24%	-5%	21%	-11%	25%	-2%
Geometry	39%	3%	-	-	-	-	-	-

### 2022-2023 ELA ANet Results Compared to Network



Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
2nd Grade	38%	0%	13%	0%	19%	-13%	70%	0%
3rd Grade	27%	1%	26%	2%	31%	4%	22%	0%
4th Grade	43%	3%	40%	5%	45%	4%	44%	0%
5th Grade	39%	5%	46%	12%	42%	7%	31%	0%
6th Grade	39%	0%	37%	0%	45%	0%	36%	0%
7th Grade	46%	0%	43%	0%	48%	0%	47%	0%
8th Grade	41%	0%	38%	0%	33%	0%	50%	0%
English I	42%	0%	43%	0%	46%	0%	37%	0%
English II	40%	0%	38%	0%	40%	0%	42%	0%
English III	41%	0%	39%	0%	41%	0%	44%	0%

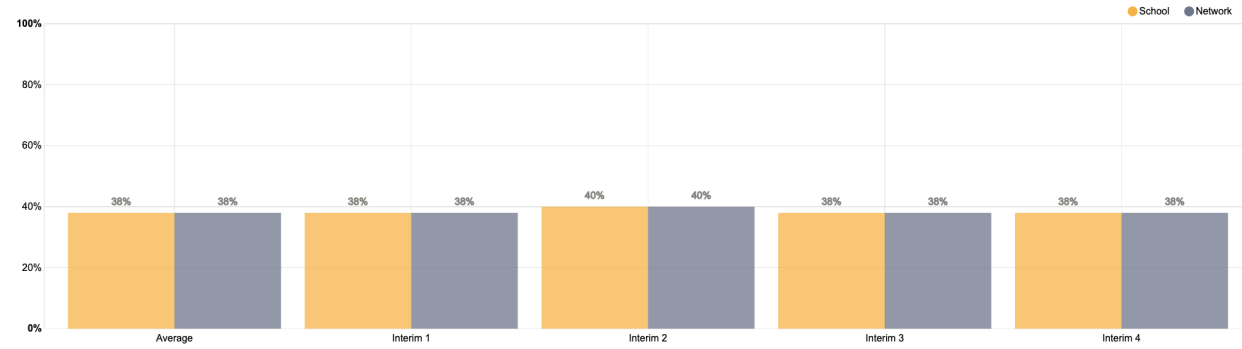
### 2021-2022 ELA ANet Results Compared to Network



### 2022-2023 Black or African American Students ELA ANet Data

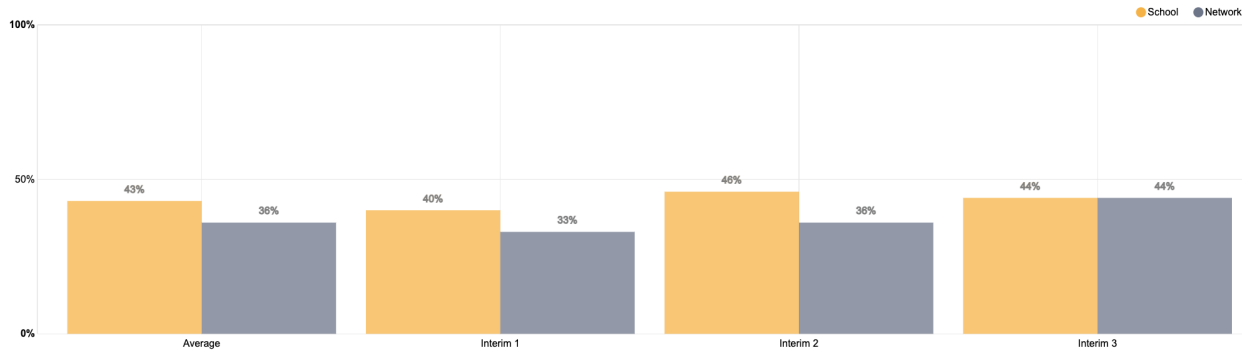


### 2021-2022 Black or African American Students ELA ANet Data



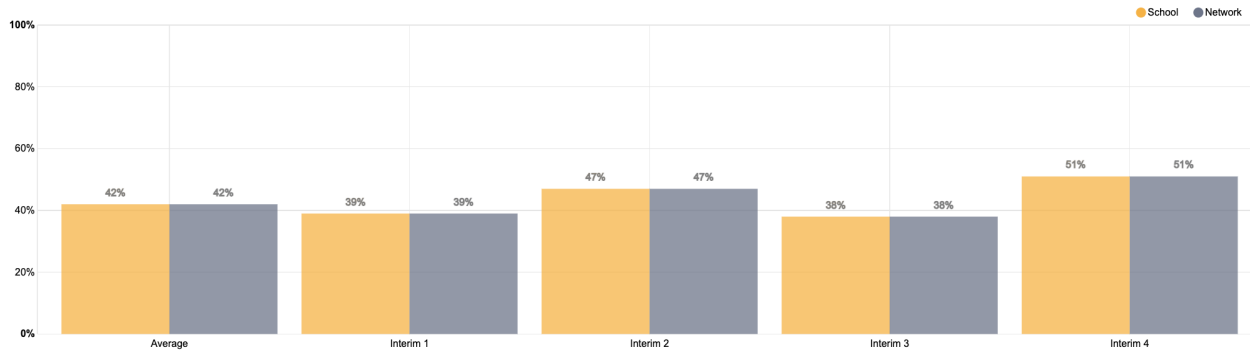
Course ^	Average		Interim 1		Interim 2		Interim 3		Interim 4	
	School	Network	School	Network	School	Network	School	Network	School	Network
2nd Grade	40%	0%	31%	0%	43%	0%	47%	0%	38%	0%
3rd Grade	30%	0%	27%	0%	30%	0%	33%	0%	-	-
4th Grade	37%	0%	40%	0%	41%	0%	29%	0%	-	-
5th Grade	33%	0%	35%	0%	27%	0%	34%	0%	-	-
6th Grade	35%	0%	31%	0%	40%	0%	34%	0%	-	-
7th Grade	42%	0%	33%	0%	49%	0%	44%	0%	-	-
8th Grade	44%	0%	36%	0%	46%	0%	47%	0%	-	-
English I	35%	0%	38%	0%	35%	0%	29%	0%	-	-
English II	44%	0%	44%	0%	46%	0%	41%	0%	-	-
English III	42%	0%	45%	0%	36%	0%	43%	0%	-	-

### 2022-2023 Hispanic or Latino ELA MCAS Data



Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
2nd Grade	40%	2%	-	-	-	-	-	-
3rd Grade	25%	1%	24%	1%	-	-	-	-
4th Grade	47%	6%	42%	6%	53%	9%	47%	0%
5th Grade	49%	17%	-	-	-	-	-	-
6th Grade	41%	0%	-	-	-	-	-	-
7th Grade	48%	0%	44%	0%	49%	0%	50%	0%
8th Grade	42%	0%	-	-	-	-	-	-
English I	42%	0%	41%	0%	47%	0%	37%	0%
English II	46%	0%	41%	0%	-	-	-	-
English III	47%	0%	42%	0%	45%	0%	60%	0%

### 2021-2022 Hispanic or Latino ELA MCAS Data



Course ^	Average		Interim 1		Interim 2		Interim 3		Interim 4	
	School	Network	School	Network	School	Network	School	Network	School	Network
2nd Grade	51%	0%	42%	0%	65%	0%	-	-	51%	0%
3rd Grade	37%	0%	31%	0%	38%	0%	40%	0%	-	-
4th Grade	43%	0%	43%	0%	48%	0%	-	-	-	-
5th Grade	27%	0%	-	-	-	-	-	-	-	-
6th Grade	36%	0%	35%	0%	46%	0%	29%	0%	-	-
7th Grade	49%	0%	-	-	-	-	-	-	-	-
8th Grade	39%	0%	34%	0%	40%	0%	-	-	-	-
English I	46%	0%	53%	0%	-	-	35%	0%	-	-
English II	53%	0%	52%	0%	67%	0%	40%	0%	-	-
English III	54%	0%	-	-	-	-	-	-	-	-

## Science Standards-Based Grades Distribution

### Science 5

STANDARDS	GRADE DISTRIBUTION (Y1)
3.4.5 Sci - Grade 3-5 Science	15   2

### Science 6

STANDARDS	GRADE DISTRIBUTION (Y1)
6.7.8 Sci - Grade 6-8 Science	11   6

### Science 7

STANDARDS	GRADE DISTRIBUTION (Y1)
6.7.8 Sci - Grade 6-8 Science	20   2

### Science 8

STANDARDS	GRADE DISTRIBUTION (Y1)
6.7.8 Sci - Grade 6-8 Science	17   2

### Biology Honors - 2 Classes

STANDARDS	GRADE DISTRIBUTION (Y1)
09.Bio - Biology 9 Honors	35   1

### Physics Honors - 2 Classes

STANDARDS	GRADE DISTRIBUTION (Y1)
10.Phys - Physics Honors	30   4

### Chemistry Honors - 2 Classes

STANDARDS	GRADE DISTRIBUTION (Y1)
11.Chem - Chemistry Honors	30   4



**Organizational Viability**

## Budget and Finance

### FY23 Statement of Revenues (unaudited)

	<b>CODMAN ACADEMY CHARTER PUBLIC SCHOOL &amp; COMPONENT UNIT</b>		
	<b>STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2023 - UNAUDITED</b>		
	<b>SCHOOL</b>	<b>FOUNDATION</b>	<b>COMBINED June 30, 2023</b>
<b>REVENUES</b>			
District Funding (per pupil)	\$ 8,649,863		\$ 8,649,863
Government Grants & Funding	2,285,909		2,285,909
Government Nutrition Subsidy & Cafeteria Sales	317,503		317,503
Private Support			-
Contributions - In-kind	1,221,518		1,221,518
Contributions - Component Unit	700,000		700,000
Contributions - Individuals & Foundations	-	645,069	645,069
Total: Private Support Funding	1,921,518	-	1,921,518
Student Programs & Other	89,193		89,193
Interest & Dividends		436,077	436,077
Rental Income		394,818	394,818
<b>Total Revenues</b>	<b>\$ 13,263,986</b>	<b>\$ 1,475,964</b>	<b>\$ 14,739,950</b>
<b>EXPENSES</b>			
In-Kind Pension & Transportation Expense	\$ 1,294,171		\$ 1,294,171
Salaries & Related	8,585,444		8,585,444
Administrative Costs	659,374	10,456	669,830
Instructional Services	908,812		908,812
Other Student Services	949,679	44,696	994,375
Operation & Maint of Plant	800,670	241,501	1,042,171
Grant Expense - Component Unit	-	700,000	700,000
Investment Gain (Loss)			-
Depreciation & Amortization	460,156	524,230	984,386
<b>Total Expenses</b>	<b>\$ 13,658,306</b>	<b>\$ 1,520,883</b>	<b>\$ 15,179,189</b>
<b>CHANGE IN NET ASSETS</b>	<b>\$ (394,320)</b>	<b>\$ (44,919)</b>	<b>\$ (439,239)</b>

FY23 Statement of Net Assets (unaudited)

**CODMAN ACADEMY CHARTER PUBLIC SCHOOL & COMPONENT UNIT**  
**STATEMENT OF NET ASSETS AT JUNE 30, 2023 - UNAUDITED**

ASSETS	COMBINED		
	SCHOOL	FOUNDATION	June 30, 2023
<b>Current Assets</b>			
Cash and Cash Equivalents	1,117,408	5,183,680	6,301,088
Accounts Receivable	487,816	402,825	890,641
<b>Other Current Assets</b>			
Prepaid Expenses	105,548		105,548
Deposits		5,326	5,326
Due from Related Parties	140,187		140,187
<b>Total Other Current Assets</b>	<b>245,735</b>	<b>5,326</b>	<b>251,061</b>
<b>Total Current Assets</b>	<b>245,735</b>	<b>5,591,831</b>	<b>5,837,566</b>
<b>Fixed Assets, net of depreciation</b>			
Notes Receivable		5,162,600	5,162,600
Lease Receivable	(7,218,407)	7,217,499	(908)
Right of Use Asset	6,514,513	6,514,513	13,029,026
<b>TOTAL ASSETS</b>	<b>\$ 1,452,246</b>	<b>\$ 27,530,922</b>	<b>\$ 28,983,168</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Accounts Payable	278,551	-	278,551
<b>Other Current Liabilities</b>			
Accrued Expenses	88,597		88,597
Accrued Payroll & Taxes	398,007		398,007
Payroll Withholdings			-
Deferred Revenue	10,000		
Due to Related Parties	636,821	(706)	636,115
<b>Total Other Current Liabilities</b>	<b>1,133,425</b>	<b>(706)</b>	<b>1,132,719</b>
<b>Total Current Liabilities</b>	<b>1,411,976</b>	<b>(706)</b>	<b>1,411,270</b>
Notes Payable		3,900,000	3,900,000
Lease Liability		7,218,407	
Deferred inflow of Resources		6,514,514	
<b>TOTAL LIABILITIES</b>	<b>\$ 1,411,976</b>	<b>\$ 17,632,215</b>	<b>\$ 19,044,191</b>
<b>Net Assets</b>			
Unrestricted	129,409	5,869,056	5,998,465
Temporarily Restricted		1,000,046	1,000,046
Permanently Restricted		30,044	30,044
Capital	305,181	3,044,479	3,349,660
Net Income	(394,320)	(44,919)	(439,239)
<b>Total Net Assets</b>	<b>\$ 40,270</b>	<b>\$ 9,898,706</b>	<b>\$ 9,938,976</b>
<b>TOTAL LIABILITIES &amp; NET ASSETS</b>	<b>\$ 1,452,246</b>	<b>\$ 27,530,921</b>	<b>\$ 28,983,167</b>

**Codman Academy Charter Public School**  
**FY2024 Budget Approved**

	<i>FY24 Budget</i>
<b>REVENUE</b>	
Tuition	9,125,682
Government Grants	1,868,846
CAF Support - Program	390,000
Student Fees and Miscellaneous	110,570
School Lunch Revenue	264,000
<b>TOTAL REVENUE</b>	<b><u>11,759,099</u></b>
<b>EXPENSES</b>	
Staff Salaries	7,749,994
Health Insurance	777,900
Payroll Taxes	232,500
Fringe Benefits	110,000
Professional Development	127,000
<b>Total Personnel Costs</b>	<b><u>8,997,394</u></b>
Wellness Programs	121,530
Contracted Programs	26,595
Student Support	205,250
Tutoring Program	22,000
Alumni Support & College Counseling	47,544
Instructional Supplies & Materials	238,240
Classroom Technology	265,367
Student Lunch	245,800
Student Transportation	6,350
Enrichment & Saturday Programs	145,020
<b>Total Student Costs</b>	<b><u>1,323,696</u></b>
Walczak Rental Expense	160,000
Lithgow and Temp Space Rental Expense	230,989
Utilities	132,600
Cleaning & Repairs	300,720
<b>Total Occupancy Costs</b>	<b><u>824,309</u></b>
Professional Fees	170,000
Dues, Fees & Memberships	51,622
Insurance	85,470
Office Supplies & Equipment	22,799
Office Technology	24,700
Advancement & Strategic Initiatives	115,050
Miscellaneous Admin Costs	133,099
Lease Amortization	394,819
<b>Total Administrative Costs</b>	<b><u>997,558</u></b>
<b>TOTAL EXPENSES</b>	<b><u>12,142,957</u></b>
<b>Surplus (Deficit)</b>	<b><u><u>(383,859)</u></u></b>