



Codman Academy Charter Public School

Annual Report 2021-2022

To Learn, to Lead, to Serve

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I. Introduction to the School

<i>Name of School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Dorchester
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2001	Year(s) Renewed (if applicable)	2006, 2011, 2016, 2021
Maximum Enrollment	345	Current Enrollment as of July 26, 2022	345
Chartered Grade Span	PK-12	Current Grade Span	PK-12
# of Instructional Days Per School Year	180	Students on Waitlist as of July 28, 2022	1,225
School Hours	Grades K1-8 8:30am-4:30pm M-Th 8:30am-12:00pm Fri Grades 9-12 9am-5pm M-Th 9am-12pm Fri, Sat (optional off-campus)	Age of School	21 (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 21st 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 EL Education, 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 Director of Curriculum and Instruction, 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.

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: EngageNY (K2-2), Match Fishtank (3-5), Illustrative Math (6-11 - G9: Algebra, G10: Geometry, G11: Algebra II/PreCalc), AP Calculus
- Science: Active Learning (2-5), IQWST (6-8), self-written (9-11 - G9: Biology, G10: Physics, G11: Chemistry), AP Environmental Science, Intro to Computer Science, AP Computer Science
- ELA/Social Studies (Humanities): Heggerty (K1), Foundations (2-4), Project Read (K2-1), 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, 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 2021-2022 school year, we had retained 64% (26 out of 41) of our lead teachers for 3+ years. 11 non-teaching staff left midyear (one left involuntarily) during the 2021-2022 school year, due to personal or medical reasons, leaving for a new industry, geography, or greater compensation. 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 conducted a curriculum audit of our 9-12 science program, which led to researching new chemistry curricula in response to both that audit and a new instructor in that space.

To boost teacher retention and effectiveness, we identified opportunities and the need to add an instructional coach to focus on science, which also allowed the previous STEM coach to focus on math. 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. 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 76% 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 K1-8 parents participated in their student's SLC during the 2021-2022 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). All CACPS students and families can get access to preventive, clinical care at CSHC, which includes dental and vision screening services, STD testing, and reproductive health support and education, and are eligible to receive direct care. Students and families who are registered patients at CSHC can get access right away. For those who are not registered patients, the health center provides support with getting a primary care provider, insurance information, and support in getting registered. Currently 33% of all CACPS families are registered patients at the CSHC. These services help determine students who need further clinical intervention and are provided access to care either through CSHC or encouraged and assisted to seek care at a clinical facility of their choice. For the third school year, our partnership has been able to bring a comprehensive sexual health education curriculum to students in grade 3-12. The classroom education is combined with access to resources like condoms, contraceptives and related counseling for older students. 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 health center also provided two nurse practitioners dedicated to support Codman students and presented services during our all-school Community Time.

Amendments to the Charter

Codman Academy made no amendments to our charter during the 2021-2022 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=2021>

2020-2021 Student Discipline

Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	356	0	0	0	0
English Learner	37	0	0	0	0
Economically Disadvantaged	263	0	0	0	0
Students with Disabilities	96	0	0	0	0
High Needs	290	0	0	0	0
Female	183	0	0	0	0
Male	173	0	0	0	0
American Indian or Alaska Native	1	0	0	0	0
Asian	0	0	0	0	0
African American/Black	277	0	0	0	0
Hispanic/Latino	73	0	0	0	0
Multi-race, Non-Hispanic/Latino	3	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	2	0	0	0	0

**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.

In the 2021-2022 school year, we adjusted our PBIS structures to apply to the remote learning context and continued to reinforce positive behaviors regardless of what learning context (remote or in-person) as we transitioned back to in-person learning. As part of the work our team is doing this summer, we will be re-assessing the types of discipline data we will be collecting through our School-Wide Information System (SWIS) and reflection referral forms to allow us to gather more detailed and nuanced student behavior data. This shift in our data collection will help us determine trends and plan targeted interventions to support both staff and students.

Codman Academy has continued to keep discipline rates low for students with disabilities and ELL students. No ELL students have 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	Professional Development Workshop	Head of School Thabiti Brown, Raika Nasirullah, School Social Worker, Director of SEL Stacey McEnerney	Boston University School of Public Health Students	Thabiti, Stacey, and Raika shared best practices around trauma-informed principles, the impact of trauma and recovery, and healing and resilience. Principal Pam Casna’s article was used as the main literature for the class. CACPS did not receive any grant funding.
Leadership, Innovation, Instructional Practice	Big and Little Podcast	Thabiti Brown, Head of School, and Marcus Parker, Teacher	Big and Little Podcast audience	As a part of their Innovation in Education series, the Boston Children’s Museum hosted Thabiti and Marcus on the podcast to discuss teaching social justice, prioritizing student questioning and the exploration of identity, making connections between learning and the world outside the classroom, and engaging teachers and parents in conversations around equity and inclusion. CACPS did not receive any grant funding.
Leadership, Innovation, Instructional Practice	Professional Development	Sydney Chaffee, Grade 9 Humanities Teacher	Council of Chief State School Officers, a national nonpartisan nonprofit organization	The meeting was convened to hear from educators in the topic of addressing inequitable systems to foster equitable learning environments. Sydney spoke in the dialogue on transformational instructional practices and policies. CACPS did not receive any grant funding.
Innovation	Hosting Oakland Fund of Public Innovation at the school	Juma Crawford, Board of Trustees Member	Oakland Fund of Public Innovation	We welcomed our first visitors of the school year, a dynamic team of social entrepreneurs and public school partners from Oakland including Black Cultural Zone, Youth Food Project, ESO Ventures, and Homies Empowerment. We shared current practices, highlighting our innovative partnership with the Codman Square Health Center. CACPS did not receive any grant funding.
Leadership, Innovation, Instructional Practice	Site visit from Fugees Family, Inc	Thabiti Brown, Head of School; Bill Walzack, Board President; Meg Campbell, Founder	Fugees Academy in Cleveland and Atlanta	CEO Luma Mufleh of Fugees Academy (recently launched a second location in Cleveland and secured a charter in Atlanta) visited our neighborhood-based model, exploring the health center co-location and expeditionary learning implemented through partnership programs that brings students out of the classroom and applying their learning in hands-on challenges. CACPS did not receive any grant funding.

Instructional Practice	Site visit from Shah Foundation	Thabiti Brown, Head of School; Director of SEL Stacey McEnerney	Shah Foundation	Team from Shah Foundation requested to visit and discuss our social-emotional learning practices, programming, as well as most significant needs since the start of the pandemic; as part of their R&D exploring funding to help disseminate effective practices and tools to public schools. CACPS did not receive any grant funding.
Leadership, Innovation, Instructional Practice	Speaker	Sydney Chaffee, Grade 9 Humanities Teacher	Boston College Graduate Students	Sydney was the guest speaker in a graduate level education class at BC to discuss social justice education. CACPS did not receive any grant funding.
Leadership, Innovation, Instructional Practice	Site visit from Swiss educator	Sydney Chaffee, Grade 9 Humanities Teacher	Educator from Switzerland	Sydney hosted a guest educator from Switzerland, who was interested in learning more about theory and practice of teaching. CACPS did not receive any grant funding.
Leadership, Innovation, Instructional Practice	Site visit from doctoral student	Sydney Chaffee, Grade 9 Humanities Teacher	Doctoral student	Sydney was interviewed by a doctoral student for her study about effective practices used by white teachers of students of color. CACPS did not receive any grant funding.
Leadership, Innovation, Instructional Practice	Panelist	Sydney Chaffee, Grade 9 Humanities Teacher	Audience was full of educators, education nonprofits, grad students, policy makers, education researchers	Sydney spoke on a panel alongside other MA Teachers of the Year at the BU Wheelock Forum, which included participants from Everett Public Schools, Lawrence Public Schools, Ivy Street School, and Boston Public Schools. The topic of the forum was "Examining How Teacher Workforce Policies Shape an Equity-Centered Education." CACPS did not receive any grant funding.
Innovation, Instructional Practice	Featured educator	Sydney Chaffee, Grade 9 Humanities Teacher	Readers of Jed Stefanowicz's book	Sydney was interviewed by local teacher and author Jed Stefanowicz to be featured in his forthcoming book about teachers who innovate in the classroom. CACPS did not receive any grant funding.

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/2021/districtreportcard/04380000>

B. If applicable, provide clear and concise information, in the aggregate, about 2021-2022 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.

Students in grades 2-11 complete ANet formative assessments in ELA and Math three times a year. We are in our fifth year administering ANet in our lower and middle grades, and going into our third year with our high school grades using this tool. Despite the pandemic, we saw growth in mastery in ELA from the beginning of the year to the end of the year in grades 2, 3, 5, 7, and 8. We saw growth in Math in grades 3, 6, and 8. Most notably, in ELA, 5th and 6th graders improved proficiency by 4% and 6% respectively; and in Math, 3rd and 6th grades improved proficiency by 12% and 5% respectively. We attribute demonstrated growth in the lower and middle grades to the strong instructional practice of experienced teachers who have been at Codman for multiple years, the hiring of additional tutors and learning specialists to serve as additional support in skill building, and the dedication of our students. In the upper grades, and as a small school, we faced staffing challenges as we worked to hire vacancies in several lead and supporting positions.

Students in grades K1-6 take the DIBELS assessment to measure their literacy skills. Overall, our students improved and of particular note, students in grades K 1-2 met or exceeded grade-level benchmarks by 50% or more.

Academic Program Success

- Provide a description of the charter school's academic program (curriculum, instruction, assessments, and supports for all learners) during the 2021-2022 school year. The description should detail how curriculum, instruction, assessments, and supports for all learners were similar to prior years and different from what the school typically provided its students.

Our K2-12 academic program in 2021-2022 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 planning, and there continued to be curriculum audits to ensure standards alignment and grade level rigor. In terms of differences in our instructional cycles, coaching feedback and student performance guided teachers to pare down their curricula after Trimester 1 to focus on the most pertinent grade-level standards for students to be successful in the next grade.

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" to monitor progress. The pacing of learning target assessments and high school trimester final exams were similar to previous years as well. In terms of differences in assessments, we did not conduct Fountas & Pinnell assessments this year, opting for DIBELS alone, with the aim of increasing more time on instruction with a better balance of time on assessments.

- Please briefly explain how the school ensured all students were able to access the academic program during the charter school's various modes of learning during the 2021-2022 school year.

We continued to provide high quality instruction to all of our students during the school year, primarily in-person and used online learning to supplement classes like our Spanish program, enrichment offerings, and all-school Community Time when COVID rates would rise. We ensured all of our students received the materials and supports they needed for successful learning. We provided all students with an individual device & charger to use at home, as well as Wi-Fi hotspots as needed. We differentiated technological supports for students at home - we provided younger students with iPads rather than Chromebooks to make the classwork more accessible to them. Students with special needs received additional technology supports and supplies in order to meet their learning needs. For example, students receiving Occupational Therapy had therapeutic supplies at home that were the same as the supplies they would typically use in school. Special Education and ELL Teachers resumed our in-person schedule of push in and pull out services for students with IEPs and students in our ELL program.

- Please briefly describe how the school ensured the physical safety for all students during in-person learning.

In a year deeply challenged by the COVID-19 pandemic, our team worked overtime to create a healthy learning environment for all. We provided all of our students with masks when they entered the school building as well as a daily screener. All students were required to sanitize their hands (with school-provided hand sanitizer) upon entering the building. All of our classrooms followed the DESE/DPH-required social distancing measures with spaced-out desks/tables. All staff members were required to wear masks, as well, to keep our students safe. All staff and students on-site participated in daily COVID-19 screenings and in weekly COVID-19 pool testing to alert our community to any potential COVID-19 cases as early as possible. We also offered cash incentives for students to get vaccinated in our on-premise site with our own school nurse and Codman Health Center partners.

- Summarize the school’s plans to accelerate learning during the 2022-2023 school year.

In keeping with DESE’s guidance via the Acceleration Roadmap we intend to teach grade level content and skills; hold students to high expectations in academics, engagement and habits of scholarship; frequently monitor progress via in-class and ANet assessments; and celebrate growth and achievement as we go. To improve students’ demonstration of knowledge and skills we will continue to build on our Math and Literacy skill blocks across our K1-12 schedule, including additional hires of more experienced tutors and teachers to work with students in small groups and individually. This will allow for our teachers to prioritize grade level content and skills during scheduled class time, and allocate most re-teaching of prior year skills to a separate block. Skill-building blocks will be aligned with teachers’ planned instruction cycles. Also, we will be employing a new online tutoring partner to supplement and provide additional flexibility for students to continue learning from home and during out of school time.

Organizational Viability

Organizational Structure of the School

The organizational chart for Codman Academy Charter Public School for the 2021-2022 school year is attached.

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 2021-2022 financial statements and FY23 budget. The Board of Trustees approved the FY23 Budget on February 1, 2022.

Network Structure or Multiple Campus Organizational Structure (if applicable)

N/A

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	345
Number of students upon which FY22 budget tuition line is based	345
Number of expected students for FY22 first day of school	345
Please explain any variances: N/A	

Capital Plan for 2022-2023

The school does not have a capital plan for FY23.

Additional Information

APPENDIX A
Accountability Plan Evidence 2021-2022

Objectives and Measures related to Mission and Key Design Elements

	2021-2022 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: CACPS will implement EL Education instructional practices and complementary strategies to ensure high levels of student achievement.		
Measure: 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, 84% 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).

<p>Measure: Each year, 100% of students will earn credit for completion of at least one project that improves the world, in every course / grade level.</p>	<p>Met</p>	<p>100% of our 345 students earned credit for completion of at least one project that improves the world, in every course/grade level, from recycling and water conservation projects in our Lower School to analyzing local modern-day human rights organizations in our Upper School.</p>
<p>Objective: CACPS will develop and maintain the efficacy of outstanding educators and staff to ensure high levels of student achievement.</p>		
<p>Measure: 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 annual Insight survey.</p>	<p>Met</p>	<p>76% of teachers report the feedback they get through being observed is helpful at improving student outcomes.</p> <p>40% (19) of lead teachers responded to the Insight survey</p>
<p>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.</p>	<p>Met</p>	<p>100% of staff in their third year or beyond have performed at or above Proficient.</p>
<p>Objective: CACPS will bolster capacity for families to support high levels of student achievement.</p>		
<p>Measure: 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.</p>	<p>Met</p>	<p>75% (258) of parents participated in learning opportunities about Codman’s educational practices through student-led conferences and school meetings.</p> <p>85% of parents who participated in a school event completed a post-experience survey.</p>
<p>Measure: 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.</p>	<p>Met</p>	<p>50% of families participated in the school survey.</p> <p>98% of families surveyed agreed or strongly agree that the school provides them resources and information to support their student’s learning.</p>

Dissemination

	2021-2022 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective: CACPS shares best practices with public schools, parochial schools, independent schools, non-profits and other organizations over the course of the charter term.</p>		
<p>Measure: 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>N/A</p>	<p>Due to the COVID-19 pandemic, EL Education did not hold a traditional National Conference, so there was no opportunity for Codman staff to present master classes.</p>
<p>Measure: 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>Despite the limits of travel and in-person collaboration with the pandemic, Codman was still able to bring visitors to campus and participate in various practice-sharing and presentations to schools and practitioners, including Fugees Academy, Lawrence and Everett Public Schools.</p>

APPENDIX B

Recruitment Plan 2022-2023

School Name: Codman Academy Charter Public School

2021-2022 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2021-2022 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 hosting virtual Open Houses, , 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. The Boston Charter Alliance collaborated to launch a joint media campaign to increase the number of applications during the pandemic; this effort yielded an additional 655 applications. We had success in engaging virtually 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. A challenge of implementing recruitment strategies this year was our limited ability to go door-to-door to businesses in our neighborhood because of the ongoing pandemic. We received a total of 1,807 applications, including 335 K1 applications for 20 available seats, and 217 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 14 out of 20 spots filled by current students' siblings. However, in other grades, like grades 3 and 8, there were no sibling applications.

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 2021-2022:

- 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 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.

Recruitment Plan – 2022-2023 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 25.2% GNT percentage: n/a CI percentage: 15.7%</p> <p>The school is <u>above</u> CI percentages</p>	<p>(b) Continued 2021-2022 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • The school will ensure that Special Education Programs are displayed alongside General Programming and given equal attention. • The school will ensure that all Special Education and related service providers are available for consultation throughout the enrollment process.
	(c) 2022-2023 Additional Strategy(ies), if needed
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 12.2% GNT percentage: 18.6% CI percentage: 20.3%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • 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 • Continue to disseminate all application and recruitment materials translated in Spanish, Haitian-Creole, Cape Verdean Creole, Chinese and Vietnamese in our neighborhood • Continue to provide translation services at recruitment events like Open House and the lottery
	<p>(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • Increase attendance at recruitment events at schools with dual language programs (1 year) • Strengthen existing partnerships with local organizations who serve communities of students whose first language is not English (2 years) • Add to website translated recruitment materials • Staff recruitment events with bilingual speakers and/or ELL staff • Involve ELL Parent Advisory Council to co-host parent workshops and help recruit new families
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	

<p>(a) CHART data</p> <p>School percentage: 86.0% GNT percentage: 57.7% CI percentage: 64.0%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>(b) Continued 2021-2022 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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. • 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.
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • The school will recruit from communities serving a large percentage of students who are sub-proficient. • The school will recruit at Citizen Schools, Tenacity, and other organizations that serve students who are sub-proficient. • The school will ensure all recruitment materials clearly state admission is not contingent on academic achievement, any entrance test or formal interview.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • 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. • Through its recruitment efforts the school will make clear that we offer a vast range of supports for students at risk of dropping out. • 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.
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p>(f) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • The school will disseminate recruitment and school information to local youth organizations and professionals working with students who have dropped out of school. • 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. • 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.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2021-2022 Strategies</p>

APPENDIX B
Retention Plan 2021-2022

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-2022 Retention Plan.

2021-2022 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 was re-location 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. Our overall attrition rate for 2021-2022, as reported by ESE, is 14.0%, which is a lower rate than the statewide median of 15.9% . Additionally, our attrition rate for English Language Learners is just 3.2%, which is much lower than the statewide average of 12.4%. This school year, we continued to partner with community agencies, programs and businesses to provide enrichment opportunities for all students even amidst the pandemic, and expanded our tutoring program and Special Education staff to offer additional support to all students and targeted subgroups.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan – 2022-2023 Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 13.1% Third Quartile: 16.7%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2021-2022 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Provide intensive support for IEP/504 students at all levels ● Support inclusive environment for all students with scaffolds and differentiated materials ● Partner with teachers to develop curriculum to meet needs of IEP/504 students ● Plan and implement skills groups based on student needs at all grade levels ● According to Codman’s District Profile, our attrition rates for high-needs students and students with disabilities are 6.7% and 6.4%, respectfully, far below the third quartile percentage.
	<p>(c) 2022-2023 Additional Strategy(ies), if needed</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>

Limited English-proficient students/English learners

<p><u>(a) CHART data</u></p> <p>School percentage: 3.2% Third Quartile: 18.4%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2021-2022 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> ● Employ full time, dedicated staff for ELL student support ● Assist teachers in completing SEI Endorsement to better serve students ● Provide inclusive, culturally diverse environment
	<p>(c) 2022-2023 Additional Strategy(ies), if needed</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 10.7% Third Quartile: 18.5%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> ● 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 enrichment courses to all students to provide a rich and transformational educational experience. ● Academic Support: All 9th and 10th graders attend required tutorial sessions during the school day, Monday-Thursday. ● 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 Merrowvista, and participation in Breakthrough Greater Boston.
	<p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>Above third quartile: additional and/or enhanced strategies needed.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> ● 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. ● 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. ● 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. ● 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.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> ● 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

	<p>graduation plans. This supported students in remaining engaged in school and excited about the outcomes that follow a high school diploma.</p> <ul style="list-style-type: none"> Varsity competition participation requirements: While the wellness and athletics program serves 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.
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p>(f) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> The school will pay significant attention to improving supports for the small number of our students at the highest risk of leaving Codman and not enrolling in another high school. 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. 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.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2021-2022 Strategies</p>

APPENDIX C
School and Student Data Tables

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>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	74.9%
Asian	0%
Hispanic	23.6%
Native American	0%
White	0.3%
Native Hawaiian, Pacific Islander	0%
Multi-race, non-Hispanic	1.2%

Selected Populations	% of School
First Language not English	23.0%
English Language Learner	12.2%
Students with Disabilities	25.1%
High Needs	90.4%
Economically Disadvantaged	86.0%

ADMINISTRATIVE ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (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	n/a
Pamela Casna, Principal	Serves as the school program leader, working with the Head of School and supervises department heads	2011	n/a
Shalaun Brown, 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	2008	n/a
Julie Sizer, Director of Curriculum & Instruction	Reports to the Principal and supervises all instructional coaches, oversees curriculum development across all grades	2017	n/a
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

TEACHERS AND STAFF ATTRITION FOR THE 2021-2022 SCHOOL YEAR				
	Number as of the last day of the 2021-2022 school year	Departures during the 2021-2022 school year	Departures at the end of the school year	Reason(s) for Departure*

Teachers	46	7	4	Personal reasons (5), Professional opportunity elsewhere (5), Contract not renewed (1)
Other Staff	36	9	3	Personal reasons (4), Professional opportunity elsewhere (5), Contract not renewed (3)

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2022	13
Minimum number of board members in approved bylaws	5
Maximum number of board members in approved bylaws	15

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

BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served <i>*counting officially from the start of the change in regulation in 2016</i>	Length of each term (start and end date)
Thabiti Brown	Ex-Officio	Alumni Success, Governance, Finance, Advancement, Academic Achievement	1	7/2016-Present
Sandra Cotterell	Clerk		3	9/2011 - 9/2014 9/2014 - 9/2017 9/2017 - 9/2020 9/2020-6/2023
Juma Crawford	Director		3	10/2013 - 9/2016 9/2016 - 9/2019 9/2019 - 9/2021 9/2021-6/2024
Martin Familia, '05	Director	Alumni Success	3	10/2014 - 9/2017 9/2017 - 9/2020 9/2020-9/2023

Richmond Holden, Jr.	Director	Finance, Academic Achievement	3	11/2012 - 9/2014 9/2014 - 9/2017 9/2017 - 9/2020 9/2020-9/2023
Tiana McLean	Director		1	9/2021-6/2024
Anthony Alan Parker	Director	Academic Achievement	3	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	3	9/2006 - 9/2009 9/2009 - 9/2012 9/2012 - 9/2015 9/2015 - 9/2018 9/2018 - 9/2021 9/2021-6/2024
Aaron Schildkrout	Director	Alumni Success	2	2/2019-9/2021 9/2021-6/2024
Carla Small	Director	Alumni Success	3	5/2013 - 9/2015 9/2015 - 9/2018 9/2018 - 9/2021 9/2021-6/2024
Elody Wagnac, '15	Director		1	2/2020-9/2022
William Walczak	President	Governance	3	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 9/2021-6/2024

* Add additional rows as needed

Please insert the school's 2021-2022 board of trustee and committee meeting schedules below.

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR	
Date/Time	Location
Tuesday, September 6, 2022, 6pm	Codman Academy Black Box / Zoom

Tuesday, October 18, 2022, 4pm	Codman Academy Black Box / Zoom
Tuesday, November 1, 2022, 6pm	Codman Academy Black Box / Zoom
Tuesday, December 6, 2022, 6pm	Codman Academy Black Box / Zoom
Tuesday, January 3, 2023, 6pm	Codman Academy Black Box / Zoom
Tuesday, February 7, 2023, 6pm	Codman Academy Black Box / Zoom
Tuesday, March 7, 2023, 6pm	Codman Academy Black Box / Zoom
Tuesday, April 4, 2023, 6pm	Codman Academy Black Box / Zoom
Tuesday, May 2, 2023, 6pm	Codman Academy Black Box / Zoom
Tuesday, June 6, 2023, 6pm	Codman Academy Black Box / Zoom

- Add additional rows as needed

COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance	Monday, August 29, 2022, 4pm	Codman Academy Black Box / Zoom
Finance	Monday, September 26, 2022, 4pm	Codman Academy Black Box / Zoom
Finance	Monday, October 31, 2022, 4pm	Codman Academy Black Box / Zoom
Finance	Monday, November 28, 2022, 4pm	Codman Academy Black Box / Zoom
Finance	Monday, December 12, 2022, 4pm	Codman Academy Black Box / Zoom
Finance	Monday, January 30, 2023, 4pm	Codman Academy Black Box / Zoom
Finance	Monday, February 27, 2023, 4pm	Codman Academy Black Box / Zoom
Finance	Monday, March 27, 2023, 4pm	Codman Academy Black Box / Zoom
Finance	Monday, April 24, 2023, 4pm	Codman Academy Black Box / Zoom
Finance	Monday, May 22, 2023, 4pm	Codman Academy Black Box / Zoom
Finance	Monday, June 26, 2023, 4pm	Codman Academy Black Box / Zoom
Governance	Friday, September 23, 2022, 12pm	Codman Academy Black Box / Zoom
Governance	Friday, January 5, 2023, 12pm	Codman Academy Black Box / Zoom
Governance	Friday, March 3, 2023, 12pm	Codman Academy Black Box / Zoom
Governance	Friday, May 5, 2023, 12pm	Codman Academy Black Box / Zoom
Advancement	Wednesday, November 9, 2022, 4pm	Codman Academy Black Box / Zoom
Advancement	Wednesday, December 14, 2022, 4pm	Codman Academy Black Box / Zoom
Advancement	Wednesday, February 15, 2023, 4pm	Codman Academy Black Box / Zoom
Advancement	Wednesday, May 10, 2023, 4pm	Codman Academy Black Box / Zoom
Alumni Success	Wednesday, September 14, 2022, 5pm	Codman Academy Black Box / Zoom
Alumni Success	Thursday, December 15, 2022, 5pm	Codman Academy Black Box / Zoom
Alumni Success	Thursday, February 16, 2023, 5pm	Codman Academy Black Box / Zoom
Alumni Success	Wednesday, April 26, 2023, 5pm	Codman Academy Black Box / Zoom

Academic Achievement	Tuesday, September 13, 2022, 4pm	Codman Academy Black Box / Zoom
Academic Achievement	Tuesday, December 13, 2022, 4pm	Codman Academy Black Box / Zoom
Academic Achievement	Tuesday, February 14, 2023, 4pm	Codman Academy Black Box / Zoom
Academic Achievement	Tuesday, March 14, 2023, 4pm	Codman Academy Black Box / Zoom
Academic Achievement	Tuesday, June 13, 2023, 4pm	Codman Academy Black Box / Zoom
Investment	Thursday, September 29, 2022, 4pm	Codman Academy Black Box / Zoom
Investment	Thursday, January 5, 2023, 4pm	Codman Academy Black Box / Zoom
Investment	Thursday, March 2, 2023, 4pm	Codman Academy Black Box / Zoom
Investment	Tuesday, May 11, 2023, 4pm	Codman Academy Black Box / Zoom

* Add additional rows for additional committee schedules

APPENDIX D
Additional Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	William Walczak	billwalczak@gmail.com	No Change
Charter School Leader	Thabiti Brown	tbrown@codmanacademy.org	No Change
Assistant Charter School Leader	Pam Casna	pcasna@codmanacademy.org	No Change
Special Education Director	Laurie Casna	lcasna@codmanacademy.org	New
MCAS Test Coordinator	Julie Sizer	jsizer@codmanacademy.org	No Change
SIMS Coordinator	Shalaun Brown	sbrown@codmanacademy.org	No Change
English Language Learner Director	Rebecca Mason	bmason@codmanacademy.org	No Change
School Business Official	Elizabeth Stasiowski	estasiowski@insourceservices.com	No Change
SIMS Contact	Shalaun Brown	sbrown@codmanacademy.org	No Change
Admissions and Enrollment Coordinator	Rebecca Gosla	rgosla@codmanacademy.org	New

*Add additional rows as necessary

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, 2023
Lottery	March 8, 2023

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, 2023, 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.

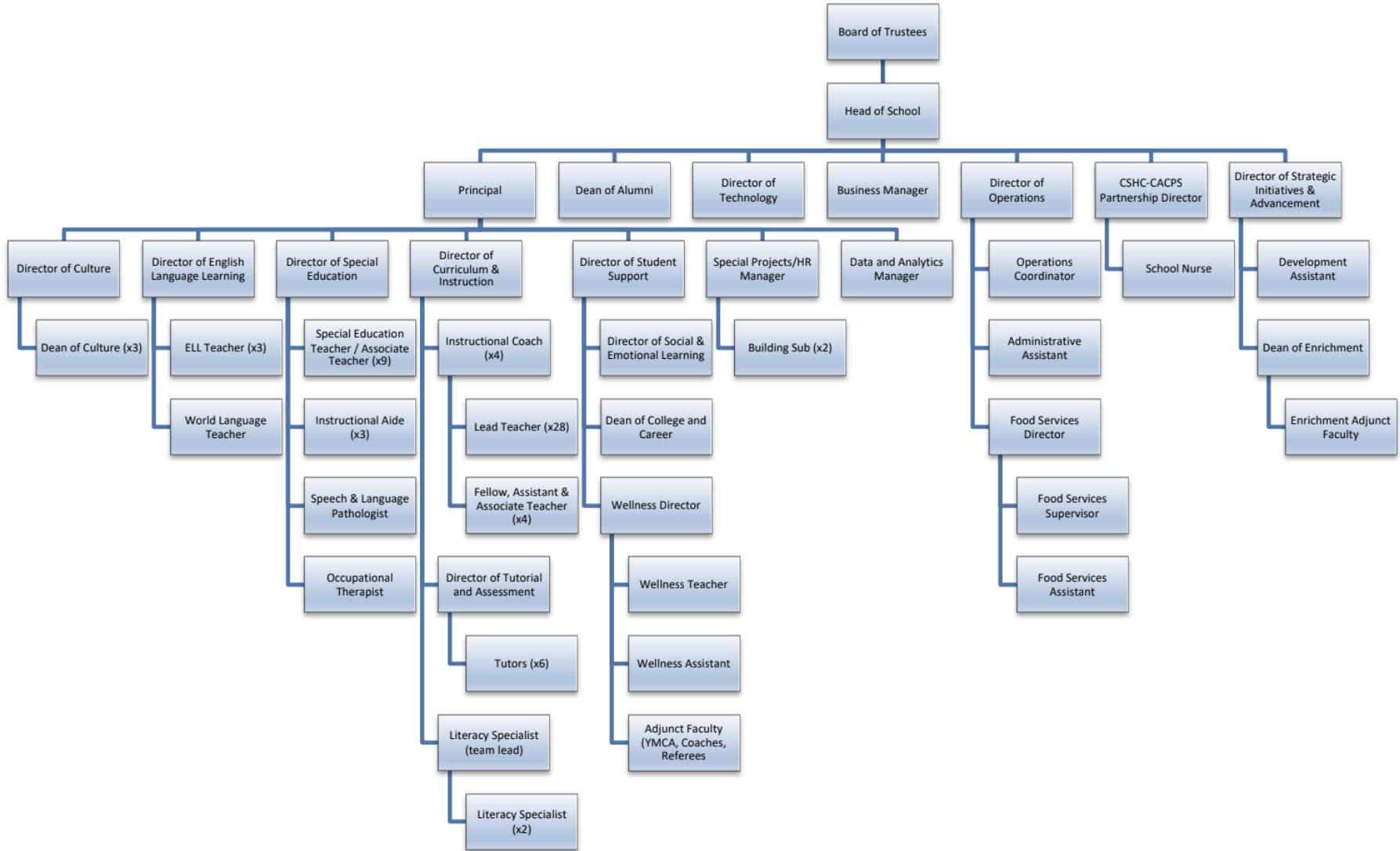
The school’s efforts to address the concern that resulted in conditions include restructuring instructional roles to provide coaching and supervision by subject and grade level. These roles augmented the school’s capacity to leverage evaluative systems, such as Achievement Network, to analyze and use formative data on student progress throughout the year. In addition, the school invested in bringing its tutorial program in-house and expanding the number of tutors to provide greater capacity for academic intervention and support that fit with grade level and subject.

Complaints

The Board of Trustees received no official written complaints during the 2021-2022 school year.

Organizational Viability

Organizational Structure of the School



Budget and Finance

FY22 Statement of Revenues (unaudited)

	SCHOOL	FOUNDATION	COMBINED June 30, 2021
REVENUES			
District Funding (per pupil)	\$ 7,486,464		\$ 7,486,464
Government Grants & Funding	1,853,569		1,853,569
Government Nutrition Subsidy & Cafeteria Sales	282,277		282,277
Private Support			-
Contributions - In-kind	2,001,208		2,001,208
Contributions - Component Unit	504,339		504,339
Contributions - Individuals & Foundations	2,500	1,149,337	1,151,837
Total: Private Support Funding	2,508,047		2,508,047
Student Programs & Other	165,969		165,969
Interest & Dividends		150,353	150,353
Rental Income		394,818	394,818
Total Revenues	\$ 12,296,326	\$ 1,694,508	\$ 13,990,834
EXPENSES			
In-Kind Pension Expense	\$ 2,036,269		\$ 2,036,269
Salaries & Related	7,024,142		7,024,142
Administrative Costs	509,395	47,977	557,372
Instructional Services	972,812	140,045	1,112,857
Other Student Services	686,272		686,272
Operation & Maint of Plant	1,014,490	544,615	1,559,105
Grant Expense - Component Unit	-	504,339	504,339
Bond Interest			-
Depreciation	47,565	139,728	187,293
Total Expenses	\$ 12,290,945	\$ 1,376,704	\$ 13,667,649
CHANGE IN NET ASSETS	\$ 5,381	\$ 317,804	\$ 323,185

FY21 Statement of Net Assets (unaudited)

ASSETS	COMBINED		
	SCHOOL	FOUNDATION	June 30, 2021
Current Assets			
Cash and Cash Equivalents	646,468	5,378,100	6,024,568
Accounts Receivable	1,271,835	297,406	1,569,241
Other Current Assets			
Prepaid Expenses	104,551		104,551
Deposits		5,326	5,326
Due from Related Parties	101,260		101,260
Total Other Current Assets	205,811	5,326	211,137
Total Current Assets	205,811	5,680,832	5,886,643
Fixed Assets, net of depreciation	172,784	3,173,890	3,346,674
Notes Receivable		5,411,970	5,411,970
Lease Receivable		7,545,998	
Right of Use Asset	7,102,676	7,102,676	
TOTAL ASSETS	\$ 9,399,574	\$ 14,266,692	\$ 23,666,266
LIABILITIES			
Current Liabilities			
Accounts Payable	274,549	404,339	678,888
Other Current Liabilities			
Accrued Expenses	85,395		85,395
Accrued Payroll & Taxes	371,867		371,867
Payroll Withholdings			-
Deferred Revenue	201,641		
Due to Related Parties	286,821	30,676	317,497
Total Other Current Liabilities	945,724	435,015	1,380,739
Total Current Liabilities	1,220,273	435,015	1,655,288
Notes Payable		3,900,000	3,900,000
Lease Liability	7,546,906	7,546,906	
Deferred Inflow of Resources		6,909,332	
TOTAL LIABILITIES	\$ 8,767,179	\$ 18,791,253	\$ 27,558,432
Net Assets			
Unrestricted	454,230	3,006,534	3,460,764
Temporarily Restricted		1,000,045	1,000,045
Permanently Restricted		30,044	30,044
Capital	172,784	3,173,890	3,346,674
Net Income	5,381	317,804	323,185
Total Net Assets	\$ 632,395	\$ 7,528,317	\$ 8,160,712
TOTAL LIABILITIES & NET ASSETS	\$ 9,399,574	\$ 26,319,570	\$ 35,719,144

FY23 Budget**REVENUE**

Tuition	8,616,030
Government Grants	1,262,000
CAF Support - Program	700,000
CAF Support - Occupancy	-
Student Fees and Miscellaneous	105,316
School Lunch Revenue	264,000
TOTAL REVENUE	10,947,346

EXPENSES

Staff Salaries	7,309,995
Health Insurance	488,417
Payroll Taxes	365,500
Fringe Benefits	61,586
Professional Development	124,700
Total Personnel Costs	8,350,198

Wellness Programs	119,545
Contracted Programs	91,295
Student Support	252,050
Tutoring Program	10,000
Alumni Support & College Counseling	52,684
Instructional Supplies & Materials	191,250
Classroom Technology	155,414
Student Lunch	235,000
Student Transportation	-
Enrichment & Saturday Programs	132,570
Total Student Costs	1,239,808

Walczak Rental Expense	156,600
Lithgow and Temp Space Rental Expense	240,000
Utilities	102,600
Cleaning & Repairs	316,130
Total Occupancy Costs	815,330

Professional Fees	156,500
Dues, Fees & Memberships	46,806
Insurance	64,613
Office Supplies & Equipment	21,713
Office Technology	26,500
Development	114,373
Miscellaneous Admin Costs	110,464
Total Administrative Costs	540,970

TOTAL EXPENSES	10,946,305
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