

**Codman Academy Charter Public School**

Annual Report 2020-2021

*To Learn, to Lead, to Serve*

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## I. Introduction to the School

<i>Name of School</i>			
<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, 2020
<b>Maximum Enrollment</b>	345	<b>Current Enrollment as of July 17, 2021</b>	345
<b>Chartered Grade Span</b>	PK-12	<b>Current Grade Span</b>	PK-12
<b># of Instructional Days Per School Year</b>	175 (2020-2021 only) 180	<b>Students on Waitlist as of July 17, 2021</b>	1,340
<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</b>	20 (2001-Present)
<p>Mission Statement: Our mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond.</p> <p>Vision: 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.</p>			

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, and Tutors for All, 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 20<sup>th</sup> 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 innovation and adaptation within our practices around family engagement, alumni support, and community partnerships. Together, the four strategies below are designed to achieve high levels of 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. *Fully and effectively integrate EL Education design and complementary practices and strategies for differentiated curriculum and instruction 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, AP Computer Science
- ELA/Social Studies (Humanities): Foundations (K1-4) 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. Despite the remote nature of school this year, coaches and teachers were able to norm around expectations and standards for remote learning and were able to continue to run classroom observations and instructional walkthroughs, all of which contributed to a successful transition to in-person learning.

2. *Recruit, onboard, develop, and retain highly effective educators who can successfully implement Codman's mission and 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.

As of the 2020-2021 school year, we had retained 75% (27 out of 36) of our lead teachers for 3+ years and will have retained 69% (27 out of 39) of our lead teachers going into the 2021-2022 school year, despite three new instructional/teaching roles that were added for the 2021-2022 school year. No staff left midyear involuntarily during the 2020-2021 school year, which is a testament to our retention efforts, instructional support, and strong staff culture. During the 2019-2020 year, we expanded our Instructional Coaching team to include a new Grade 5-12 Coach to allow for all teachers to have adequate and consistent coaching. We also implemented a full-year Professional Learning Community model within the Instructional Leadership Team's professional development sessions to allow for more collaborative, narrow adult learning experiences. Additionally, we started a curriculum audit of our high school Humanities to evaluate the quality of curricula, and expanded Achievement Network (ANet) assessments into Grades 9-11 which has yielded more robust interim assessment data and stronger standards-aligned data cycles. The addition of Instructional Coaches in 2019 has led to an increase in satisfaction with department and grade teams. 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:

- 82% of teachers agree with the statement “Each time I am observed, I get feedback that gives me specific actions to improve my teaching practice.” (compared to 62% in Spring 2019)
- 88% of teachers agree with the statement “my school is committed to improving my instructional practice” (compared to 68% in Spring 2019)
- 78% of teachers agree with the statement “I am satisfied with the support I receive at my school for instructional planning.” (compared to 55% in Spring 2019)
- Codman's domain scores for Observation and for Instructional Planning were higher than the Boston Charters Average.
- The Professional Development, Observation & Feedback, and Instructional Planning for Student Growth domain scores from Insight improved from Spring 2019: Professional Development: 4.9 from 4.6; Observation: 6.4 from 5.1; Instructional Planning: 5.6 from 4.2.

3. *Build Codman's financial well-being and financial resource base to ensure high levels of student achievement.*

Codman's work is made possible by both funding from the state of Massachusetts and by the generosity of private donors and foundations. Building Codman's financial well-being and financial resource base will allow us to continue to meet our students where they are and adapt to their needs. As we move forward, we have turned our attention to long-term goals like expanding and diversifying our funding sources to ensure future funding availability. We are continually thankful for the careful and passionate oversight of our Board of Trustees, Finance Committee, and Foundation Board, all of which have positioned Codman to be financially sustainable and prepared. For more information on our current funding priorities, please see Codman's Capital Plan.

4. *Continue to foster innovation by empowering Codman families with educational tools to foster student achievement; by enhancing existing and building new partnerships with community partners including the Codman Square Health Center; and by extending supports to our graduates to advance post-Codman success to smooth post-secondary transitions for students and alumni.*

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 into the school on a regular basis, with efforts made to ensure they feel welcome and included in their children's education. Codman uses an automated calling system, School Messenger, to distribute important information to students and families, and all school messaging is communicated via multiple modes of communication (email, phone call, and text messaging) 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 2020-2021 school year, despite being remote for most of the 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 24% 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.

To support our growing alumni population, we have employed proactive outreach to our alumni through a curriculum informed by key deadlines (i.e., course registration, withdrawal, and FAFSA renewal deadlines). We provide the most proactive advising to graduates from the four most recent classes but make ourselves available to all 390 members of our alumni association. Through this outreach, we have maintained connections to engaged alumni and been able to offer support at important moments along the college and career success trajectory. We have also found growing success seeking funding for incentives for end-of-semester survey completion and funding unpaid internships related to students' majors. During the 2020-2021 school year, our Dean of Alumni focused deeply on supporting students through the complicated and confusing financial aid process. Alumni feedback spoke to struggles navigating structural barriers after Codman, primarily financial aid and academic support. In College and Career class, students are supported through their financial aid process step-by-step, from learning about different types of aid to filling out all the necessary paperwork to apply for - and maintain aid - throughout college. However, given the complexity of the application process and that it happens once a year, the process can be difficult to remember and retain. Because financial aid paperwork can also tend to use jargon, ensuring that students understand and can easily use financial aid terms could be another goal for progress towards a college/career prep program. Codman's Deans of College & Career Advising and Alumni work with students and families throughout the entire financial aid process to ensure students secure and retain their financial aid and scholarships.

#### Amendments to the Charter

Codman Academy made no amendments to our charter during the 2020-2021 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=2020>

2019-2020 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	361	4			
English Learner	43	0			
Economically Disadvantaged	256	4			
Students with Disabilities	92	1			
High Needs	286	4			
Female	177	3			
Male	184	1			
American Indian or Alaska Native	1				
Asian	0				
African American/Black	277	2			
Hispanic/Latino	75	2			
Multi-race, Non-Hispanic/Latino	4				

<b>Native Hawaiian or Pacific Islander</b>	0				
<b>White</b>	4				

*\*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 2020-2021 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.

## 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	Sydney Chaffee, Grade 9 Humanities Teacher and Instructional Coach, five 9th grade Codman students	East Bridgewater (virtual)	Sydney Chaffee and five of her 9th grade students led a professional development workshop on how teachers can incorporate talking about controversial subjects in their classrooms. CACPS did not receive any grant funding.
Leadership, Innovation	Article in Green Schools National Network, <i>"Using a Social Systems Lens to Support Students During COVID-19."</i>	Raika Nasirullah, School Social Worker	Green Schools National Network, Codman Academy	Raika shared insight into using a social system approach to address stress and trauma among students, especially during COVID. Raika also discussed identifying support for students, families, and our community. One of the supports she identified is using Positive Based Interventions and Supports (PBIS), which provides a foundation for a trauma-sensitive approach that reduces risk factors and promotes protective factors for all students. CACPS did not receive any grant funding.
Leadership, Innovation	Podcast on the "A Revolution of Education"	Thabiti Brown, Head of School and Juma Crawford, Board member and former teacher.	A Revolution of Education	Thabiti and Juma took part in a robust critical conversation about race, equity, the purpose of school, and what is still needed post-pandemic in our society to give every child the opportunity to thrive. Thabiti called for the paradigm shift from a deficit mindset to a strength-based approach to what students have and bring to the table. CACPS did not receive any grant funding.
Innovation	SOAS University of London's Festival of Ideas panel	Tasha Harris, K1 Lead Teacher	SOAS University of London's Festival of Ideas	Tasha joined a panel of four other black activists for SOAS University of London's Festival of Ideas, which focused on education through the Black Lives Matter and the #BritianIsNotInnocent movements. The panel had a critical discussion on the ongoing coloniality, scrutinized how whiteness operates in contemporary discussions regarding the BLM movement, and contextualized the global anti-racist movements in education. CACPS did not receive any grant funding.



Instructional Practice, Innovation	Article in WBUR, <i>"No Ordinary Day: Teachers Help Students Process The Capitol Riots"</i>	Sydney Chaffee, Grade 9 Humanities Teacher and Instructional Coach, Michael Houle, Grade 10 Humanities Teacher, Alex Alessi, Grade 12 Humanities Teacher and Holly Mellet, Grade 11 Humanities Teacher	WBUR Edify	Our high school Humanities teachers shared insight into structuring classrooms to guide students in critical dialogue about the Jan. 6 attack on the Capitol. Sydney emphasized the importance of paying attention to the words and images we use to describe the event. Additionally, it is crucial that the space created is a place for students to process the news and talk about what happened instead of a room for providing answers. CACPS did not receive any grant funding.
Leadership	Podcast episode of Finish Line's Community Voices	Chibunna Belonwu, Wellness Assistant	Finish Line's Community Voices	Chib joined Finish Line's Community Voices during Black History month to discuss the importance of mental health within Black communities. He emphasized the importance of destigmatizing anxiety and depression by stating it is important to have both God and a therapist by your side. CACPS did not receive any grant funding.
Leadership, Innovation	Doctoral Thesis, Dr. Liane Hypolite, "Codman Academy Alumni Success Initiative Report 2017-2020: A Study of Codman Academy Alumni"	Dr. Liane Hypolite, former Dean of College and Career Advising, former Dean of Alumni	Codman Academy	Through surveys and interviews on the impact Codman had on their college readiness, Dr. Hypolite explored the ways Codman prepares students for success in college and beyond. CACPS did not receive any grant funding.
Leadership, Innovation	Article in EL Educational Leadership, "Opening up about Mental illness"	Sydney Chaffee, Grade 9 Humanities Teacher and Instructional Coach	EL Educational Leadership	Sydney shared insight about the importance of mental health awareness within educators as it contributes a lot to their work as educators. Sydney discussed the lack of conversation about mental health among educators and steps institutions can take to remedy concerns. CACPS did not receive any grant funding.

## Academic Program Success

### Student Performance

- A. Provide the most recent (2020), 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/2020/DistrictReportcard/04380000>

- B. If applicable, provide clear and concise information, in the aggregate, about 2020-2021 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 were able to successfully administer these assessments virtually during the 2020-2021 school year. We prioritized ensuring these assessments could continue to be administered in order to better monitor our student's progress when they weren't learning in person with their teachers. Despite the pandemic, we saw growth in mastery in ELA from the beginning of the year to the end of the year in 2nd, 5th, 7th, 8th, 10th and 11th grades. We saw growth in Math in 2nd, 3rd, 6th, and 10th grades. Most notably, in ELA, 7th and 8th graders improved proficiency by 11% and 14% respectively; and in Math, 2nd and 6th grades improved proficiency by 11% and 15% respectively. We attribute demonstrated growth in the middle and high school grades to the strong instructional practice teachers were able to build into remote learning, the hiring of six full-time tutors to serve as additional support in skill building, and the dedication of our students.

Students in grades K2-6 take the DIBELS assessment to measure their literacy skills. Overall, our students improved from 24% meeting the benchmark in the Fall to 36% in the Spring. As a school, we continue to prioritize early literacy, which is reflected in significant improvement in K2 and 1st grade. In the Fall, 8% of K2 students and 19% of 1st grade students met the benchmark, but in the Spring, 41% of K2 students and 45% of 1st grade students met the benchmark.

### Academic Program Success

- Provide a description of the charter school's academic program (curriculum, instruction, assessments, and supports for all learners) during the 2020-2021 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 2020-2021 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, but administered the tests over two days instead of one to accommodate this year's remote setting. We used these 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 reducing teacher and student engagement with standardized 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 2020-2021 school year.

We continued to provide high quality instruction to all of our students during the school year, both remote and in-person. 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. For remote learning, we scheduled 1:1 and

group Zoom sessions with Special Education and ELL teachers to meet with and instruct their students in a separate setting from the students' core classes. In addition, Special Education and ELL Teachers also joined their students' core class Zoom sessions to separate out into Breakout rooms to conduct even more individualized instruction. When we returned to in-person learning, we resumed our normal 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 if they did not bring a mask with them to school. 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.

- Summarize the school's plans to accelerate learning during the 2021-2022 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. While students learned a great deal during the 2020-2021 school year, not all of the learning was aligned with state expectations re: academic skills. To improve students' demonstration of knowledge and skills we'll add Math and Literacy skill blocks to the schedule across our K1-12. 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.

## 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 eliminated the Chief Operating Officer role, with responsibilities redistributed between the Director of Operations, Director of Development, and Head of School.
- We hired 6 full-time tutors to support students more directly in classrooms alongside lead teachers. In previous years, we have recruited a large group of part-time or work study tutors.

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 12 person 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, Advancement, Governance, Alumni Success) that meet regularly outside of monthly board meetings to provide further advice, support, and oversight for all facets of Codman's operations.

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 three 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. Trustees regularly participate in monthly Learning Walks, observing and providing direct feedback on instruction and classroom management.

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. This process was recently completed in 2018, and over the ensuing five years both boards will monitor progress toward these strategic priorities via regular updates in board meetings and annual joint board retreats.

**Budget and Finance**

Please see attachments for 2020-2021 financial statements and FY22 budget. The Board of Trustees approved the FY22 Budget on March 2, 2021.

**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 FY21**

Codman Academy’s most recent five-year capital campaign, The Campaign for Codman’s Future, opened to the public during the 2015-2016 school year with the goal of raising \$15 million dollars: \$12 million toward a new K1-8 building, and \$1 million each to greening, staff development, and operational costs. As Codman’s financial situation and fundraising has evolved to include more private and government funding, we have shifted our focus from three \$1 million endowment funds to a larger-scope investment plan. We continue to solicit private funding for our capital expenses and projects, specifically postgraduate and career support for alumni, community greening within Codman Square, housing support for families, and early childhood support for younger siblings of current students.

Codman’s current capital project is the purchase and development of an Urban Micro-Forest located at 45 Norfolk Street, adjacent to our Upper School. Urban Landscape Designer Liz Luc Clowes has been retained to lead the design and development of the lot, which will serve as both an educational platform and a green. Codman has purchased the 45 Norfolk Street lot, and has secured funding for trees, landscaping and water. Classroom teachers Ed Yoo (Grade 12) and Tasha Harris (K1) are leading academic programming around climate change, environmental science, and nature therapy for students.

**Additional Information**

**APPENDIX A**

Accountability Plan Evidence 2020-2021

**Faithfulness to Charter**

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> Codman provides an outstanding, transformative education that prepares students for post-secondary success in college, further education and careers.		
<b>Measure:</b> Each year, 90% of graduating Seniors earn acceptance to a 4-year college/university.	Met	90% of our graduating seniors were accepted to a 4-year postsecondary institution

<p><b>Measure:</b> Each year, 90% of graduating Seniors will have completed all of the following activities: a) at least one multi-week internship, b) performed in a theatrical production, c) conducted fieldwork research, and d) completed a three-day outdoors leadership course.</p>	<p>Met</p>	<p>100% of all graduating seniors completed all four requirements</p>
<p><b>Objective:</b> Codman’s classrooms are conducive to learning and support student progress toward mastery.</p>		
<p><b>Measure:</b> Lessons meet Codman’s criteria for high quality instruction as measured in an ongoing manner and by an annual review of documented and delivered lessons.</p>	<p>Partially Met</p>	<p>Alignment to Codman’s criteria for best practices means that the teacher receives an average of 3 or higher on all rubric rungs in the observation tool. This school year, on average, 55% of observed lessons during remote learning met the criteria for high quality instruction.</p>
<p><b>Objective:</b> Codman will provide high quality instruction via targeted professional development.</p>		
<p><b>Measure:</b> Each year, the Instructional Leadership Team (ILT) develops and delivers high quality professional development (including observation/feedback, workshops) as measured by survey data. Each year, Codman teachers’ responses will meet or exceed the Boston Charters Average Response on Insight for the measure: “Professional Development opportunities at my school are well planned and facilitated.”</p>	<p>Partially Met</p>	<p>41% of teachers agreed with the statement “Professional Development opportunities at my school are well planned and facilitated” compared to the Boston Charters Average of 56%.</p> <p>While we didn’t meet our goal for the specified question in the Insight survey, our domain score for Professional Development was 4.9 which was the same as the Boston Charters Average. Additionally, 88% of Codman teachers agreed with the statement “My school is committed to improving my instructional practice” compared to the Boston Charters Average of 75%.</p>

**Dissemination**

	<p><b>2020-2021 Performance (Met/Not Met)</b></p>	<p><b>Evidence</b> (include detailed evidence with supporting data or examples)</p>
<p><b>Objective:</b> Codman shares best practices with public schools, parochial schools, independent schools, non-profits and other organizations over the course of the charter term.</p>		
<p><b>Measure:</b> Codman will participate annually 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><b>Measure:</b> Codman 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 collaborate with educators and other stakeholders across the globe to share our practice and learn from others. For example, our Upper School Humanities Teacher and Instructional Coach and five 9th graders led a professional development workshop at East Bridgewater, and our K1 Lead teacher participated in a panel with four other Black activists for SOAS University of London’s Festival of Ideas.</p>
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**Reach Objectives and Measures (if applicable)**

	<p><b>2020-2021 Performance (Met/Not Met)</b></p>	<p><b>Evidence</b> (include detailed evidence with supporting data or examples)</p>
<p><b>Objective:</b> Codman provides an outstanding, transformative education that prepares students for post-secondary success in college, further education and careers.</p>		
<p><b>Measure:</b> Each year, 75% of students in grade 3 read on grade level as measured by DIBELS or Fountas and Pinell.</p>	<p>Not Met</p>	<p>At the end of the year, 44% of students in Grade 3 met or exceeded the benchmark as measured by DIBELS.</p>
<p><b>Objective:</b> The school receives a positive annual implementation review by EL Education.</p>		
<p><b>Measure:</b> Each year Codman will earn an overall EL Education Implementation Review score of at least 98 (threshold to be a Credentialed school).</p>	<p>N/A</p>	<p>Due to the COVID-19 pandemic, EL Education did not assess CACPS using the Implementation Review.</p>

**APPENDIX B**  
Recruitment Plan 2021-2022

School Name: Codman Academy Charter Public School

**2020-2021 Implementation Summary:**

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2020-2021 Recruitment Plan?

This year marked the fifth year Codman Academy used the Boston Charter Public School Application. Similar to previous years, we combined our general recruitment strategies (such as virtually attending recruitment events at local middle schools, 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 600 applications. We had success in engaging virtually with schools (particularly middle schools) in close proximity to Codman Academy. 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 pandemic. We received a total of 1,634 applications, including 276 K1 applications for 20 available seats, and 212 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 (28), though the amount varied by grade. This was particularly the case in K1, where we had 8 out of 20 spots filled by current students' siblings. In some grades, like grade 4, there were many siblings (5) compared to the number of spots available (0). However, in other grades, like grade 6, 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, 2021 SIMS report) will meet the comparison index or the school's gap narrowing targets.

We are confident our October 1, 2021 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 2020-21 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 2020-2021:**

- Virtually attended recruitment events and fairs at local middle schools and other neighborhood events
- 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 Daily Table, America's Food Basket, the bank, the laundromat, the library, and other shops & restaurants.
- 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 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 as well as launch a joint social media ad campaign with the other Boston Charter schools, with ads translated in all languages Boston serves.

**Recruitment Plan – 2021-2022 Strategies**  
List strategies for recruitment activities for each demographic group.

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 24.7% <b>GNT percentage:</b> n/a <b>CI percentage:</b> 15.4%</p> <p>The school is <u>above</u> CI percentages</p>	<p><b>(b) Continued 2020-2021 Strategies</b></p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• The school will ensure that Special Education Programs are displayed alongside General Programming and given equal attention.</li> <li>• The school will ensure that all Special Education and related service providers are available for consultation throughout the enrollment process.</li> </ul>
<p align="center"><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p>	

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

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 10.3% <b>GNT percentage:</b> 16.3% <b>CI percentage:</b> 19.4%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p><b>(b) Continued 2020-2021 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 strengthen existing partnerships with local organizations who serve these communities of 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 align="center"><b>(c) 2021-2022 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>• Increase attendance at recruitment events at schools with dual language programs (1 year)</li> <li>• Continue to provide translation services at recruitment events like Open House and the lottery (1 year)</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> 67.2%  <b>GNT percentage:</b> 52%  <b>CI percentage:</b> 55.1%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p><b>(b) Continued 2020-2021 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><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2020-2021 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><b>(e) Continued 2020-2021 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><b>(f) Continued 2020-2021 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> <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 2020-2021 Strategies</b></p>

**APPENDIX B**  
**Retention Plan 2021-2022**

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2020-2021 Retention Plan.

**2020-2021 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. Our goal has been to reduce the number of students who leave Codman for reasons within our control. Our overall attrition rate for 2020-2021, as reported by ESE, is 6.8%. This is the lowest attrition rate in three years and a lower rate than the statewide average of 8.7%. Additionally, our attrition rate for students with high needs (6.7%) is also lower than the statewide average (9.4%). 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 subgroups.

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

**Retention Plan – 2021-2022 Strategies**

List strategies for retention activities for each demographic group.

**Special education students/students with disabilities**

<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 6.4%</p> <p><b>Third Quartile:</b> 13.7%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2020-2021 Strategies</b></p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Provide intensive support for 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>• Plan and implement skills groups based on student needs at all grade levels</li> <li>• 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.</li> </ul>
	<p><b>(c) 2021-2022 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>

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

<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 0%  <b>Third Quartile:</b> 14.3%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center"><b>(b) Continued 2020-2021 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 ELL student support</li> <li>• Assist teachers in completing SEI Endorsement to better serve students</li> <li>• Provide inclusive, culturally diverse environment</li> </ul>
	<p align="center"><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p>

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

<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 7.6%  <b>Third Quartile:</b> 14%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center"><b>(b) Continued 2020-2021 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 enrichment courses to all students to provide a rich and transformational educational experience.</li> <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 Merrowvista, and participation in Breakthrough Greater Boston.</li> </ul>
	<p align="center"><b>(c) 2021-2022 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 2020-2021 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</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>Standards Based Grading (SBG): The school just completed its seventh 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 style="text-align: center;"><b>(e) Continued 2020-2021 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 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.</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 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>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.</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><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) Continued 2020-2021 Strategies</b></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>

<b>STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS</b>	
<b>Race/Ethnicity</b>	<b>% of School</b>
African American	77.6%
Asian	0%
Hispanic	20.7%
Native American	0.3%
White	0.6%
Native Hawaiian, Pacific Islander	0%
Multi-race, non-Hispanic	0.9%
<b>Selected Populations</b>	<b>% of School</b>
First Language not English	21.8%
English Language Learner	10.3%
Students with Disabilities	24.7%
High Needs	77%
Economically Disadvantaged	67.2%

<b>ADMINISTRATIVE ROSTER FOR THE 2020-2021 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	n/a

Pamela Casna, Principal	Serves as the school program leader, working with the Head of School and faculty on an ongoing basis	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

\*Add additional rows as necessary

<b>TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2019-2020 school year</b>	<b>Departures during the 2019-2020 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure*</b>
Teachers	48	2	5	Personal reasons (3), Moving out of state (1), Professional opportunity elsewhere (2), Contract not renewed (1)
Other Staff	36	3	9	Personal reasons (4), Moving out of state (2), Professional opportunity elsewhere (1), Contract not renewed (1)

<b>BOARD AND COMMITTEE INFORMATION</b>	
Number of commissioner approved board members <b>as of August 1, 2021</b>	12
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 2020-2021 School Year**

<b>BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR</b>
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<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (start and end date)</b>
Thabiti Brown	Ex-Officio	Alumni Success, Governance, Finance, Advancement, Academic Achievement	1	7/2016-Present
Sandra Cotterell	Clerk		2	9/2019-9/2021
Juma Crawford	Director		2	9/2018-9/2021
Martin Familia, '05	Director	Alumni Success	3	9/2020-9/2023
Richmond Holden, Jr.	Director	Finance, Academic Achievement	4	9/2020-9/2023
Anthony Alan Parker	Director	Academic Achievement	4	9/2018-9/2021
Thomas Quirk	Treasurer	Finance	6	9/2019-9/2021
Aaron Schildkrout	Director	Alumni Success	1	2/2019-9/2021
Carla Small	Director	Alumni Success	3	9/2019-9/2021
Elody Wagnac, '15	Director		1	9/2019-9/2022
William Walczak	President	Governance	5	9/2019-9/2021
Simone Wilson, '07	Director	Alumni Success, Governance	1	9/2019-9/2021

\* Add additional rows as needed

Please insert the school's 2020-2021 board of trustee and committee meeting schedules below.

<b>BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR</b>	
<b>Date/Time</b>	<b>Location</b>
September 7, 2021, 6pm	Codman Academy Black Box / Zoom
October 5, 2021, 4pm	Codman Academy Black Box / Zoom
November 2, 2021, 6pm	Codman Academy Black Box / Zoom
December 7, 2021, 6pm	Codman Academy Black Box / Zoom

January 4, 2022, 6pm	Codman Academy Black Box / Zoom
February 1, 2022, 6pm	Codman Academy Black Box / Zoom
March 1, 2022, 6pm	Codman Academy Black Box / Zoom
April 5, 2022, 6pm	Codman Academy Black Box / Zoom
May 3, 2022, 6pm	Codman Academy Black Box / Zoom
June 7, 2022, 6pm	Codman Academy Black Box / Zoom

- Add additional rows as needed

<b>COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR</b>		
<b>Name of Committee</b>	<b>Date/Time</b>	<b>Location</b>
Finance	August 30, 2021, 4pm	Codman Academy Black Box / Zoom
Finance	September 27, 2021, 4pm	Codman Academy Black Box / Zoom
Finance	October 25, 2021, 4pm	Codman Academy Black Box / Zoom
Finance	November 22, 2021, 4pm	Codman Academy Black Box / Zoom
Finance	December 13, 2021, 4pm	Codman Academy Black Box / Zoom
Finance	January 24, 2022, 4pm	Codman Academy Black Box / Zoom
Finance	February 14, 2022, 4pm	Codman Academy Black Box / Zoom
Finance	March 28, 2022, 4pm	Codman Academy Black Box / Zoom
Finance	April 25, 2022, 4pm	Codman Academy Black Box / Zoom
Finance	May 23, 2022, 4pm	Codman Academy Black Box / Zoom
Finance	June 27, 2022, 4pm	Codman Academy Black Box / Zoom
Governance	September 10, 2021, 12pm	Codman Academy Black Box / Zoom
Governance	December 10, 2021, 12pm	Codman Academy Black Box / Zoom
Governance	January 28, 2022, 12pm	Codman Academy Black Box / Zoom
Governance	April 29, 2022, 12pm	Codman Academy Black Box / Zoom
Advancement	November 3, 2021, 4pm	Codman Academy Black Box / Zoom
Advancement	December 15, 2021, 4pm	Codman Academy Black Box / Zoom
Advancement	February 16, 2022, 4pm	Codman Academy Black Box / Zoom
Advancement	June 15, 2022, 4pm	Codman Academy Black Box / Zoom
Alumni Success	October 13, 2021, 5pm	Codman Academy Black Box / Zoom
Alumni Success	December 2, 2021, 5pm	Codman Academy Black Box / Zoom
Alumni Success	February 2, 2022, 5pm	Codman Academy Black Box / Zoom
Alumni Success	April 13, 2022, 5pm	Codman Academy Black Box / Zoom
Academic Achievement	September 14, 2021, 4pm	Codman Academy Black Box / Zoom
Academic Achievement	October 12, 2021, 4pm	Codman Academy Black Box / Zoom
Academic Achievement	November 16, 2021, 4pm	Codman Academy Black Box / Zoom



Academic Achievement	December 14, 2021, 4pm	Codman Academy Black Box / Zoom
Academic Achievement	January 18, 2022, 4pm	Codman Academy Black Box / Zoom
Academic Achievement	February 15, 2022, 4pm	Codman Academy Black Box / Zoom
Academic Achievement	March 15, 2022, 4pm	Codman Academy Black Box / Zoom
Academic Achievement	April 12, 2022, 4pm	Codman Academy Black Box / Zoom
Academic Achievement	May 17, 2022, 4pm	Codman Academy Black Box / Zoom
Academic Achievement	June 14, 2022, 4pm	Codman Academy Black Box / Zoom
Investment	January 20, 2022, 4pm	Codman Academy Black Box / Zoom
Investment	April 21, 2022, 4pm	Codman Academy Black Box / Zoom
Investment	July 21, 2022, 4pm	Codman Academy Black Box / Zoom

\* Add additional rows for additional committee schedules

**APPENDIX D**  
**Additional Information**

**Key Leadership Changes**

<b>Position</b>	<b>Name</b>	<b>Email Address</b>	<b>No Change/ New/Open Position</b>
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	Lauren Robinson	lrobinson@codmanacademy.org	No Change
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	2021-2022 School Year Date(s)
Student Application Deadline	February 28, 2022
Lottery	March 8, 2022

**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.

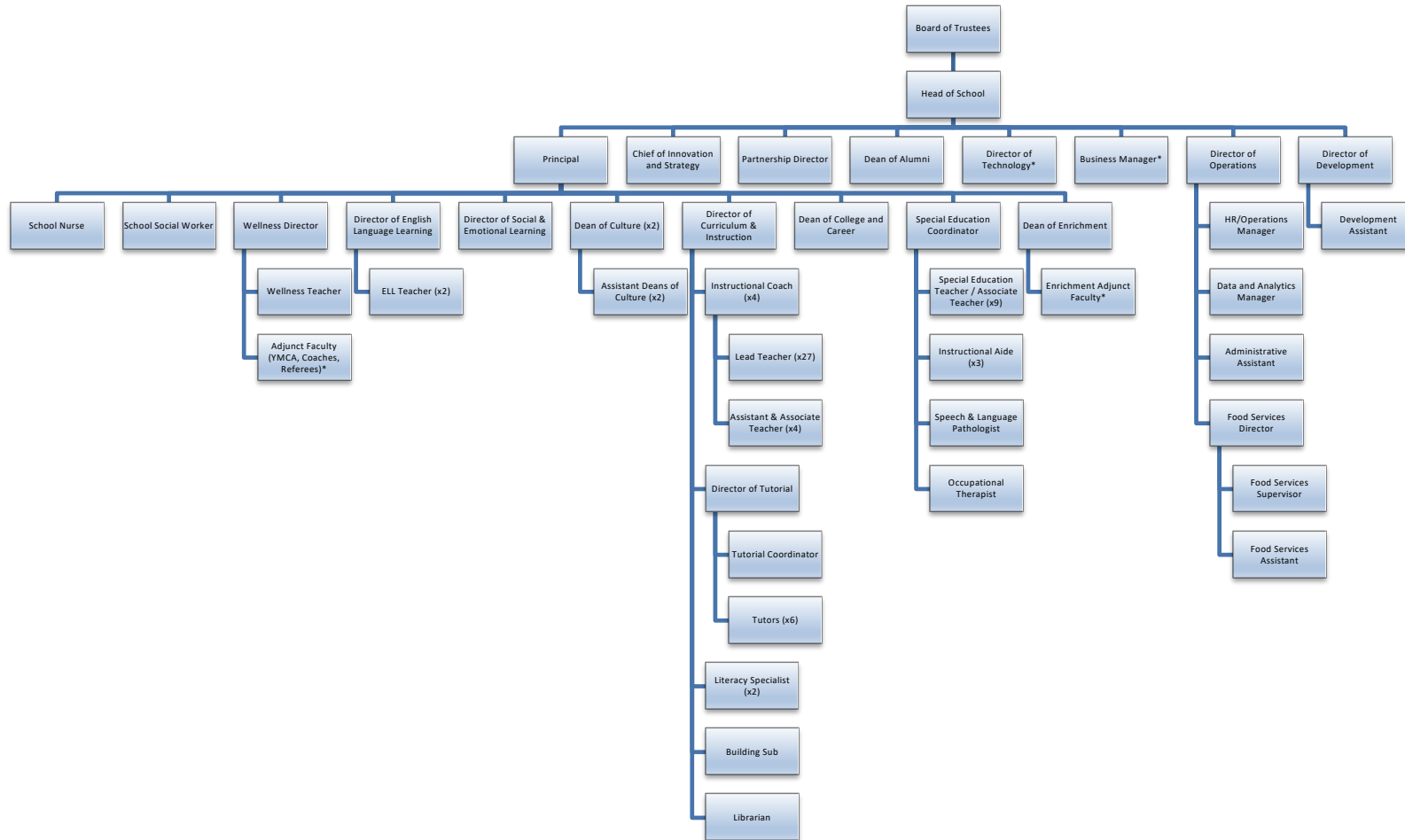
Additionally, Codman will address the Department’s concerns related to Criterion 3: Compliance, specifically regarding teacher qualifications and compliance with the terms of the charter regarding the school’s maximum enrollment. Codman will also develop an updated Accountability Plan for the new charter term.

**Complaints**

The Board of Trustees received no official written complaints during the 2020-2021 school year.

**Organizational Viability**

**Organizational Structure of the School**



## Budget and Finance

### FY21 Statement of Revenues

**CODMAN ACADEMY CHARTER PUBLIC SCHOOL & COMPONENT UNIT**  
**STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2021 - UNAUDITED**

	SCHOOL	FOUNDATION	COMBINED June 30, 2021
<b>REVENUES</b>			
District Funding (per pupil)	\$ 7,274,263		\$ 7,274,263
Government Grants & Funding	582,955		582,955
Government Nutrition Subsidy & Cafeteria Sales	124,568		124,568
Private Support			-
Contributions - In-kind	1,874,569	48,000	1,922,569
Contributions - Component Unit	207,572		207,572
Contributions - Individuals & Foundations	13,100	694,254	707,354
Total: Private Support Funding	2,095,241	48,000	2,143,241
Student Programs & Other	101,529		101,529
Interest & Dividends		133,285	133,285
Rental Income		354,090	354,090
<b>Total Revenues</b>	<b>\$ 10,178,556</b>	<b>\$ 1,229,629</b>	<b>\$ 11,408,185</b>
<b>EXPENSES</b>			
In-Kind Pension Expense	\$ 1,874,569		\$ 1,874,569
Salaries & Related	6,253,536		6,253,536
Administrative Costs	324,575	4,690	329,265
Instructional Services	637,420		637,420
Other Student Services	350,383	1,625	352,008
Operation & Maint of Plant	693,729	354,090	1,047,819
Grant Expense - Component Unit		207,542	207,542
Bond Interest	-		-
Depreciation	39,504	139,728	179,232
<b>Total Expenses</b>	<b>\$ 10,173,716</b>	<b>\$ 707,675</b>	<b>\$ 10,881,391</b>
<b>CHANGE IN NET ASSETS</b>	<b>\$ 4,840</b>	<b>\$ 521,954</b>	<b>\$ 526,794</b>

FY21 Statement of Net Assets

CODMAN ACADEMY CHARTER PUBLIC SCHOOL & COMPONENT UNIT  
STATEMENT OF NET ASSETS AT JUNE 30, 2021 - UNAUDITED

ASSETS	SCHOOL	FOUNDATION	COMBINED June 30, 2021
<b>Current Assets</b>			
Cash and Cash Equivalents	1,333,708	4,583,642	5,917,350
Accounts Receivable	487,829	89,707	577,536
<b>Other Current Assets</b>			
Prepaid Expenses	175,192		175,192
Deposits	-	5,326	5,326
Due from Related Parties	6,311		6,311
<b>Total Other Current Assets</b>	<b>181,503</b>	<b>5,326</b>	<b>186,829</b>
<b>Total Current Assets</b>	<b>181,503</b>	<b>4,678,675</b>	<b>4,860,178</b>
Fixed Assets, net of depreciation	183,574	3,313,618	3,497,192
Notes Receivable		8,532,688	8,532,688
<b>TOTAL ASSETS</b>	<b>\$ 2,186,614</b>	<b>\$ 16,524,981</b>	<b>\$ 18,711,595</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Accounts Payable	596,981	510	597,491
<b>Other Current Liabilities</b>			
Accrued Expenses	150,504		150,504
Accrued Payroll & Taxes	364,662		364,662
Payroll Withholdings	23,245		23,245
Deferred Revenue	20,417		
Due to Related Parties	99,403	1,228	100,631
<b>Total Other Current Liabilities</b>	<b>658,231</b>	<b>1,738</b>	<b>659,969</b>
<b>Total Current Liabilities</b>	<b>1,255,212</b>	<b>1,738</b>	<b>1,256,950</b>
Notes Payable		3,900,000	3,900,000
<b>TOTAL LIABILITIES</b>	<b>\$ 1,255,212</b>	<b>\$ 3,901,738</b>	<b>\$ 5,156,950</b>
<b>Net Assets</b>			
Unrestricted	742,987	7,875,701	8,618,688
Temporarily Restricted		881,956	881,956
Permanently Restricted		30,044	30,044
Capital	183,574	3,313,618	3,497,192
Net Income	4,840	521,925	526,765
<b>Total Net Assets</b>	<b>\$ 931,401</b>	<b>\$ 12,623,244</b>	<b>\$ 13,554,645</b>
<b>TOTAL LIABILITIES &amp; NET ASSETS</b>	<b>\$ 2,186,613</b>	<b>\$ 16,524,982</b>	<b>\$ 18,711,595</b>

FY22 Budget

**Codman Academy Charter Public School  
FY2022 Budget Approved**

<b>FY21 Budget</b>	
<b>REVENUE</b>	
Tuition	7,596,555
Government Grants	750,000
CAF Support - Program	500,000
CAF Support - Occupancy	120,000
Student Fees and Miscellaneous	57,045
School Lunch Revenue	175,000
<b>TOTAL REVENUE</b>	<b>9,198,600</b>
<b>EXPENSES</b>	
Staff Salaries	6,063,801
Health Insurance	444,015
Payroll Taxes	272,871
Fringe Benefits	79,095
Professional Development	109,400
<b>Total Personnel Costs</b>	<b>6,969,183</b>
Wellness Programs	97,905
Contracted Programs	44,355
Student Support	163,000
Tutoring Program	10,000
Alumni Support & College Counseling	49,400
Instructional Supplies & Materials	195,348
Classroom Technology	155,414
Student Lunch	172,000
Student Transportation	10,000
Enrichment & Saturday Programs	112,700
<b>Total Student Costs</b>	<b>1,010,122</b>
Walczak Rental Expense	156,600
Lithgow and Temp Space Rental Expense	240,000
Utilities	86,600
Cleaning & Repairs	256,188
<b>Total Occupancy Costs</b>	<b>739,388</b>
Professional Fees	141,500
Dues, Fees & Memberships	45,677
Insurance	63,038
Office Supplies & Equipment	8,605
Office Technology	26,500
Development	60,268
Miscellaneous Admin Costs	109,692
<b>Total Administrative Costs</b>	<b>455,279</b>
<b>TOTAL EXPENSES</b>	<b>9,173,971</b>
<b>Surplus (Deficit)</b>	<b>24,629</b>