



2018-2019 Annual Report

July 31, 2019



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INTRODUCTION TO THE SCHOOL

<i>Community Charter School of Cambridge</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Cambridge
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2005	Year(s) the Charter was Renewed (if applicable)	2010, 2015
Maximum Enrollment	420	Enrollment as of June 25, 2019	329
Chartered Grade Span	6-12	Current Grade Span	6-12
Number of Instructional Days per School Year	180 (195 for students new to the school)	Students on Waitlist as of June 25, 2019	34
School Hours	8:30-3:40: Mondays, Tuesdays, Thursdays and Fridays 8:30 - 1:30: Wednesdays	Age of School as of 2018-2019 School Year	14 years
Mission Statement Community Charter School of Cambridge combines challenging academics with creative use of technology and real-world experience to prepare a diverse student body, grades 6-12, for postsecondary success and productive citizenship. CCSC students are excellent problem solvers and communicators who contribute to their community through internships and other field experiences.			

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

Jeffrey C. Riley
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

July 31, 2019

Dear Commissioner Riley,

On behalf of the Board of Trustees, faculty, and staff, it is with great pleasure that I submit the 2019 Annual Report for Community Charter School of Cambridge. This Annual Report provides a comprehensive overview of our goals and achievements as outlined in our Accountability Plan and as laid out in the Charter School Performance Criteria.

CCSC's Board of Trustees takes great pride in the school's continued success. CCSC's performance remains consistently strong across a number of key dimensions, including college acceptance and matriculation. We are proud to share that members of the Class of 2019 will embark on their college journeys at an impressive array of post-secondary institutions, including Boston College, Brandeis University, the College of the Holy Cross, Emmanuel College, Georgia Tech, Lesley University, Northeastern University, Tufts University, the University of Connecticut, UMass-Amherst, UMass-Boston, and the University of Southern California. And, for the first time, one of our seniors is heading down the street to MIT. We are excited for all of them and know that they will persist and represent us well out in the world.

We continue to track and measure persistence. We continue to believe that our success is ultimately defined by our ability to get students *through* college. The percentage of students persisting far exceeds relevant comparison groups and is increasing year over year as we refine our college guidance program and better assess nuanced issues of fit for the range of students we serve. Our students' academic performance in both math and English as measured by MCAS results continues to be strong. Our 10th grade students in 2018 grew in ELA performance more than those at any other public high school statewide, with remarkable percentages scoring advanced on both the ELA and mathematics exams. We also continue to focus on additional measures, such as APs, SATs, SAT subject tests, and more. CCSC actively tracks these data -- in departments, as a staff, at the board level -- and continually works toward improvement. While an incomplete assessment of a school's performance and health, we discovered this spring that we were ranked the 23rd best public high school in the state by US News and World Report and 5th among Massachusetts charter public high schools.

CCSC's unique and innovative Roundtable presentations continue to align with the mission of the school by folding the public into our work and holding us accountable for our academic and socioemotional programs. This year, over 120 community members sat in on more than 325 hours of Roundtables. Our Senior Internship Program continues to provide students with meaningful connections to the community and "real life" work experience. Our annual internship exhibition night again drew hundreds of people, providing CCSC another high-quality forum to share a best practice that is now firmly entrenched in the spirit of the institution.

We have, for years, believed deeply that high expectations paired with commensurate levels of support create conditions that ensure success for all students. We now regularly talk about a third ingredient, one that forms a foundation for strong relationship building: showing students

unconditional love. We discuss proven practices in professional development sessions and are committed to pushing this aspect of our work forward.

CCSC's faculty and staff are exceptionally diverse. In the 2018-19 academic year, 50% of faculty and 57% of the leadership team were people of color. Our commitment to equity remains strong: the school devoted over twenty hours of professional development this past year to challenge implicit biases and build cultural competency. We continue to present on this work at various conferences, including those put on by the Department of Elementary and Secondary Education, and we are eager to push this work forward. Staff commitment extends into other realms as well, with many supervising high-interest extracurricular offerings. The school believes that student involvement outside of the classroom is as critical to their success as their engagement in the classroom.

We are wrapping up our first full year leasing this campus from the Community Charter School of Cambridge Foundation and remain committed to weaving our school community into Kendall Square and the city of Cambridge. We have initiated the process of renovating the first floor of our third building, which will allow for the entire school community to gather -- for assemblies, community meetings, lunch, and more. We will also expand our library and add classrooms and office space.

I am honored to continue in my role as chair. As a board, we remain focused on supporting the work of the school. We are overseeing expansion efforts while remaining unwavering in our belief that it is vital for CCSC to remain a small school where every student is known exceptionally well and supported effectively. Everyone involved with CCSC -- from the members of the board to the members of the administrative team to our faculty and staff -- remains focused on delivering a high-quality education because our students, and all students, deserve this and the accompanying opportunities. We have distinguished ourselves as a highly effective public charter school. We are excited to work with the school's incoming head of school, Becki Norris. Ms. Norris knows this community exceptionally well, having served as a founding mathematics and science teacher and the middle school principal for the past eight years. We are ready to support her transition and we will continue to push -- our students and ourselves -- as we head into our 15th year of operation and seek license to operate for another five years (and beyond!).

Sincerely,

Eliza Anderson
Chair, Board of Trustees

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO CHARTER

Mission and Key Design Elements

The CCSC mission, vision and educational philosophy remain strong and continue to guide the school as it enters its fifteenth year. CCSC remains committed to closing the achievement gap and preparing our students for postsecondary success. CCSC's exceptional tenth grade MCAS performance every year -- combined with the fact that 100% of our graduates have been accepted to college -- provide strong evidence that we are succeeding in our mission. CCSC's academic program is based on three design principles that work in concert to produce young scholars who are academically prepared to persist *through* college. The three design principles are as follows:

- Design Principle #1: Ensure a challenging academic program for every student
- Design Principle #2: Personalization: Know every student very well
- Design Principle #3: Build adult-world connections

High Academic Expectations for All

All CCSC students are expected to complete challenging work every day in every class. Students are required to think and work hard to master content and improve skills. Each academic department at CCSC has an instructional vision that defines the learning activities students should be engaged in as frequently as possible. For example, the math department has identified several higher order thinking tasks -- such as project-based assessments, tasks that require real world application, and error and success analysis -- as priority learning activities. Similarly, the Spanish department has identified reading and interpreting authentic texts as a priority learning activity. Each department is working to ensure that the work they provide students is aligned to its vision and priorities.

CCSC also has a schoolwide instructional vision that guides teacher planning and ensures students receive challenging, high quality instruction. The CCSC instructional vision consists of 5 key components: a safe and supportive classroom climate; student participation and engagement; higher order thinking; targeted student support; and checking for understanding and feedback. Each of these components is associated with suggested and/or required "teacher moves." For example, in order to promote higher order thinking, all teachers are encouraged to align course work to major external assessments, provide rigorous exit tickets, and ask students to explain their answers and cite evidence. Similarly, in order to provide students with targeted support, all teachers are encouraged to differentiate their instruction, teach academic vocabulary, use multiple adults strategically, and implement tiered interventions agreed upon by the student support team or grade level team.

CCSC's high academic expectations are not only reflected in its instruction, but also in its academic policies. The passing grade at CCSC is a C-, which corresponds to a score of 70%. Students new to CCSC are often used to passing classes with Ds (60% or 65%), and the transition can be difficult. The CCSC promotion policy is equally rigorous. Students who fail a core academic course (math, humanities, and science) with a grade between 60% and 69% are required to attend summer school. Any student who fails with a grade lower than 60% is not eligible to earn recovery credit during summer school. Students may not attend summer school for more than two courses.

If a student fails more than two core academic courses or any one required course with a grade of 60% or lower, he or she will repeat the grade.

Roundtables: Year-End Portfolio Assessments

Roundtable presentations continue to be a cornerstone of the CCSC advisory program and serve as an essential gateway for promotion from one grade to the next. While standardized assessments and course grades are critical for providing benchmarks for our students' progress, they do not tell the complete story of CCSC students' rigorous academic work and progress, nor do they provide students an opportunity to showcase the rich, multi-dimensional projects they have worked on each semester. At the end of each year, all sixth through eleventh grade students are required to publicly display and reflect on a portfolio of academic work. The portfolio contains major artifacts (i.e. pieces of work such as projects, papers, and labs) from each of the core subjects, written reflections on each artifact, all DEAR book reviews, reflections on each quarterly report card, and an introductory, self-reflective letter. A student must pass his or her Roundtable in order to be promoted to the next grade level.

Roundtables are attended by a panel of CCSC faculty as well as family and community members. The presentation is judged using a rubric designed to evaluate the degree to which the student is able to reflect clearly and descriptively on his/her past school year and answer specific, content-focused questions about their learning. Students are required to describe to the panel three significant pieces of work from core academic subjects. Students must provide correct, thoughtful answers to questions from audience members about the content and skills covered in the artifacts. Students must also display excellent posture, make eye contact with audience members, and speak clearly. Students may earn a rating of Fail, Pass, or Pass with Honors. The rubric (Attachment A) provides the specific grading criteria required for each of these ratings.

Advisory Program

The advisory program is a core element of the CCSC program. All students are assigned to an advisory group of about 9-14 students of the same grade level and most faculty serve as advisors. Advisors stay with their advisees throughout their years at CCSC to provide the student and the family with a consistent adult liaison and advocate at school.

Advisors work with their advisees, their families, and the rest of the faculty and staff to ensure that their advisees have a successful and positive experience during their time at CCSC. Advisors have deep knowledge of each of their advisee's unique strengths, challenges, and areas for growth. Advisors have four main roles: communicating with advisees' parents and families; coaching their advisees, both academically and behaviorally; guiding their advisees through the grade-level advisory curriculum; and leading their advisees through the Roundtable/Internship Exhibitions and college matriculation processes.

Advisors are the primary line of communication between CCSC and families. They regularly call parents and guardians, updating them on academic progress and any behavioral or social-emotional concerns. Parents and guardians are encouraged to call and email advisors with questions or concerns and the advisor either fields the question directly or connects them with the staff member who can. Over the years, a high level of trust is developed between advisors, advisees and families.

Advisory takes place four times a week with 1-2 sessions dedicated to academic and behavioral/social-emotional check-ins and 1-2 meetings devoted to teaching the Advisory Curriculum (see below) or using additional resources to facilitate a lesson outside of the advisory curriculum. During check-in blocks, middle school advisories will have DEAR time and HS advisories run structured study hall time during which students can work individually or in small, quiet groups. During the other meeting times advisors work to create structured and meaningful opportunities for community building.

During coaching (check-in) periods, advisors spend a few minutes with each advisee, examining his or her current grades, behavior, and extracurricular involvement. For the first several months of the school year, each grade works on a different, developmentally appropriate, advisory curriculum that ranges from social skills and community building in middle school to career planning, study skills, the college application process, and programming aimed at ensuring a smooth transition to various types of post-secondary institutions in high school.

School-Family Partnership and Communication

CCSC engages families in many ways over the course of the year and throughout a student's career at CCSC. Much of the communication is channeled through advisors, though faculty and administrators are also in frequent contact. Parents and guardians are contacted at least weekly during their initial summer and many have historically attended CCSC's end of Summer Academy event, which helps to establish early relationships with school staff and parents. A Back to School Night in late September provides an opportunity to put teacher names to faces, meet with teachers individually to check-in on student progress, and learn about the curriculum and academic expectations. Although advisors are the main sources of communication between CCSC and families (see above), the school has also created ways to gather feedback from, and share information with, larger groups of parents and guardians.

The Parent Guardian Association (PGA) is one way CCSC educates and supports parents and guardians so that they can best help their children to succeed in school. The PGA was created to provide an opportunity for parents and guardians to meet, network, and build community; to learn about CCSC's policies and procedures; to support their children academically and socially; and to address concerns. PGA meetings are held four to six times per year. We also ask all parents and guardians to complete a survey when they arrive to the school for their child's Roundtable in June. This survey helps assess whether CCSC is meeting its goals in providing a safe, rigorous, supportive academic and social environment for its students. Now in its fourth year of existence, the role of Director of Student and Family Engagement serves as an additional resource dedicated toward many different aspects of the student and family experience.

The Senior Internship Program at CCSC

A primary tenet of CCSC's mission is to prepare students for postsecondary success and productive citizenship through meaningful real world experiences. To this end, CCSC requires all seniors to complete a 100-hour service internship as a graduation requirement. CCSC seniors learn the responsibilities of the work site and develop one-on-one relationships with professional mentors. During the AY19 school year, 50 students interned with the following 34 unique local organizations: Benjamin Banneker Charter Public, Boston Municipal Court - Dorchester Division, Breakthrough Greater Boston, Cambridge Athletic Club, Cambridge Camping Association,

Cambridge Community Center, Cambridgeport Children's Center, CIC, Colleen's of Medford, Dr. Dental, East End House, eMotionRx, Inc, EVOO, Fletcher Maynard Academy, Green City Growers, Harvard Square Business Association, Joint Ventures/BodyScapes, Lemelson - MIT, Life Science Cares, Massachusetts General Hospital, MIT - Brain and Cognitive Science, MIT Museum, Museum of Science - Exhibit Hall, Museum of Science - Hall of Human Life, Museum of Science - Tech Studio, Navigation Games, Novartis, Palisis, PBHA, Sienna Construction, TiE Boston, UP Academy Dorchester, Woodrow Wilson Academy of Teaching & Learning, and YWCA, Zoo New England.

50 out of 50 (100%) students in the class of 2019 met the requirements for completing a senior internship. Students are required to research and propose an internship project that supports or enhances the ongoing work of the host organization. Students formulate and submit project proposals, write reflective logs, complete a mid-project check-in, and present their projects at the Senior Internship Exhibition Night. This year's exhibition was held at Alexandria Real Estate's Atrium in Technology Square. Seniors had to answer questions from judges – many of them community members whom they did not know – about their projects and experiences. Some AY19 projects included: event planning, managing financial books and creating sales projections for a local restaurant, piloting MCAS prep support for elementary school students, leading tours and information sessions on museum exhibits, and engaging in the entrepreneurial process with a local start-up.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
N/A	N/A	N/A

Access and Equity

We continued to assess our discipline policies this year and, in addition to making changes to make these policies more inclusive and effective, we ramped up our teacher training to better meet the needs of diverse learners at CCSC.

- A. The most recent, publicly available student discipline data can be found here:
<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04360305&orgtypecode=6&=04360305&>
- B. See table below.
- C. **Further removing if/then punitive consequences:** As a matter of policy, students used to earn consequences for smaller disruptions. Often, the number of these consequences students received led to bigger disruptions of the learning environment and eventual removal from the classroom. This year, we added a more discretion-based system where smaller infractions during learning times resulted in re-direction and coaching rather than punitive consequences. Some examples of these changes include moving away from automatic disciplinary consequences for using cell phones during class time and being out of dress code (with a more relaxed dress code policy), among others.

Continued sex and marijuana-use education: In the past years, some of the exclusionary discipline we had implemented was due to students' inability to distinguish between appropriate and inappropriate sexual advances. Similarly, in the past, students' lack of education about the use of marijuana and its legal implications resulted in exclusionary discipline practices. To address this, we implemented a 4-week sex-education course across multiple grades and advisory lessons on drug use, consequences, and implications for

students' health and learning. Next year, we plan to further expand our lessons on marijuana prevention across several grade levels, which we hope will further reduce exclusionary discipline.

Anti-bullying initiatives and revision of bullying policy: All student support professionals continue to experience a spike in incidents of bullying, particularly with rampant use of social media among increasingly younger students. After some leadership reflection and feedback from faculty, staff, students, and families, we made revisions to our publicly available Bullying Prevention and Intervention Plan. We also held a school-wide community meeting on bullying for both middle and high school where staff (who had been previously trained at an all-staff professional development) led conversations with students in small groups. Further, over the past year we have created a more effective bridge between our counseling and discipline teams. During the summer, we are conducting this same training for incoming students who attend our Summer Academy (an orientation for students new to CCSC). We are also exploring a partnership with the Cambridge Police Department as we continue our work on this important topic.

18 hours of training dedicated to improving culture in the school: During the 2018-19 school year, we dedicated 18 hours of professional development to our school culture, which allowed opportunities for faculty and staff to develop the necessary skills to cultivate and contribute to a positive and supportive learning environment for all students. Sessions included opportunities to review and reflect on data, actively practice strategies, and problem solve with colleagues.

24 hours dedicated to racial diversity and equity training. During the 2018-19 school year, we continued to prioritize professional development focused on race, equity and privilege for the entire staff. The goal of this work is to increase our capacity to best meet the needs of our diverse student body, create greater awareness of the impact that issues of privilege and bias have on our work as educators at CCSC, and create an atmosphere that positively supports learning and personal growth while directly confronting questions and issues of race and equity. We commit approximately 24 hours of professional development time to this work every year, with the additional eight hours happening during summer professional development sessions.

10 hours dedicated to grade-level team meetings to improve interventions for high needs students: Approximately twice a month, teachers met in their grade teams to design, implement, and track interventions for the highest needs students. Led by a grade level leader, and supported by the Student Support Team (SST), these teachers created Tier 1 and Tier 2 interventions designed to provide opportunities and create conditions to keep students in classes. Every six weeks, teams assessed the interventions for each student to determine whether they were making academic progress.

15 hours dedicated to collaborative time for special educators to meet: In these department meetings, special educators work to improve practices for supporting students with Tier 3 learning, behavioral, and emotional needs. We developed more effective data tracking tools to ensure that our students received requisite supports, but only up until the point absolutely necessary. We are proud of how faithfully we have stayed true to the mission of the special programs department in maintaining the least restrictive environment possible for every one of our students.

The Saturday School Program as an alternative, constructive consequence (for some actions that had previously led to suspension) has had a positive impact in reducing exclusionary discipline. This program includes an extensive reflection and action planning mechanism with intensive faculty support, aimed at encouraging and incorporating student input and insight. This program helps students develop specific skills in order to excel behaviorally and academically.

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	372	52	4.8	12.1	0.5
EL	12	2			
Economically Disadvantaged	149	30	8.1	17.4	1.3
Students with Disabilities	69	12	8.7	15.9	2.9
High Needs	197	36	6.6	16.2	1.0
Female	189	11	2.6	4.8	0.0
Male	183	41	7.1	19.7	1.1
American Indian or Alaska Native	3				
Asian	15	1			
African American/Black	234	31	3.8	12.0	0.4
Hispanic/Latino	84	15	7.1	15.5	1.2
Multi-race, Non-Hispanic/Latino	16	4			
Native Hawaiian or Pacific Islander	0				
White	20	1			

Dissemination Efforts

Charter schools were founded, in part, to serve as valuable incubators of best practices. Disseminating these practices is a charge that CCSC continues to execute faithfully in myriad ways. Over the previous year, CCSC has routinely shared best practices with fellow educators and school leaders and has welcomed a steady stream of visitors from many different states as well as several communities within Massachusetts. Examples of our dissemination efforts are below, and a complete list is located under Attachment B.

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
Senior Internship Program	Tour of CCSC, in-person meeting, and materials shared digitally	Caleb Hurst-Hiller (Head of School) & Devin Morris (Director of Student and Family Engagement)	Ryan Souliotis Principal, High School Extension Program/Cambridge Public Schools LeRoy Gibson, Internship Program Coordinator, High School Extension Program/Cambridge Public Schools Fred Fantini, Chair, Cambridge School Committee	CCSC will review their curriculum at their request, send over samples of additional documents and tracking systems, and invite them to Roundtable presentations, at their request
Hiring and retention strategies; class visits; math placements	Tour of CCSC, classroom observations and in-person meeting	Caleb Hurst-Hiller (Head of School)	Patricia Nolan, Cambridge School Committee	Nolan came away from the visit with a greater understanding of CCSC's hiring and retention practices. Specific implementation results of this visit are unknown.
Diversifying Faculty and Staff, Retention, Hiring Practices, Support Systems	Presentation, "Recruiting and Retaining Teachers of Color" at DESE Fall Convening -- Devens, MA	Caleb Hurst-Hiller (Head of School)	Charter school leaders who selected this issue as the one they wanted to learn more about at the DESE Fall Convening in Devens, MA.	Participants at the DESE Fall Convening learned about CCSC's approach to hiring and diversifying faculty and staff.
Increasing Staff Diversity: Recruitment and Professional Development Tools	A Conversation Among Friends Conference Providence, RI	Caleb Hurst-Hiller (Head of School)	School leaders, teachers, directors of graduate programs, thought partners, etc. attending the conference in Providence, RI	Participants at the Conversation Among Friends Conference learned about CCSC's approach to hiring and diversifying faculty and staff.
AP Computer Science curriculum	Google Hangout	Matt Pace (Computer Science Teacher)	The Beauty and Joy of Computing, an AP CS course and computer science teacher community	Teachers in this community changing their own curriculum to match the CCSC curriculum Matt Pace created
Systems, policies, practices aimed at curbing chronic absenteeism	Email conversations	Caleb Hurst-Hiller (Head of School) & Ali Nomani (High School Principal)	Angeline UyHam, District Design and Innovation Coach, Cambridge Public Schools	UyHam gained access to systems, policies, practices that can be implemented in other Cambridge Public Schools to address chronic absenteeism.
Implementing AP Physics at CCSC	Panel participation and discussion	Jeff Molk (Science Dept. Chair) & A. Ferhani (CCSC class of 2019)	"Closing the Access Gap to STEM for Underserved Student Populations " at 2018 Massachusetts STEM Summit -- Worcester, MA	Participants at the MA STEM Summit learned about best practices around implementing an AP Physics program, that they could apply to their own schools
Equity PD	Presentation and discussion	Fay Alexander (Humanities teacher,	Participants at DESE Safe and Supportive Schools	Shared slide deck and other materials with DESE at their

		Equity PD facilitator, Alumni Coordinator) & Devin Morris (Director of Student and Family Engagement)	convening	request. Shared materials and summer equity reading list with Shana Silva from New Horizons Charter. Shared all materials with Asst Superintendent of Walpole Public Schools, who wants to use them with both kids and adults. Shared also with Guidance Lead for Chelsea Public Schools, who plans to use some of our PD materials
Action Research Projects	Presentation at SXSW EDU conference	J. Joseph & S. Zewde (CCSC Class of 2020), Henry Seton (former CCSC Humanities Dept. Chair, current Urban Scholar at Harvard Graduate School of Education)	Conference attendees, "Empowering Teens to Research & Fight Injustice!" at SXSW EDU, Austin, TX	Attendees left with an understanding CCSC's Action Research Project model and how they could empower teens to be change-makers in their communities.

ACADEMIC PROGRAM SUCCESS

Student Performance

CCSC's DESE Report Card:

<http://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=04360305&orgtypecode=6&>

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention Reason for classification: Partially Meeting Targets	78th Percentile	Meeting 64% percent of Improvement targets

Information, in the aggregate, about AY19 student performance on internal or external assessments (other than MCAS or PARCC):

1. For the third consecutive year, the vast majority of our 11th and 12th grade students -- 67% -- took at least 1 AP exam (in contrast, the percentage of 11th and 12th graders who took at least 1 AP exam ranged from 37% in AY14 to 59% in AY16). In addition, the percentage of AP exams passed increased from 24% in AY17 to 31% in AY18 (the most recent data currently available).
2. Once again, CCSC students exceeded the national average on the SATs. Based on the internal data currently available, the average SAT score for members of the class of 2020 was 510 for the Math section and 522 for the Verbal section.

Program Delivery

During the AY19 school year, CCSC continued to refine its curriculum so that it is aligned to state standards and major external assessments. CCSC also worked to incorporate more student engagement into its curriculum and instruction.

Systematic preparation for high stakes assessments continues to be fully woven into the CCSC program. That preparation begins with a high quality curriculum, which CCSC teachers and school leaders continue to refine. In addition to using regular curriculum feedback from department chairs and administrators, teachers work to ensure that their curriculum and instruction are aligned to departmental vision statements. Moreover, CCSC students continue to take quarterly benchmark assessments, both to demonstrate their understanding of key content and skills and to prepare for external, high stakes tests. Many of these benchmarks are now taken on computers, further simulating the experience students have while taking the MCAS. As a school, we continue to provide targeted support to students with high academic needs through weekly math and reading lab courses, as well as MCAS Prep study groups offered in the months prior to MCAS exams.

A major instructional and curricular focus in AY19 was student engagement. CCSC teachers worked to develop lessons that were not only rigorous, but genuinely sparked student curiosity. During professional development sessions, CCSC teachers and school leaders modeled the use of engagement strategies -- such as using hooks to capture students' attention, facilitating class discussions, and using individual student whiteboards. Teachers then incorporated these and other engagement strategies into their lesson plans. These lessons frequently emphasized real world application of course content. For example, one class used mathematical concepts to explore the topic of gerrymandering. Another class applied their research and writing skills to address current social problems, such as climate change and wrongful imprisonment. Throughout the year, teachers received feedback related to student engagement in their classrooms in a variety of ways, including peer observations, evaluator observations, lesson plan feedback, and student surveys.

ORGANIZATIONAL VIABILITY

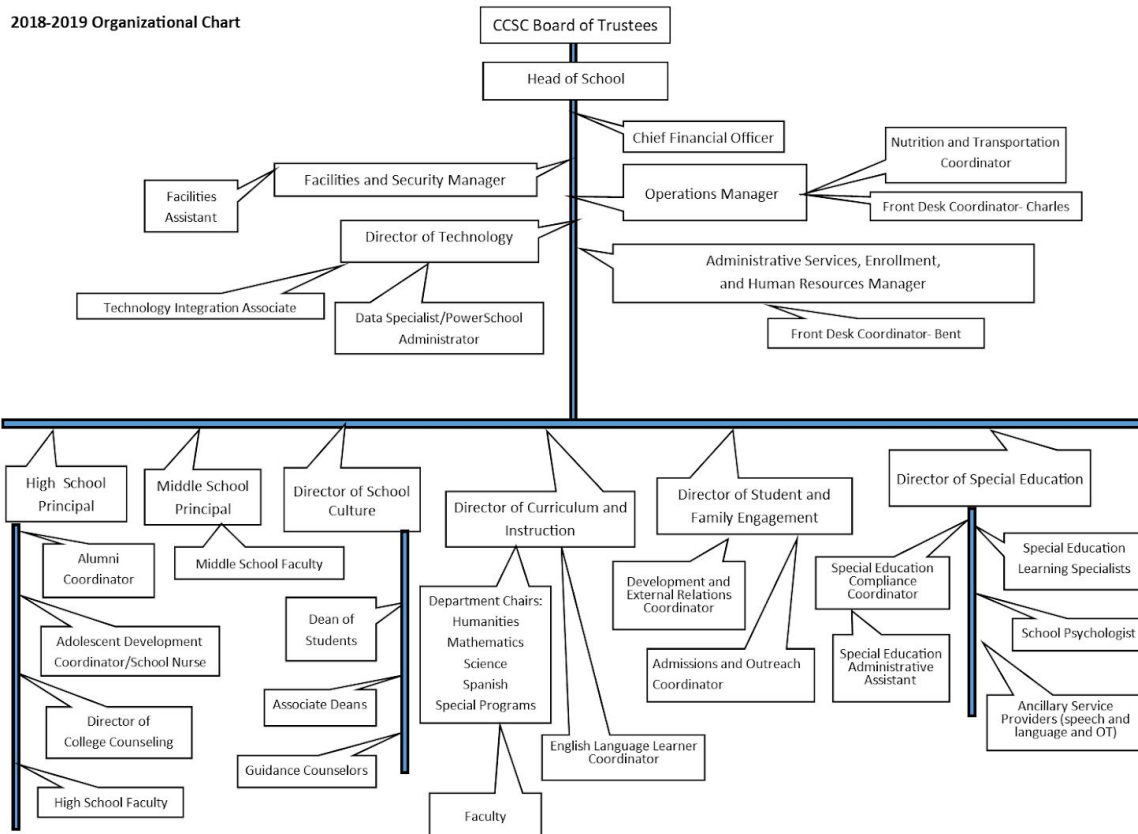
Organizational Structure of the School

The organizational chart for AY19 and AY20 are shown below. The following changes to the organizational structure for the coming year are:

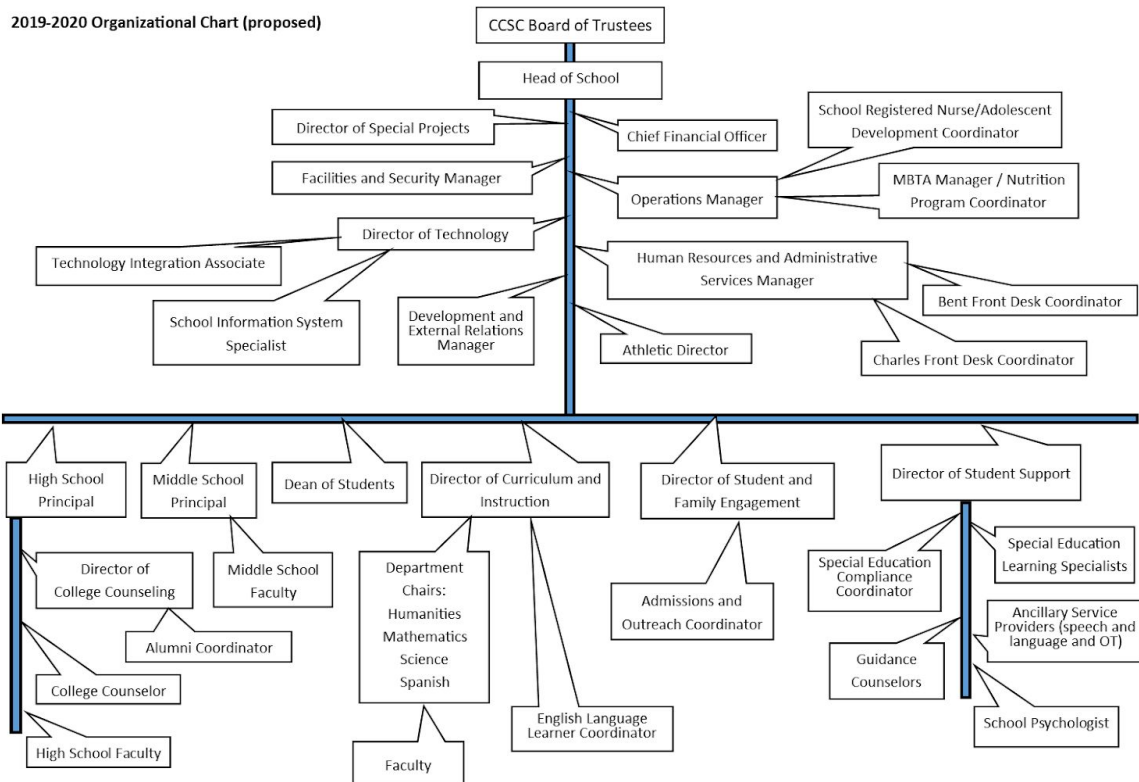
- The Dean of Students now works directly under the Head of School
- A new position, Director of Special Projects, has been added and will work under the Head of School
- The following positions were unintentionally omitted from previous organization charts, but have been included for 2019-2020:
 - Athletic Director, works under the Head of School
 - College Counselor, work under the High School Principal
- The Front Desk Coordinator - Charles now works under the Human Resources and Administrative Services Manager
- The School Registered Nurse/Adolescent Development Coordinator now works under the Operations Manager
- The Development and External Relations Manager now works under the Head of School
- Guidance Counselors now work under the Director of Student Services
- The following positions have been removed:
 - Director of School Culture
 - Associate Deans

- Special Education Administrative Assistant
- Facilities Assistant
- The following position titles have changed
 - Director of Special Education to Director of Student Support
 - Nutrition and Transportation Coordinator to MBTA Manager/Nutrition Program Coordinator
 - Data Specialist/PowerSchool Administrator to School Information System Specialist
 - Development and External Relations Coordinator to Development and External Relations Manager
 - Adolescent Development Coordinator/School Nurse to School Registered Nurse/Adolescent Development Coordinator
 - Administrative Services, Enrollment, and Human Resources Manager to Human Resources and Administrative Services Manager

AY19 Organization Chart



AY20 Organization Chart (proposed)



Teacher Evaluation

Teacher evaluation at CCSC supports teacher development and holds teachers accountable for their work. We continue to use an internal rubric that is closely aligned with the standards and elements provided by the commonwealth of Massachusetts and provide teachers with regular feedback on their performance relative to the standards in our rubric. This year, we made changes to that rubric, the most important of which was to align Standard 2 of the rubric to our school's instructional vision. Standard 2 of the rubric now includes elements based on the five categories of our instructional vision (classroom climate, higher order thinking, student engagement, targeted student support, and checking for understanding/feedback).

All teachers were observed by and received feedback from their evaluator at least 8 times during the school year. Most teachers were observed by their evaluator or an administrator more than 25 times during the school year. Teachers always had opportunities to debrief those observations with their evaluator. Observations and feedback was typically focused upon standards agreed upon by the teacher and evaluator that is aligned to the particular needs of the teacher and/or our school's instructional priority (student engagement) this year. Our supervision and evaluation team -- which consists of department chairs and administrators who evaluate teachers -- also met weekly to review progress in teacher evaluation and share coaching strategies to best support our teachers.

The supervision and evaluation team is preparing several changes to the evaluation process for the AY20 school year. Those changes include modifications to the elements in two standards -- Standard 2 (Instruction) and Standard 4 (Professional Responsibilities) -- to better align our

evaluation system with actions we think are important for our teachers. In addition, in AY19 we replaced Teachboost, an online evaluation platform, with an internal system through which we now track and record our evaluations.

Budget and Finance

Unaudited FY19 statement of revenues, expenses, and changes in net assets (income statement) and Approved School Budget for FY20

2018-2019 Operating Results (Unaudited/Draft) and 20019-2020 Budget						
				excludes intergovernmental	FY 19	FY 20
					Unaudited	Budget
Ordinary Income/Expense						
Income						
				Tuition	\$7,504,298	\$7,237,265
				Federal & State Grants	\$221,646	\$220,000
				Private Grants & Contributions	\$56,277	\$65,000
				Food Service Revenues	\$117,979	\$86,000
				Total Income	\$7,900,200	\$7,608,265
Expense						
				Personnel Compensation	\$4,615,249	\$4,429,904
				Payroll taxes	\$133,105	\$128,000
				Fringe Benefits	\$368,775	\$375,000
				Advertising & Recruiting	\$84,187	\$97,000
				Education Expense	\$111,793	\$125,000
				Office, HR & Admin	\$43,917	\$35,000
				Office Supplies & Expense	\$18,031	\$15,500
				Facilities Ops & Maintenance	\$263,948	\$278,000
				Legal & Accounting	\$17,963	\$20,000
				Insurance	\$67,297	\$64,552
				Student Activities expense	\$171,977	\$165,000
				Depreciation Expense	\$164,957	\$98,000
				Food Service Expense	\$131,766	\$121,500
				Staff Development	\$32,099	\$38,000
				Travel & Meetings	\$52,559	\$50,000
				Rent facilities	\$1,303,785	\$1,305,000
				Utilities	\$118,449	\$105,570
				Technology & Small Equip Expense	\$16,802	\$18,000

			Other	-\$49,432		\$50,000
			Total Expense	\$7,667,227		\$7,519,026
			Net Ordinary Income	\$232,973		\$89,239
			Other Income/Expense			
			Other Income			
			Unrealized Gain/ Loss	-\$7,767		\$0
			Interest Income	\$99,411		\$45,000
			Total Other Income	\$91,645		\$45,000
			Net Other Income	\$91,645		\$45,000
			Net Income	\$324,618		\$134,239

Statement of net assets for FY19 (balance sheet)

				Jun 30, 19
			ASSETS	
			Current Assets	
			Checking/Savings	\$4,841,465
			Other Current Assets	\$3,327,371
			Total Current Assets	\$8,168,836
			Fixed Assets	\$478,578
			TOTAL ASSETS	\$8,647,414
			LIABILITIES & EQUITY	
			Liabilities	
			Current Liabilities	
			Accounts Payable	-\$660
			Other Current Liabilities	\$416,010
			Total Current Liabilities	\$415,350
			Total Liabilities	\$415,350
			Equity	\$8,232,064
			TOTAL LIABILITIES & EQUITY	\$8,647,414

Capital Plan for FY20

CCSC capital Improvements FY17-FY20						
	FY 17	FY 18	FY 19	FY 20		4 Year Total
Technology Investments	Audited	Audited	Fcst	Budget		
Student Upgrades	\$44,970	\$13,500	\$13,500	\$21,000		\$92,970
Faculty & Staff upgrades	\$90,552	\$2,758	\$0	\$0		\$93,310
IT Support Enhancements	\$0	\$8,780	\$0	\$17,398		\$26,178
Software	\$0	\$11,040	\$0	\$0		\$11,040
Sub Total	\$135,522	\$36,078	\$13,500	\$38,398		\$223,498
Building & Leasehold improvements						
Facilities Related	\$9,880	\$87,936	\$47,804	\$95,315		\$240,935
Furniture & Fixtures	\$0	\$7,075	\$8,630	\$3,800		\$19,505
Fitup 255 Bent	\$0	\$0	\$0	\$800,000		\$800,000
Sub Total	\$9,880	\$95,011	\$56,434	\$899,115		\$1,060,440
Total	\$145,402	\$131,089	\$69,934	\$937,513		\$1,283,938

ADDITIONAL INFORMATION

Accountability Plan Performance for 2018-2019

See Appendix A.

Recruitment and Retention Plan

See Appendix B.

School and Student Data

During the AY19 school year, two faculty members and one staff member left midyear due to personal circumstances. Five staff and thirteen faculty are not returning to CCSC for AY20. One leadership team member is stepping back due to personal reasons, one is returning to Pakistan to run an educational foundation, and a third took a job with the MCPSA. Faculty members not returning are heading to graduate school, changing professions, or joining teaching teams at different schools. The majority of staff members who are not returning are either changing professions or heading to graduate school.

See Appendix C for School and Student Data tables.

Additional Required Information

Data tables providing information on changes in leadership, facilities, and enrollment in AY19 are included in Appendix D.

Anticipated Board Meeting Schedule for 2019-2020

Date	Time	Location
July 18, 2019	5:30-7:30 PM	CCSC, 245 Bent Street, Cambridge, MA, 02141
September 19, 2019	5:30-7:30 PM	CCSC, 245 Bent Street, Cambridge, MA, 02141
October 17, 2019	5:30-7:30 PM	CCSC, 245 Bent Street, Cambridge, MA, 02141
January 16, 2019	5:30-7:30 PM	CCSC, 245 Bent Street, Cambridge, MA, 02141
March 19, 2020	5:30-7:30 PM	CCSC, 245 Bent Street, Cambridge, MA, 02141
April 16, 2020	5:30-7:30 PM	CCSC, 245 Bent Street, Cambridge, MA, 02141
June 18, 2019	5:30-7:30 PM	CCSC, 245 Bent Street, Cambridge, MA, 02141

Note: The Board has tentatively scheduled a half-day retreat December, but the specific date has not been set.

Conditions

In February 2017, the Board of Elementary and Secondary Education approved CCSC's request to increase maximum enrollment to 420 (from 360). The approval carried a condition: until CCSC's student population was at or above 80% Cambridge families, the school could enroll only siblings of current students and Cambridge residents.

Complaints

The Board of Trustees did not receive any complaints during the 2018-2019 school year

Attachments

Attachment A: Roundtables 2019 Rubric



Roundtables 2019: Rubric

Part One: Presentation Skills					
	4: does not meet	5 : minimal	6: approaches	7: meets	8: exceeds
Posture	Throughout the Roundtable, student does not exhibit professional posture	Student rarely exhibits professional posture (e.g., standing or sitting straight and still, purposeful, non-fidgeting hand gestures)	Student sometimes exhibits professional posture (e.g., standing or sitting straight and still, purposeful, non-fidgeting hand gestures)	Student most of the time exhibits professional posture (e.g., standing or sitting straight and still, purposeful, non-fidgeting hand gestures)	Student always exhibits professional posture (e.g., standing or sitting straight and still, purposeful, non-fidgeting hand gestures)
Eye Contact	No direct eye contact with audience	Little direct eye contact with audience	Occasional, but not consistent, direct eye contact with some audience members	Regular direct eye contact with the majority of audience members throughout most of the Roundtable	Frequent direct eye contact with all members of the audience, including throughout the letter portion
Diction and Volume	Presentation is inaudible and/or unintelligible	Very little of the presentation is understandable due to issues with volume or vocal clarity	Portions of the presentation are difficult to understand due to issues with volume or vocal clarity	Most words are pronounced clearly; most audience members can hear and understand the presentation	Clear voice and precise pronunciation of terms ensure all audience members can hear and understand

Part Two: Question and Answer					
	8: does not meet	10 : minimal	12: approaches	14: meets	16: exceeds
Accuracy and Clarity	Student answers fewer than 50% of the questions correctly and clearly	Student answers 50%-70% of the questions correctly and clearly	Student answers 70%-80% of the questions correctly and clearly	Student answers 80%-90% of the questions correctly and clearly	Student demonstrates full knowledge by answering at least 90% of the questions correctly and clearly
Justification and Elaboration	Student elaborates on or justifies fewer than 50% of answers, even with prompting	Student elaborates on or justifies only 50%-70% of answers	Student provides thoughtful elaboration and justification for 70%-90% of answers, but <u>requires significant prompting</u>	Student provides thoughtful elaboration and justification for 70%-90% of answers, requiring <u>little to no prompting</u>	Student <u>requires no prompting</u> to provide thoughtful elaboration and justification for at least 90% of answers

Part Three: Overall Reflectiveness					
	4: does not meet	5 : minimal	6: approaches	7: meets	8: exceeds
Roundtable Letter	Student does not reflect on personal growth or goals	Student minimally reflects on personal growth and/or goals	Student reflects thoroughly and vulnerably on personal growth or goals, but not both	Student thoroughly and vulnerably reflects on both personal growth and goals	Student's reflection on growth and goals is extremely thorough and vulnerable, beyond what would be expected for age / grade level.
Q&A	Student shows no evidence of learning from mistakes made in the artifact or the Q&A	Student shows evidence of learning from mistakes made in the artifact or Q&A, but only with significant prompting	Student requires minimal prompting to show evidence of learning from mistakes made in the artifact and/or Q&A	Student requires little to no prompting to show evidence of learning from mistakes made in the artifact and/or Q&A	With no prompting, student shows evidence of exemplary growth and learning from any mistakes in the artifact or Q&A, or There are no noticeable errors in the artifact or Q&A
Final Word	Student does not reflect on feedback given by the audience	Student minimally reflects on feedback given by the audience	Student reflects on most pieces of feedback given by the audience	Student reflects on most pieces of feedback given by the audience, showing appreciation for the opportunity for growth	Student's reflection on feedback given by the audience is extremely appreciative and vulnerable, beyond what would be expected for age / grade level.



Roundtables 2019: Score Sheet

Name: _____

Grade: _____ Advisor: _____

Part One: Presentation Skills

<i>Posture</i>	4	5	6	7	8
<i>Eye Contact</i>	4	5	6	7	8
<i>Diction and Volume</i>	4	5	6	7	8

TOTAL for Presentation Skills (Out of 24): _____

Part Two: Question and Answer

Artifact #1 title/subject:					
<i>Accuracy and Clarity</i> (Record a checkmark ✓ for correct answers and an ✕ for incorrect answers here, if desired):	8	10	12	14	16
<i>Justification and Elaboration</i> (Record a checkmark ✓ for answers with justification/elaboration and an ✕ for those without, if desired):	8	10	12	14	16
Prompting required? YES NO					
Artifact #2 title/subject:					
<i>Accuracy and Clarity</i> (Record a checkmark ✓ for correct answers and an ✕ for incorrect answers here, if desired):	8	10	12	14	16
<i>Justification and Elaboration</i> (Record a checkmark ✓ for answers with justification/elaboration and an ✕ for those without, if desired):	8	10	12	14	16
Prompting required? YES NO					
Artifact #3 title/subject:					
<i>Accuracy and Clarity</i> (Record a checkmark ✓ for correct answers and an ✕ for incorrect answers here, if desired):	8	10	12	14	16
<i>Justification and Elaboration</i> (Record a checkmark ✓ for answers with justification/elaboration and an ✕ for those without, if desired):	8	10	12	14	16
Prompting required? YES NO					

TOTAL for Question and Answer (Out of 96): _____

Part Three: Overall Reflectiveness

<i>Roundtable Letter</i>	4	5	6	7	8
<i>Q&A</i>	4	5	6	7	8
<i>Final Word</i>	4	5	6	7	8

TOTAL for Overall Reflectiveness (Out of 24): _____

Overall Score: _____/144

HONORS:	<i>In order to pass the Roundtable with honors, all of the below must be true:</i> <input type="checkbox"/> The student earned <u>at least 134 points (93%)</u> on all CCSC adults' Roundtable Presentation Rubrics, AND <input type="checkbox"/> The student's binder is 100% complete
PASS:	<i>In order to pass the Roundtable, all of the below must be true:</i> <input type="checkbox"/> The student earned <u>at least 100 points (70%)</u> on all CCSC adults' Roundtable Presentation Rubrics <input type="checkbox"/> The student's Roundtable portfolio contains a Roundtable Letter, at least 4 completed Roundtable Reflections, and at least 4 artifacts
FAIL:	<i>A student fails the Roundtable if ANY of the below is true:</i> <input type="checkbox"/> The student earned <u>99 or fewer points (<70%)</u> on the Roundtable Presentation Rubric, OR <input type="checkbox"/> The student's Roundtable portfolio contains no Roundtable Letter, OR fewer than 4 completed Roundtable Reflections, OR fewer than 4 artifacts

Attachment B: 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
Computer Science curriculum and resources	Email conversations and documents shared digitally	Jeff Vogel (Director of Curriculum & Instruction), Matt Pace (Computer Science Teacher), & Jeff Molk (Science Dept. Chair)	Computer Science Teacher and Director of Curriculum and Instruction at Neighborhood House Charter School	Educators at Neighborhood House Charter gained access to resources that will be used to support Computer Science program as they expand into high school.
Recruitment for and lead on Northeastern Align Computer Science Community of Practice	Conversations	Caleb Hurst-Hiller (Head of School)	Charter school leaders at Prospect Hill Academy, Excel, Boston Prep, Boston Collegiate, Academy of the Pacific Rim, Pioneer Charter, Edward Brooke, Neighborhood House, Conservatory Lab, Roxbury Prep, Match Education, Codman Academy, Bridge Boston, City on a Hill, and Kipp MA.	Charter school leaders in attendance may use the practices they learned in their own school communities. Specific results are unknown.
Helped lead a 2-day training on Sposato coaching techniques	Presentation, modeling, sharing resources	Heidi Thayer (Humanities Dept. Chair)	Leadership team members from School in the Square in New York: https://www.schoolinth square.org	Implementation of Sposato coaching techniques at School in the Square.
Senior Internship Program	Tour of CCSC, in-person meeting, and materials shared digitally	Caleb Hurst-Hiller (Head of School) & Devin Morris (Director of Student and Family Engagement)	Ryan Souliotis Principal, High School Extension Program/Cambridge Public Schools LeRoy Gibson, Internship Program Coordinator, High School Extension Program/Cambridge Public Schools Fred Fantini, Chair, Cambridge School Committee	CCSC will review their curriculum at their request, send over samples of additional documents and tracking systems, and invite them to Roundtable presentations, at their request
17-18 Staff Evaluation Rubric	Shared materials digitally	Devin Morris (Director of Student and Family Engagement)	Jabari Peddie, Match Community Day	Jabari plans to incorporate evaluation of leadership/non-instructional staff into the practice at MCD
Special Programs Administrative Assistant interview questions and performance tasks	Email conversation and files shared digitally	Rosie Galvin (Director of Special Education)	DESE SPED Directors Leadership Institute participants	Participants at the SPED Directors Leadership Institute left with information they can use in their own special education hiring practices

Translation Services	Email conversations	Mary Ellen Costello (Special Education Compliance Coordinator)	Massachusetts Charter Public School Association Special Education Community of Practice (COP)	Members of this COP gained access to CCSC's special education practices
Teacher of the Deaf	Email conversations	Mary Ellen Costello (Special Education Compliance Coordinator)	Massachusetts Charter Public School Association Special Education Community of Practice (COP)	Members of this COP gained access to CCSC's special education practices and schools will contact CCSC's audiologist for more support
Hiring and retention strategies; class visits; math placements	Tour of CCSC, classroom observations and in-person meeting	Caleb Hurst-Hiller (Head of School)	Patricia Nolan, Cambridge School Committee	Nolan came away from the visit with a greater understanding of CCSC's hiring and retention practices. Specific implementation results of this visit are unknown.
Diversifying Faculty and Staff, Retention, Hiring Practices, Support Systems	Presentation, Conference call	Caleb Hurst-Hiller (Head of School)	MCPSA Gateway City Charter Alliance school leaders	Participants gained access to CCSC's hiring practices and systems and are able to apply the learning to their own schools. Resulting implementation is unknown.
Diversifying Faculty and Staff, Retention, Hiring Practices, Support Systems	Presentation, "Recruiting and Retaining Teachers of Color" at DESE Fall Convening -- Devens, MA	Caleb Hurst-Hiller (Head of School)	Charter school leaders who selected this issue as the one they wanted to learn more about at the DESE Fall Convening in Devens, MA.	Participants at the DESE Fall Convening learned about CCSC's approach to hiring and diversifying faculty and staff.
Increasing Staff Diversity: Recruitment and Professional Development Tools	A Conversation Among Friends Conference Providence, RI	Caleb Hurst-Hiller (Head of School)	School leaders, teachers, directors of graduate programs, thought partners, etc. attending the conference in Providence, RI	Participants at the Conversation Among Friends Conference learned about CCSC's approach to hiring and diversifying faculty and staff.
Importance of Incorporating Student Voice	Panorama Video "Student Voice Counts" https://panoramaed.wistia.com/medias/8gilf10h8n	Caleb Hurst-Hiller (Head of School)	Boston Public Schools Office of Human Capital	District wide student survey, specifically around classroom feedback for teachers
Template for flexible special education teacher scheduling that includes tracking of service hours	Email conversation and files shared digitally	Rosie Galvin (Director of Special Education)	DESE SPED Directors Leadership Institute participants	Special Education Directors participating in the DESE Leadership Institute gained access to resources and practices around special education teacher scheduling and service hour tracking that could be implemented at their own schools.
Equity PD best practices	Presentation and discussion, along with materials shared	Becki Norris (Middle School Principal), Nicole Osei (Director of	DESE Urban Leaders Network — representatives from	PowerPoint, equity PD sample agenda shared so members of the Urban Leaders Network

	digitally	School Culture), & Fay Alexander (Humanities teacher, Equity PD facilitator, Alumni Coordinator)	schools all over the state	can apply their learning to their own equity PD.
Long-term plan for special education teachers taking on the responsibility of academic testing	Email conversation and files shared digitally	Rosie Galvin (Director of Special Education)	DESE SPED Directors Leadership Institute participants	Participants in the DESE Leadership Institute left with greater understanding of CCSC's vision for special education teachers regarding academic testing. Specific results of this dissemination are unknown.
Insight into hiring process and priorities, including screen, in-person interview, and reference check questions, current practices and approaches to hiring and retaining faculty	Panel participation and mock interviews with feedback	Caleb Hurst-Hiller (Head of School)	Shady Hill Teacher Training Center teachers and leaders (and other, participating school leaders)	Education leaders and aspiring teachers gained insight into CCSC's hiring practices and will be more informed educators
Observations and current practices related to equitable instruction, hiring, recruitment, professional development	CPS Parent/Educator Leader Focus Group	Caleb Hurst-Hiller (Head of School)	Cambridge Public Schools	Qualitative input into a larger report on equity and inclusion in CPS
AP Programming	Phone calls and documents shared digitally	Jeff Vogel (Director of Curriculum & Instruction), Matt Pace (Computer Science Teacher), Jeff Molk (Science Dept. Chair)	Educators at Boston Collegiate, Excel, and Edward Brooke	Educators gained access to CCSC's AP policies and practices
Khan Academy	In person meeting	Vicky Rivera (Director of College Counseling) & Luz Mederos-Dorleans (College Counselor)	Educators at Prospect Hill Academy	Educators gained access to CCSC's new SAT Prep initiative for Juniors
AP Computer Science curriculum	Google Hangout	Matt Pace (Computer Science Teacher)	The Beauty and Joy of Computing, an AP CSP course and computer science teacher community	Teachers in this community changing their own curriculum to match the CCSC curriculum Matt Pace created
Computer Science program initiation	Phone call	Matt Pace (Computer Science Teacher)	Educators at Boston Collegiate	Educators at Boston Collegiate will be adopting the CCSC curriculum Matt Pace created
Curriculum for Computer Science instruction	In person meeting	Matt Pace (Computer Science Teacher)	Computer Science Educators at Northeastern Align	Educators at Northeastern Align will be adopting the CCSC curriculum Matt Pace created
Systems, policies, practices aimed at curbing chronic absenteeism	Email conversations	Caleb Hurst-Hiller (Head of School) & Ali Nomani (High School Principal)	Angeline UyHam, District Design and Innovation Coach, Cambridge Public Schools	UyHam gained access to systems, policies, practices that can be implemented in other Cambridge Public Schools to

				address chronic absenteeism.
Implementing AP Physics at CCSC	Panel participation and discussion	Jeff Molk (Science Dept. Chair) & A. Ferhani (CCSC class of 2019)	"Closing the Access Gap to STEM for Underserved Student Populations " at 2018 Massachusetts STEM Summit -- Worcester, MA	Participants at the MA STEM Summit learned about best practices around implementing an AP Physics program, that they could apply to their own schools
Instructional Vision	Email Conversations	Ali Nomani (High School Principal)	Joanna McKeigue Cruz, Principal at Samuel Adams Elementary School, BPS	Results of this dissemination are unknown
Teacher Evaluation rubric	Email Conversations	Ali Nomani (High School Principal)	Joanna McKeigue Cruz, Principal at Samuel Adams Elementary School, BPS	Results of this dissemination are unknown
EdTalks Alumni Chat	Panel Moderation and discussion	Fay Alexander (Humanities teacher, Equity PD facilitator, Alumni Coordinator)	The Boston Foundation EdTalks Attendees	Best practices were shared with other educators, additional results are unknown
Approach to PD and specifically, Equity PD	In-person meeting	Caleb Hurst-Hiller (Head of School)	Sarah Joslyn Wahl, Associate Director of Teacher Development	Input into their PD redesign process
Resources to deliver PD to faculty re: F.A.T City--graphic organizer and worksheet	Email conversation and files shared digitally	Rosie Galvin (Director of Special Education)	DESE SPED Directors Leadership Institute participants	Agenda, worksheet, graphic organizer to use alongside F.A.T City video
Next Generation MCAS training materials (slideshow, agenda, google forms)	Email and in-person conversations and files shared digitally	Lydia Ducharme, Operations Manager	Christie Paul, Director of Operations, Match High School	In their first year administering computer-based MCAS exams, Christie trained her staff using CCSC's training materials
EL students taught in inclusion; teaching Physics in 9th grade	Tour of CCSC, classroom observations and in-person meeting	Maddie Loos (Physics Teacher), Jeff Molk (Science Dept. Chair), Elizabeth Debraggio (Development and External Relations Manager)	Jamie Kendall, Science Teacher, The Francis W. Parker Charter Essential School, Devens, MA	Kendall came away from the visit with an understanding of CCSC's EL inclusion and Physics model that can be applied to her work at The Francis W. Parker Charter School.
EL instruction and CCSC's full inclusion model	Tour of CCSC, classroom observations and in-person meeting	Elizabeth Debraggio (Development and External Relations Manager) & June Woo (EL Teacher and Program Coordinator)	Kathryn Wheeler, Humanities Teacher, Christa McAuliffe Charter School, Framingham, MA	Wheeler came away from the visit with an understanding of CCSC's EL full inclusion model that can be applied to her work at McAuliffe.
SPED Procedures Narrative	Email conversation and files shared digitally	Rosie Galvin (Director of Special Education)	Heidi Black, Director of Student Services, Norfolk County Agricultural High School, Walpole, MA	Black gained access to Special Education procedures that can be applied to her work at Norfolk County Agricultural High School. Specific results of this dissemination are unknown.
EL Procedures Narrative	Email conversation and files shared	Rosie Galvin (Director of Special Education)	Heidi Black, Director of Student Services, Norfolk	Black gained access to EL procedures that can be applied

	digitally		County Agricultural High School, Walpole, MA	to her work at Norfolk County Agricultural High School. Specific results of this dissemination are unknown.
Agenda template for consultation debrief between school psychologist + sped teacher re: evaluations prior to eligibility determination meeting	Email conversation and files shared digitally	Rosie Galvin (Director of Special Education)	Kathryn Clark, Director of Pupil Services, Athol-Royalston Regional School District, MA	Clark may use the shared documents to improve her district's psychologist and special education teacher communication and meetings practices
Curricular approach, Professional Development system and schedule, recruitment and retention strategies	Conversations and documents shared digitally	Caleb Hurst-Hiller (Head of School) & Becki Norris (Middle School Principal)	Jennifer Hamilton, Dean of Curriculum & Program, English Learning Community C, Cambridge Rindge and Latin School, Cambridge, MA	Hamilton may implement the strategies learned in her work at Cambridge Rindge and Latin School
Equity PD	Presentation and discussion	Fay Alexander (Humanities teacher, Equity PD facilitator, Alumni Coordinator) & Devin Morris (Director of Student and Family Engagement)	Participants at DESE Safe and Supportive Schools convening	Shared slide deck and other materials with DESE at their request. Shared materials and summer equity reading list with Shana Silva from New Horizons Charter. Shared all materials with Asst Superintendent of Walpole Public Schools, who wants to use them with both kids and adults. Shared also with Guidance Lead for Chelsea Public Schools, who plans to use some of our PD materials
Action Research Projects	Presentation at SXSW EDU conference	J. Joseph & S. Zewde (CCSC Class of 2020), Henry Seton (former CCSC Humanities Dept. Chair, current Urban Scholar at Harvard Graduate School of Education)	Conference attendees, "Empowering Teens to Research & Fight Injustice!" at SXSW EDU, Austin, TX	Attendees left with an understanding CCSC's Action Research Project model and how they could empower teens to be change-makers in their communities.
Action Research Projects	Presentation and Q&A	J. Joseph & S. Zewde (CCSC Class of 2020), Henry Seton (former CCSC Humanities Dept. Chair, current Urban Scholar at Harvard Graduate School of Education)	Peter Kirschmann Senior Learning Designer MIT Playful Journey Lab Curriculum Design Team Woodrow Wilson Academy of Teaching & Learning & MIT students (teachers in training in math and science)	Participants, including teachers in training, learned how they could empower students to be civically engaged in their communities through an action research project
Spanish teaching best practices	Tour of CCSC, Spanish Classroom	Aleida Sanabria-Gil (Spanish Dept. Chair)	Simone Jadczaek, Spanish Teacher, Prospect Hill	Simone has materials and ideas ready to be implemented in her

	observations and classroom documents shared digitally		Academy, Somerville, MA	own classroom.
Roundtables at CCSC	Visitors from other schools / districts participated in Roundtables, learning best practices re: performance-based assessment	Becki Norris (Middle School Principal); Lydia Ducharme (Operations Manager)	Putnam Avenue Upper School (Cambridge Public Schools), Somerville Public Schools, Cambridge School Committee, Cambridge High School Extension Program, Shorewood Intermediate School (Wisconsin), Middlesex School, Museum of Science Education Office, Sposato Graduate School of Education, UP Education Network, Commonwealth School, Noble and Greenough School, Gann Academy, MATCH Education, MIT K-12 Community Outreach, Boston Prep, Neighborhood House Charter School, Harvard Teacher Fellows, The Parker School	Several of the Roundtable guests hope to use what they have learned to improve or introduce performance assessments at their schools.
Senior Internship Exhibition Night	Student Presentations and discussions	Devin Morris (Director of Student and Family Engagement), Caleb Hurst-Hiller (Head of School), & Elizabeth Debraggio (Development and External Relations Manager)	Employees of the Museum of Science, Partners Healthcare, The Teacher Collaborative, Woodrow Wilson Academy of Teaching and Learning, Cambridge Innovation Center, YWCA Cambridge, MIT and other local businesses and organizations. Members of the Cambridge School Committee, Alfred Fantini and Patricia Nolan, and educators from Cambridge public schools including Robin Harris (Principal at Fletcher Maynard Academy), and teachers at Cambridge Rindge and Latin.	Participants engaged with the CCSC community and experienced critical aspects of the Senior Internship project first hand. Specific results of this dissemination are unknown.
Urban gardening and	Email conversations,	Ted Hirsch	Cambridge Public	Received \$500 Cambridge in

planning for 2019 Carrot Day	phone calls, and in-person meetings	(Admissions Outreach Coordinator)	Elementary Schools, Benjamin Banneker Charter Public School, City Sprouts, CPS Health and Nutrition Dept.	Motion Mini Health Grant for "Carrot day" from the Cambridge Public Health Commission.
College Counseling Program structure, College Seminar class visit, and open Q&A about best practices	In person meeting and site visit to CCSC	Vicky Rivera (Director of College Counseling) & Luz Mederos-Dorleans (College Counselor)	Neighborhood House Charter School, Dorchester, MA	Best practices shared with new charter school building their own college counseling program and calendar and college seminar curriculum

APPENDICES

Appendix A: Accountability Plan Evidence 2018-2019

Faithfulness to Charter: Mission and Key Design Elements

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 1: CCSC students are excellent problem solvers and communicators who contribute to their community through internships and other field experiences.		
Measure 1.1: Each year, 90% of seniors will complete the 100-hour requirement and complete the internship project.	Met	100% of seniors completed the 100 hour requirement, and completed internship projects.
Measure 1.2: Each year, 90% of students who have met the 100-hour minimum will pass their Senior Internship Presentation.	Met	100% of students who met the 100-hour minimum requirement also passed their Senior Internship Presentation.
Objective 2: CCSC will require all students to demonstrate publicly their skills and knowledge each term in a 'presentation of learning'.		
Measure 2.1: Each year, 90% of all students in grades 6-11 (seniors do not complete Roundtable presentations) will complete the prerequisites for Roundtable presentations.	Met	Of 279 students in grades 6-11, 267 completed the prerequisites for Roundtable presentations. This is 95.7%.
Measure 2.2: 94% of all in grades 6 through 11 will earn a passing score on their Roundtable.	Met	96.4% of students passed the Roundtable on their first attempt. All of the students who failed passed on the second attempt. Therefore, of the 95.7% of students in grades 6-11 who participated in Roundtables, 100% passed the portfolio assessment.
Objective 3: CCSC students will be known exceptionally well by at least one staff member in our community.		
Measure 3.1: On an annual survey, 80% of CCSC students will report that	Met	91% of students completed the annual survey. 87% responded "Agree" or

at least one staff member knows them well. At least 90% of all students will complete the annual survey.		"Strongly Agree" to the survey question "There is at least one adult at CCSC who knows me well."
Measure 3.2: On an annual survey, 85% of responding parents/guardians will report that at least one staff member knows their child well. At least 70% will complete the annual survey	Met	87% of parents and guardians completed the annual survey. 97% responded "Agree" or "Strongly Agree" to the survey question "There is at least one adult at CCSC who knows my child well."
Objective 4: CCSC will provide a safe, supportive learning environment that offers challenging work to all students.		
Measure 4.1: CCSC will survey all students each year. On an annual survey, 90% of responding students will report that CCSC is a physically safe and supportive environment for students. At least 90% of all students will complete a survey.	Partially Met	91% of students completed the annual survey. 84% provided a positive response to the survey question "I feel safe at CCSC," and 94% provided a positive response to the question "Teachers care about their students at CCSC."
Measure 4.2: On an annual survey, 93% of responding parents/guardians will report that CCSC is a physically safe and supportive environment for students. At least 70% will complete the survey.	Met	87% of parents and guardians completed the annual survey. 99% provided a positive response to the survey question "My child feels safe at CCSC," and 99% provided a positive response to the question "Teachers care about students at CCSC."

Faithfulness to Charter: Dissemination Efforts

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 1: CCSC will actively share materials and practices related to curriculum, instruction, organizational structures and systems, and unique elements of our program (such as Roundtables and the Senior Internship Program) with all types of schools – charter and district– both inside Massachusetts and beyond.		
Measure 1.1: Each year, CCSC will share best practices, including information on the Roundtable process and our Senior Internship Program, <i>with</i> and <i>to</i> other schools by organizing and executing at least five visits (key individuals or small or large groups).	Met	See Attachment B, which lists instances of the sharing of best practices during the 18-19 school year. Visitors from the following institutions came to participate in, and attend, roundtables: Putnam Avenue Upper School (Cambridge Public Schools), Somerville Public Schools, Cambridge School Committee, Cambridge High School Extension Program, Shorewood Intermediate School (Wisconsin), Middlesex School, Museum of Science Education Office, Sposato Graduate School of Education, UP Education Network, Commonwealth School, Noble and Greenough

		School, Gann Academy, MATCH Education, MIT K-12 Community Outreach, Boston Prep, Neighborhood House Charter School, Harvard Teacher Fellows, The Parker School. Participants often leave with copies of our documents each year -- templates, rubrics, and more.
Measure 1.2: Each year, CCSC will share best practices, including information on the Roundtable process and our Senior Internship Program, <i>with</i> and <i>to</i> other schools by having a faculty member or administrator present at at least two external professional development sessions or conferences	Met	See Attachment B, which lists instances of the sharing of best practices during the 18-19 school year. CCSC faculty members and administrators presented at least six external conferences or professional development sessions. The specific substance of each are included in the relevant Attachment.
Measure 1.3: Each year, CCSC will share best practices, including information on the Roundtable process and our Senior Internship Program, <i>with</i> and <i>to</i> other schools by having a faculty member or administrator share current curriculum documentation with at least two other public schools	Met	Current curriculum documentation was shared throughout the year. Examples include the sharing of computer science curriculum and resources to Neighborhood House Charter School and Boston Collegiate, as well as scope and sequence documents along with journal prompts to leadership team members at Northeastern Align who were involved in the design process for their new program. For more information, and additional examples, see Attachment B for more information.
Measure 1.4: CCSC will proactively engage staff from Cambridge Public Schools at least twice annually. The nature of this engagement will center on the exchange of best practices and will include school visits.	Met	CCSC collaborated with leadership at the Cambridge Rindge and Latin School High School Extension Program, providing guidance on their development of an internship program. A member of the Cambridge School Committee participated in the sharing of best practices. Additionally, members of the leadership team participated in an equity-centered focus group for CPS parents who are also local educators, sharing best practices related to recruiting and retaining faculty of color, equity professional development, and more. For more information, and additional examples, see Attachment B for more information.

Faithfulness to Charter: Reach Mission and Key Design Elements

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
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Objective 1: CCSC students will gain acceptance to four year colleges and persist towards degrees from post-secondary institutions.		
Measure 1.1: Each year, 90% of graduating seniors will be accepted to at least one four-year college	Met	47 out of 50 students from the Class of 2019 were admitted to at least one four-year college for a total of 94%.
Measure 1.2: Each year, 75% of graduates from the previous year will be enrolled and persisting towards a degree at a postsecondary institution.	Met	40 out of 49 graduates from the Class of 2018 are still enrolled and persisting towards a degree at a post-secondary institution as of May/June 2019 for a total of 82%.
Measure 1.3: Each year, 70% of the graduates from two years prior will be enrolled and persisting towards a degree at a postsecondary institution.	Met	43 out of 53 graduates from the class of 2017 are currently enrolled and persisting towards a degree at a post-secondary institution as of May/June 2019 for a total of 81%.

Appendix B: Charter School Recruitment and Retention Plan

Recruitment Plan 2019-2020

School Name: Community Charter School of Cambridge

2018-2019 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2018-2019 Recruitment Plan?

CCSC used the general recruitment activities laid out in the AY18 Annual Report as a guide and completed them. We continued to operate under the February 2017 BESE condition and our recruitment efforts remain exclusively focused on Cambridge, though we also worked to ensure that all families knew siblings would always have preference regardless of sending district. Our recruitment efforts are led by CCSC's Director of Student and Family Engagement and we again staffed an Admissions and Outreach Coordinator who focused exclusively on student recruitment in Cambridge and spent more than half of his working week offsite – spending time in local community centers, churches, and schools (as permitted). As was the case in AY18, the Admissions and Outreach Coordinator led a group of students who helped with local efforts and involved parents/guardians more heavily in our recruitment efforts than ever before. The Admissions and Outreach Coordinator also served as a support for families as they navigated the application and enrollment process. We have continued to think critically about brand awareness in the Cambridge area. In addition to student ambassadors and volunteer parents/guardians, CCSC has effectively used local print and digital advertising, direct mailings to a list provided by Cambridge Public Schools, and social media to ensure that applications remain robust and CCSC is known widely as a viable option. CCSC continues to advertise in multiple languages, including Spanish, Haitian Creole, and Amharic. In AY19, we also advertised in Arabic and Bengali. CCSC again attended area recruitment fairs and community events. In addition to holding open houses throughout the fall and winter months, strategically varying the time and day of the week events started to provide families with options, we began offering interested families personalized school tours with the Admissions and Outreach Coordinator during a time that works for them (often while their child is shadowing a current student). CCSC held multiple 2018 lotteries in order to ensure various points of entry for families.

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.)?

N/A

3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2019 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1st SIMS demographic information.

As noted above, the school continues to adjust to a new enrollment reality and the legislative interpretation that significantly limits who we can enroll until CCSC is 80% Cambridge residents. As is the case at Benjamin Banneker Charter Public School, a significant subset of our families relocate from Cambridge to surrounding towns and cities due to the limited affordable housing, the desire for more space, or home ownership. This trend will surely continue this coming year and beyond. Despite recent enrollment trends, we do not expect a drop in the percentage of Students with Disabilities or the share who are considered Economically Disadvantaged. The school continues to work actively with families to ensure they are aware of the direct certification process. We have no reason to believe that the racial composition of the incoming cohort will vary substantially as compared with prior incoming cohorts. New student screenings occur during Summer Academy and, for some students, during the initial weeks of the school year. We will know more about how this new cohort might affect our EL enrollment by early fall.

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

General Recruitment Activities for 2019-2020:

CCSC's general approach to student recruitment -- particularly in thinking critically about brand awareness in the Cambridge area and working to ensure that families know CCSC is an option for their children -- will continue in AY20. We will again engage in a media campaign to ensure broad awareness and our admissions team will continue to focus on student recruitment in Cambridge. The Admissions and Outreach Coordinator will prioritize spending more than half of his working week offsite in local community centers, churches, schools (as permitted), etc. We will also continue to expand the group of parents who have become heavily involved in our efforts. The Middle School and High School Principals have committed to working closely with the Director of Student and Family Engagement to increase family engagement at CCSC, including recruitment efforts. The school has no plans to change the frequency of our open houses and lotteries, which provide families with many different options over the course of the school year.

Recruitment Plan – 2019-2020 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 15.1%</p> <p>GNT percentage: N/A*</p> <p>CI percentage: 15.6%</p> <p>The school is <u>below</u> CI percentages</p> <p>* Note: There is no GNT because CCSC's baseline year (2011) is above the current Comparison Index, therefore the GNT would be a negative number.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p><i>CCSC will continue to invite parents/guardians of all prospective Special Education students to meet individually with a representative from the Special Education department to discuss individual IEPs or 504 plans during orientations. This meeting always occurs after prospective students have been admitted via the lottery system. CCSC will continue promoting the success of the school's Special Education Department. The Director of Student Support (who leads the Special Education Department) and the department's compliance coordinator will be present at open houses and orientations to fully respond to questions and concerns. The planned media campaign – with highly visible billboards and MBTA advertisements in high-traffic locations -- will effectively ensure that CCSC is an option for all families and students.</i></p> <hr/> <p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: 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> <p><i>For the AY20 school year and beyond, the Director of Student Support will sit on the school's leadership team. CCSC will ensure that prospective families know and understand the extent to which the Director of Student Support will have input into all facets of the educational program and experience. Additionally, CCSC will work to ensure that parents/guardians of students with disabilities serve as representatives for the school when we recruit families and engage with prospective students. Lastly, CCSC will promote SWD performance on MCAS and SATs, as well as AP participation rates, which are all strong and reflect the thorough supports in place for SWD. The school will share with prospective families a list of colleges and universities to which SWD have been admitted over the last three years, which include, but are not limited to: Clark University, Northeastern University, Emmanuel College, Lesley University, Montclair State University, Rochester Institute of Technology, Keene State College, and the University of Massachusetts's Amherst, Dartmouth, Lowell and Boston campuses.</i></p>
<p>Limited English-proficient students/English learners</p>	
<p>(a) CHART data</p> <p>School percentage: 3.9%</p> <p>GNT percentage: N/A*</p> <p>CI percentage: 2.8%</p> <p>The school is <u>above</u> CI percentages</p>	<p>(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p><i>In terms of continued strategies, CCSC will:</i></p> <ol style="list-style-type: none"> <i>1. Continue publicizing the academic progress of currently enrolled EL students. LEP students again made tremendous gains in 18-19 and their success can and should be shared widely.</i> <i>2. Continue monitoring local media outlets providing information to various local communities of immigrant families.</i> <i>3. Continue advertising in multiple languages, including Haitian Creole, Spanish, Arabic, Amharic, and Bengali. CCSC's spending in this area continues to increase.</i>

<p>* Note: There is no GNT because CCSC's baseline year (2011) is above the current Comparison Index, therefore the GNT would be a negative number.</p>	<ol style="list-style-type: none"> 4. <i>Continue communicating in multiple languages with families and readily providing interpretive services at school events. Again, this commitment is reflected by continued year over year increases in spending in this area.</i> 5. <i>Produce recruitment materials in multiple languages, post them online, and ensure their availability at all recruitment events.</i> 6. <i>Place translated application materials in all Cambridge Public Library branches. Many of these branches offer ESL classes and serve as hubs for students and families with limited English language proficiency.</i> 7. <i>Pay bilingual and multilingual faculty and staff to work open houses and information sessions.</i> 8. <i>Work with the following community organizations that serve non-English speaking populations in Cambridge: the Community Learning Center, Cambridge Economic Opportunity Council, and the Cambridge Haitian Services.</i> 9. <i>Share translated materials at school-based cultural celebrations, such as the evening put on by the Caribbean American Culture Club, which was attended by many students and their families.</i> 10. <i>Work with a local organization to provide free food for families. At these events, CCSC will share translated materials. CCSC is working to expand the reach of the program so that local community members also take advantage of the free food, which will, we hope, attract prospective families with EL students.</i> 11. <i>Identify non-library based adult ESL programs in Cambridge and distribute materials to organizations and participants.</i> 12. <i>Continue to leverage the experiences of CCSC's new AY19 EL Coordinator and Teacher, who signed a renewed one-year contract for AY20. Prior to joining our team, she worked at a local charter serving a high percentage of EL students and we are excited to continue learning from her.</i> 13. <i>Execute our planned media campaign – with highly visible billboards and MBTA advertisements in high-traffic locations -- to effectively ensure that CCSC is known by LEP families and students.</i> <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: 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>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 32.5%</p> <p>CI percentage: 25.7%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p><i>[Unchanged from AY18 Annual Report]</i></p> <p><i>CCSC's AY18 low income/economically disadvantaged percentage is 32.5, which is above the comparison index and above Cambridge, our primary sending district. CCSC continues to offer free breakfast and lunch to all students through the CEP program. When recruiting students and advertising to families, CCSC</i></p>

	<p><i>will continue to emphasize this, and point out that our primary sending districts do not offer free breakfast and lunch to all students. CCSC continues to partner with local community organizations, such as Possible Project and Cambridge Workforce, which are located in or around the city's low-income housing developments. CCSC's Director of Student and Family Engagement continues to focus recruitment efforts on areas where there is a concentration of low-income families, including Rindge Towers, Newtowne Court/Washington Elms, and Roosevelt Place. We will make our application available at the Boys and Girls Club on Windsor Street, as well as all Head Start centers city-wide: Frisoli Center, Jefferson Park, and the Windsor Center. The school continues to facilitate attendance at events by providing childcare when needed.</i></p> <p><i>The school will continue the new activities listed in the AY18 annual report, including distributing materials to specific local organizations and contact people at community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) and WIC (Women, Infants and Children) food stamp programs. CCSC will again actively recruit at city-run camps/programs/ basketball tournaments, etc.</i></p> <ol style="list-style-type: none"> <i>1. Work closely with Find It Cambridge to ensure that CCSC is featured in materials that are distributed widely and accessible online.</i> <i>2. Participate in Cambridge's Middle School Network, attending regular meetings with those who run various programs for school-based and non-school based families.</i> <i>3. Attend Hoops 'N' Health Sports Tournament/Health Fair, bringing CCSC student ambassadors to speak with students and parents/guardians about CCSC.</i> <i>4. Generate promotional video footage emphasizing the academic performance of this subgroup at CCSC (as compared with sending district) as well as our CEP involvement and its benefits for all families. Feature this on the website and use it in advertising campaigns around Cambridge</i> <p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet CI: 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>
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2018-2019 Strategies</p> <p><i>CCSC continues to promote the school's success closing the achievement and opportunity gap for new students. This is stressed at all open house and orientation events and is a feature of the school's promotional materials, which include MCAS scores. CCSC frequently shares SGP medians with families, which clearly demonstrate strong rates of growth for all students, including those who enter behind grade level.</i></p> <p><i>CCSC continues to feature the successful interventions in place at all open house and orientation events, such as the CCSC@Night program, co-taught courses, math lab, one-on-one tutoring arrangements, and our After School Learning</i></p>

	<p><i>Centers, which are open daily, staffed by our faculty members, and provide excellent academic supports for all students.</i></p> <p>2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2018-2019 Strategies</p> <p><i>Historically, the dropout rate at CCSC is very low. We believe this is due to the supports that are in place across the school to ensure no student falls through the cracks. We discuss and feature these supports to all families, including those who may be worried about drop-out (notably, as CCSC only enrolls new students in grades 6, 7, 8, and 9, the number for whom this is a concern remains low). In particular, emphasizing the school's advisory program, which personalizes the student experience and ensures that all students are known well and have a strong advocate, helps address these concerns. Additionally, sharing information about the school's tiered intervention system, managed by the Director of Student Support and principals who coordinate individualized interventions, helps convince families that CCSC is successful with this subgroup. Our guidance counselors and principals continue actively collaborating with the Department of Children and Families, the Department of Youth Services, Work Force (the Cambridge Housing Authority), the Home for Little Wanderers, the Cambridge Guidance Center, and various community intervention programs and agencies serving displaced youth. Using established contacts at these agencies, as well as others, CCSC continues to ensure that staff at these organizations are aware of our program. Similarly, the middle and high school principals continue to regularly work with the Cambridge Police Department's Youth & Family Services unit, who sometimes spend time at CCSC.</i></p> <p>2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
<p><u>Students who have dropped out of school</u></p>	<p>(f) Continued 2018-2019 Strategies</p> <p><i>We ensure that sending districts are aware of our lottery deadlines and the opportunities for enrollment for students who have dropped out of school. CCSC continues to enroll students after the start of the school year, when there are available seats, and this is made known to interested families by all members of our admissions team.</i></p> <p>2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) 2019-2020 Strategies</p> <p><i>CCSC enrolls a highly diverse population of students and we continue to publicize our strong college acceptance and persistence rates, as has been the case historically. CCSC has, and will continue, sharing widely that members of the Class of 2019 will attend colleges including: MIT, Boston College, Brandeis University, the College of the Holy Cross, Emmanuel College, Georgia Tech, Lesley University, Northeastern University, Tufts University, the University of Connecticut, UMass-Amherst, UMass-Boston, and the University of Southern</i></p>

	<p>California. This list will surely help recruit students and families who want a rigorous academic environment that prepares them for post-secondary success.</p> <p>CCSC continues to focus on gatekeeper exams, such as the SAT and AP. We will continue sharing our strong median SAT scores, which are above the national average and some of the highest when compared with schools serving a similar demographic. CCSC will continue to promote the various AP course offerings and access to Harvard Extension School courses, paid for by CCSC, if students place out of existing discipline tracks. Lastly, we will continue to share that every single course offers an honors option, which appeals to families of students who have been challenged at previous schools.</p> <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed.
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Retention Plan 2019-2020

<p>Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2018-2019 Retention Plan.</p>
<p style="text-align: center;">2018-2019 Implementation Summary:</p> <p>CCSC's retention rate dipped last year after five years of considerable improvement, with levels of attrition in the years from 2012 to 2019 of 20.8%, 13.2%, 11.5%, 8.8%, 7.3%, 2.3%, 10.5%, and 9.8% respectively. The 2019 attrition percentage is slightly higher than the state average, but below the median (13.3%). CCSC's retention percentage over the last few years has been strong. The school continues to focus efforts on retention, both generally and with strategies targeting specific subgroups. This past school year, for the second consecutive year, the entire leadership team took on the responsibility of investigating reasons for potential student departures and acting in both general and student-specific ways to intervene quickly when presented with news that students or families are considering leaving the school during the year or during the summer. We continue to systematically collect and analyze data related to retention, which informs our programming and strategies.</p> <p>The stability rate in AY18 (which is an unduplicated count of students in all grades who remained in the school in AY18 divided by the total number of students who attended CCSC at any time during the AY18 school year) was 92.7%. While it remained higher than the state average, it fell below Cambridge for the first time in at least five years. Though the CHART tool does not contain AY19 data, internal records show the number of departures from CCSC during the school year to be quite low. We project that the stability rate for AY19 is 96.2%. Despite the dip, which we believe to have been anomalous, the trend since 2012 has been impressive and reflects a focus on improvement in this area that we take great pride in. It is the result of myriad interventions, many targeted supports, and a lot of hard work on the part of the administration, faculty, and staff.</p>

Overall Student Retention Goal	
Annual goal for student retention (percentage):	91%

<p style="text-align: center;">Retention Plan -2019-2020 Strategies List strategies for retention activities for <u>each</u> demographic group.</p>
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Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 15.1%</p> <p>Third Quartile: 15.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>☒ Below third quartile: no enhanced/additional strategies needed (unchanged from previous three years as SWD attrition rate is below third quartile)</p> <ul style="list-style-type: none"> • During FY16, the school focused on retention of this subgroup with a working group that formed in response to a school-wide goal that the faculty and staff decided on during August professional development. • The Middle and High School Principals were more actively involved during FY16 in special education-related work and played an even more active role tracking student progress and monitoring interventions in FY17. • CCSC will continue to emphasize curriculum and planning processes for all teachers that foster (and require) increased and higher quality, instances of co-planning, and collaboration between general education and Special Education teachers. • CCSC will continue with the co-teaching model in middle school humanities. • Teaching teams will again meet weekly to plan together, better ensuring that UDL principles are applied to unit maps and lesson plans. • Modifications and accommodations will now be a required components of Unit Plans. • Documentation from team meetings will also be required to increase accountability. • Evaluators will regularly attend, supervise, and provide feedback on these meetings.
	<p>(c) 2019-2020 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: 11.1%</p> <p>Third Quartile: 16.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>☒ Below third quartile: no enhanced/additional strategies needed. (unchanged from three previous years as LEP/ELL attrition rate is below third quartile)</p> <ul style="list-style-type: none"> • CCSC's EL Coordinator will focus on this work and positive trends in this area, which continues to reflect the quality of instruction and overall program. • Systems that mandate regular communication between the ELL teacher, advisors, and teachers of LEP students have proven high yield. • LEP students continue to be a specific point of focus during the biweekly principal check-ins that occur with LEP student' advisors. • The ELL Program Evaluation Team meets regularly and uses data to evaluate the program and monitor subgroup process.

	<p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> 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> <p><input type="checkbox"/> No ELs were enrolled during the 2018-2019 school year. No retention strategies needed.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 11.0%</p> <p>Third Quartile: 17.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed <i>(unchanged from AY18 annual report and low income / economically disadvantaged percentage remains below third quartile)</i></p> <ul style="list-style-type: none"> • CCSC will continue to identify external partners in the Cambridge area that can provide additional support to students who qualify for free or reduced lunch. • CCSC's tiered intervention system will continue to target issues of poverty for eligible students. • The Middle and High School Principals, not the Director of Student and Family Engagement, will continue focusing on troubleshooting obstacles to success for Tier 3 students.
	<p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> 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>
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2018-2019 Strategies <i>(slightly modified)</i></p> <ul style="list-style-type: none"> • CCSC publicizes SGP results and disseminates them to all families once the embargo on MCAS scores are lifted. • With families, through regular Advisor communication, CCSC will continue to explain the specific programs in place to support sub-proficient students: reading intervention groups, the co-teaching model, the integrated math sequence, Math Lab, and our reading intervention (including hiring two new part-time reading specialists). These programs are designed to help students who are entering significantly below grade-level (as measured by diagnostic exams administered during orientation and other internal data). • CCSC's tiered intervention system will continue to push supports aimed at providing sub-proficient students with additional academic supports, including: tutoring, skill-based pull-out during the school day, mandatory after school learning centers, and more. <p>2019-2020 Additional Strategy(ies), if needed</p>

	<ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2018-2019 Strategies</p> <p><i>(slightly modified)</i></p> <ul style="list-style-type: none"> • CCSC's Principals, Dean of Students, and Director of Student and Family Engagement all work closely with students who have been identified as being at-risk of dropping out and will continue doing so in AY20. Their work includes communication with students and families and targeted home visits when necessary. • CCSC's grade-level teams, which use protocols to identify struggling students and commit to strategies for better supporting them, met every other week and will continue doing so in AY20. • We continue to hold biweekly one-on-one meetings between principals and advisors, as these are an effective tool in maintaining steady communication within the school about at-risk students and ensuring that parents and guardians are kept updated on progress and interventions. • CCSC will maintain the same counseling capacity for AY20. CCSC will again augment existing FTEs with two graduate school interns who also work closely with students. CCSC's guidance department, through systems that effectively identify at-risk students, provide services that serve this sub-group. <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) Continued 2018-2019 Strategies</p> <p><i>(slightly modified)</i></p> <ul style="list-style-type: none"> • Regularly communicating with parents and guardians, holding meetings with involved stakeholders, meticulously tracking attendance, and visiting students in their home environment or another one of their choosing. All of this is aimed at re-engagement. • In the event that students do drop out, CCSC <ol style="list-style-type: none"> 1. Makes counselors and staff available to students who have dropped out, including families, when appropriate, in this counseling; 2. Remains in contact via phone calls, emails, and where appropriate, home visits to persuade students to resume attending school and/or provide access to curriculum to allow for a transition back to school if there has been a prolonged absence; and 3. Assists in finding more appropriate placements, if necessary. 4. Works to find online programs that allow seniors to earn the last credits required in order to receive their diploma from CCSC.

	<p>2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> Provide additional and/or enhanced strategies needed.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2018-2019 Strategies (unmodified)</p> <ul style="list-style-type: none"> <i>The Middle and High School Principals continually monitor students' academic and behavioral progress. Principals, as well as the Director of Curriculum and Instruction, push students to take advantage of honors and AP options. Often, this work is done with teachers and advisors who know students best.</i> <i>Every single course at CCSC will again have an honors option available for all students. Principals will also communicate this to parents.</i> <i>The Director of Curriculum and Instruction will continue to meet with individual students to ensure that a challenging, appropriate, and personalized course of study is implemented.</i> <i>CCSC continues to closely examine internal assessment data as well as SGP data and use it to inform curricular decisions.</i> <i>CCSC will continue to ensure that all courses are backwards planned from subject-specific external benchmark exams, such as the SAT, SAT subject tests, and AP exams.</i> <i>Lastly, when applicable, CCSC will again enroll students in courses at the Harvard Extension School.</i> <p>2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> Provide additional and/or enhanced strategies needed.

Appendix C: School and Student Data Table

Student demographic information for Community Charter School of Cambridge can be found at the following link:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04360000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	214	65
Asian	15	4
Hispanic	70	21
Native American	2	1
White	14	4
Native Hawaiian, Pacific Islander	1	1
Multi-race, non-Hispanic	13	13
Special education	61	18.5
Limited English Proficiency	13	4
Economically Disadvantaged	149	45

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Caleb Hurst-Hiller, Head of School	Responsible for overall school administration and oversight.	July 1, 2012 (August, 2005)	N/A
Becki Norris, Middle School Principal	Responsible for establishing school-wide systems and monitoring middle school academic progress and discipline.	July 1, 2011 (August, 2005)	N/A
Ali Nomani, High School Principal	Responsible for establishing school-wide systems and monitoring high school academic progress and discipline.	July 1, 2015	June 30, 2019
Leonard Russ, Dean of Students	Oversee student discipline for all students.	August 7, 2017	N/A
Nicole Osei, Director of Culture	Oversee school culture vision and oversight, discipline, and Code of Conduct implementation.	July 1, 2017 (August, 2016)	June 30, 2019
Jeff Vogel, Director of Curriculum & Instruction	Oversee curricular policy and course planning	July 1, 2017	N/A
Devin Morris, Director of Student & Family Engagement	Oversee student recruitment, serve as a liaison to parents/guardians and the PGA, coordinate school-wide events and the Senior Internship Program	July 1, 2015 (August 2012 - June 2014)	August 9, 2019

TEACHER AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	45	2	13	Non-renewal of employment contract (3); Employee chose to end employment (12)
Other Staff	28	1	6	Employee chose to end employment (7)

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2019	12
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	19
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	NA

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Uche Amaechi	Trustee	Academic Accountability; Development, Advocacy, and Outreach (Chair)	Currently serving first term	Elected 2016 Partial - 2016- 2017 Term 1 - 2017-2020 Term 2 - 2020- 2023 Term 3 - 2023- 2026
Eliza Anderson	Chair & Trustee	Governance; Development, Advocacy, and Outreach	2	Elected 2013 Term 1 - 2013-2016 Term 2 - 2016 - 2019 Term 3 - 2019 - 2022
Elizabeth Bartle	Trustee	Governance (Chair)	1	Elected 2014 Partial - 2015-2015 Term 1 - 2015 -2018 Term 2 - 2018 - 2021 Term 3 - 2021 - 2024
Timothy Bianchi	Trustee	Facilities (Chair)	Currently serving first term	Elected 2016 Partial - 2016- 2017 Term 1 - 2017-2020 Term 2 - 2020- 2023 Term 3 - 2023- 2026
David Boghossian	Vice Chair & Trustee	Finance; Development, Advocacy, and Outreach	1	Elected 2014 Partial - 2013 -2014 Term 1 - 2014- 2017 Term 2 - 2017 -2020 Term 3 - 2020 - 2023
H Theodore Cohen	Trustee	Governance; Development, Advocacy, and Outreach	3 Term Expired 6/20/2019	Elected 2009 Partial - 2009 - 2010 Term 1 - 2010 - 2013 Term 2 - 2013 - 2016 Term 3 - 2016 - 2019
José Juves	Trustee	Governance; Facilities	Currently serving first term	Elected 2017 Partial - 2017 Term 1 - 2017 -2020 Term 2 - 2020- 2023 Term 3 - 2023- 2026
Kevin Kielbasa	Trustee	Development (Chair)	1 Resigned 9/20/2018	Elected 2015 Term 1 - 2015 - 2016 Term 2 - 2016 - 2019 Term 3 - 2019 - 2022

Cynthia Link	Trustee		Currently serving first term	Elected 2019 Term 1 - 2019 - 2022 Term 2 - 2022 - 2025 Term 3 - 2025 - 2028
Amory Loring Logan	Treasurer & Trustee	Finance (Chair); CCSC Foundation Liaison	Currently serving first term	Elected 2017 Partial - 2017 Term 1 - 2017 -2020 Term 2 - 2020- 2023 Term 3 - 2023- 2026
Lisa Pullman	Trustee	Academic Accountability; Facilities	Currently serving first term	Elected 2017 Partial - 2017 Term 1 - 2017 -2020 Term 2 - 2020- 2023 Term 3 - 2023- 2026
Alexander Saltonstall	Trustee	Academic Accountability; Finance	Currently serving first term	Elected 2017 Partial - 2017 Term 1 - 2017-2020 Term 2 - 2020- 2023 Term 3 - 2023- 2026
Gwen Thorne	Trustee	Academic Accountability; Development, Advocacy, and Outreach	3 Term Expired 6/20/2019	Elected 2009 Partial - 2009 - 2010 Term 1 - 2010 - 2013 Term 2 - 2013- 2016 Term 3 - 2016 - 2019
Steve Vinter	Trustee	Academic Accountability (Chair)	2	Elected 2013 Term 1 - 2013 - 2016 Term 2 - 2016 - 2019 Term 3 - 2019 - 2022
Liz Zucker	Secretary & Trustee	Governance	Currently serving first term	Elected 2017 Partial - 2017 Term 1 - 2017-2020 Term 2 - 2020 -2023 Term 3 - 2023- 2026

Appendix D: Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/ Open Position
Board of Trustees Chairperson	Eliza Anderson	eanderson@ccscambridge.org	No Change
Charter School Leader	Becki Norris	bnorris@ccscambridge.org	New
Assistant Charter School Leader	Jeff Vogel	jvogel@ccscambridge.org	New
Special Education Director	Rosemarie Galvin	rgalvin@ccscambridge.org	No Change
MCAS Test Coordinator	Lydia Ducharme	lducharme@ccscambridge.org	No Change
SIMS Coordinator	Mary Robbins	mrobbins@ccscambridge.org	No Change
English Language Learner Director	June Woo	jwoo@ccscambridge.org	No Change
School Business Official	Joseph Reilly	jreilly@ccscambridge.org	No Change
SIMS Contact	Mary Robbins	mrobbins@ccscambridge.org	No Change

Facilities

No changes to report.

Enrollment

Action	2019-2020 School Year Date(s)
Student Application Deadline	January 9, 2020, March 12, 2020
Lottery	January 16, 2020, March 19, 2020