



2020-2021 Annual Report

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INTRODUCTION TO THE SCHOOL

<i>Community Charter School of Cambridge</i>			
Type of Charter	Commonwealth	Location of School	Cambridge
Regional or Non-Regional	Non-Regional	Chartered Districts in Region	N/A
Year Opened	2005	Year(s) the Charter was Renewed	2010, 2015, 2020
Maximum Enrollment	420	Enrollment as of 6/18/21	304
Chartered Grade Span	6-12	Current Grade Span	6-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of 6/18/21	51
Number of Instructional Days during the 2020-2021 School Year ¹	173		
School Hours (ex: 8:30-3pm M-F)	<p><i>9/10/20 - 4/16/21:</i> 9:00-4:25: M,T,Th,F 9:00 - 11:55: W</p> <hr/> <p><i>4/28/21 - 6/18/21:</i> 9:00-3:40: M,T,Th,F 9:00 - 11:40: W</p>	Age of School as of 2020-2021 School Year	16 years
<p>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.</p>			

¹In June 2020, the Board of Elementary and Secondary Education (Board) adopted initial amendments to the student learning time regulations on an emergency basis, and in September 2020, the Board voted on final adoption of the amendments. Among other provisions, the revised regulations altered the student learning time requirements for the 2020-2021 school year to be 170 days and 850 hours (for elementary schools) and 935 hours (for secondary schools).

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

I'm proud and excited to submit the 2021 Annual Report for Community Charter School of Cambridge (CCSC) on behalf of the CCSC Board of Trustees, faculty, staff and community. This 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.

I believe the saying, apocryphally attributed as a Chinese expression, “May you live in interesting times,” is a curse under cover of a blessing. The 2020/2021 school year has certainly been “interesting times” for our world, our country, and our schools. COVID and all its implications, police brutality and racial strife resurgent in the public eye, and partisan political pressure at the local, state and national levels all intersected with myriad other issues evergreen and unique to 2020/2021 to create a truly “interesting” and dangerous context for living and learning. As many of our leaders, scientists, and first responders worked feverishly to help us survive and persevere; the CCSC community, alongside other educators, worked to ensure that our future leaders—our students—would receive the highest quality education possible. As the economic, health, cultural, and political landscape shifted, the CCSC community adjusted strategy and tactics to meet our students’ changing needs. I am proud of what we have accomplished, as detailed in the following pages.

In her second year as Head of School, Becki Norris has done an outstanding job guiding the school through the pandemic. Under her leadership the highly capable faculty and staff worked with an incredible group of families and caregivers to nurture, educate, and guide an outstanding group of scholars and citizens who will soon be our nation’s leaders. Becki’s unique mix of flexibility and focus, detail-orientation, and high-level strategic perspective have been invaluable in CCSC’s performance through the crisis. I believe our students’ performance and our community’s strength, as described above, attest to her effectiveness.

All of us in the CCSC community understand the importance and urgency of our work. Even as we seek to put the pandemic behind us, whispers of variants and continued obstinacy at the individual group and national level threaten to prolong or even exacerbate the crisis. I believe that the type of high-quality education offered at CCSC can help inoculate our future leaders against the economic, political, and social factors that are contributing to the pandemic’s persistence. As I enter my fifth year as a board member and close out my first as board chair, I am humbled by the trust that our community has placed in us to support this urgent and essential work. The Board is committed to supporting the school in its continued efforts to nurture, educate, and guide tomorrow’s leaders. We, the Board, are committed to transforming ourselves -- what we do and how we do it -- so we can more effectively support the school.

Sincerely,
Uche Amaechi
Chair, CCSC Board of Trustees

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO CHARTER

Mission and Key Design Elements

The CCSC mission, vision, and educational philosophy continued to guide CCSC's work during the 2020-2021 academic year. COVID-19 affected how we delivered our programming, with many students learning remotely for part or all of the academic year. But we maintained our commitment to closing achievement and opportunity gaps and preparing our students for postsecondary success. Our key design principles (listed below) continue to guide our work. Regardless of whether students were attending school remotely or in-person, CCSC aimed to provide students with challenging learning opportunities aligned to state standards, while also developing and maintaining close relationships with students and their families to support their social-emotional, academic, and health needs during this difficult time.

The following Key Design Elements are from our 2020-2025 Accountability Plan for our new charter term.

- CCSC students are excellent problem solvers and communicators who contribute to their community through internships and other field experiences
- CCSC will require all students to demonstrate publicly their skills and knowledge each term in a 'presentation of learning'
- Personalization: Know every student very well
- CCSC will provide a safe, supportive learning environment
- Ensure a challenging academic program for every student

High Academic Expectations for All

CCSC offers a challenging academic program and a robust system of academic supports to help students succeed. CCSC continues to use its schoolwide instructional vision to guide teacher planning and ensure that 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," which were updated for remote learning. For example, the instructional vision included new ways to check for student understanding, such as using zoom features (i.e. polls, the chat) and other on-line assessment tools (such as google forms and quizlet). Each academic department at CCSC also has an instructional vision that defines the learning activities students should be engaged in as frequently as possible.

CCSC's high academic expectations are not only reflected in its instruction, but also in its academic policies and supports. For example, the passing grade at CCSC is a C-, which corresponds to a score of 70%. Students who fail a core academic course (math, humanities, and science) are required to attend summer school. CCSC offers a wide range of supports to help all students access its challenging academic program. Examples of these supports include small group interventions in both math and ELA during the school day, as well as office hours after school where students can receive additional academic support. During the 2020-2021 academic year, these supports were available to students regardless of whether they were attending school remotely or in person.

Like schools across the state, CCSC had to adapt its academic program due to COVID-19. The school continued to provide students with rigorous learning opportunities, while also taking into consideration

the difficulties that many students, staff, and families faced during this time. Key features of our academic program during remote learning included:

- Rigorous learning tasks aligned to grade level expectations: While teachers made adjustments to their teaching and assessment strategies due to COVID-19, they continued to ground their instruction in challenging, grade level tasks. Many teachers identified power standards for their courses, focusing on the most important content and skills for students to learn this year. Teachers continued to assign four or more mastery assignments (such as projects, essays, tests, or quizzes) per quarter, giving students frequent opportunities to demonstrate their understanding of grade level material. In a typical year, CCSC administers quarterly benchmark exams aligned to grade level standards; we did so once again this year, altering the format of those exams to allow students to take them remotely.
- A balance of synchronous & asynchronous learning time: CCSC's weekly schedule for the 2020-2021 school year differed from its typical weekly schedule to accommodate remote learners. The total amount of student learning time per class was unchanged; however, that learning time was divided between synchronous learning with one or more teachers and asynchronous learning in which students completed assigned tasks independently.
- Clear and frequent communication with students and families: CCSC held three rounds of family conferences during the 2020-2021 school year -- one before the school year began, one in the middle of the first semester, and one in the middle of the second semester. These conferences (facilitated remotely) enabled students, families, and staff to share information about students' academic, social-emotional, and health needs. In addition to these scheduled conferences, both teachers and advisors checked in with individual students and their families regularly throughout the year.

Roundtables: Year-End Portfolio Assessments

At the end of each academic year, all sixth through eleventh grade students at CCSC are required to participate in and pass a Roundtable presentation. During Roundtables, students publicly share and reflect on a portfolio of academic work. This work includes projects from three or more classes, quarterly report card reflections, and a Roundtable letter in which students reflect on their academic performance during the year. Roundtable attendees include the student, one or more of their family members, the student's advisor, an additional CCSC staff member, and sometimes members of the broader CCSC community (such as board members, external partners, etc).

After cancelling Roundtables in the spring of 2020, CCSC once again held Roundtables this year, adapting the format to prioritize the health and safety of students, families, and our community. Students were given the option of presenting their Roundtables in person or remotely; families and community members participated remotely via Zoom. While in past years students presented a physical binder which participants reviewed, this year they presented virtual binders. Despite these differences, the overall purpose and structure remained the same -- students reflected on their experience as a student this year, answered questions about grade level academic content, and discussed goals for next year and beyond.

Advisory Program

Advisory is a core element of the CCSC program. This year, middle school and high school advisory took place the first 25 mins in a day, five days a week. Advisory groups are composed of about 9-14 students of the same grade level, and faculty and staff 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 have four main roles:

- partnering with advisees' families
- coaching their advisees academically, socially, and behaviorally
- guiding their advisees through the grade-level advisory curriculum and
- leading their advisees through the Roundtable/Internship Exhibitions and college matriculation processes

The Advisory program is one of the ways the school engages families as true partners in the school community. Advisors partner with families in ways that are culturally competent, respectful, impactful, and tied to student achievement. Advisors lean on the family's expertise on the student, celebrating and addressing academic, behavioral, social-emotional progress or concerns. Families and advisors have deep knowledge of each of their scholar's unique strengths and areas for growth. Families are encouraged to call, email, and text 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 develops between advisors, advisees, and families. 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.

During coaching (check-in) periods, advisors spend a few minutes with each advisee, examining their current grades, behavior, and extracurricular involvement. During these check-in blocks, middle school and high school advisors run structured study hall time during which students can work individually or in small, quiet groups.

Advisors guided their advisees through a developmentally appropriate advisory curriculum through a series of circle lesson plans. Advisors designed lesson plans to process events such as the 2020 election, the insurrection, Asian hate crimes, and the Chauvin Trial. Advisory circle plans aim to develop students' emotional intelligence and build community. Lessons also include discussing career planning, study skills, and the college application and transition process in high school. Advisors focused on supporting students in identifying their values and processing their emotions.

Advisors lead advisees through the Roundtable/ Internship Exhibitions. All 6th – 11th grade advisors prepare advisees for the Roundtable presentation, help advisees assemble the portfolio, and facilitate their advisees' presentations. 12th-grade advisors prepare advisees for the Internship Exhibition presentations.

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. Families are contacted at least weekly during their initial summer and many have historically attended the event held at the end of Summer Academy which helps to establish early relationships with school staff and parents. We also hold an annual Back to School Night in early/mid October, which 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, the school has created many ways to gather feedback from, and share information with, larger groups of parents and guardians.

The CCSC Family Association is one way CCSC partners with parents and guardians in our shared work of helping their children succeed in school. The CCSC Family Association 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. Family Association meetings are held four to six times per year.

CCSC also hosts a bi-monthly Coffee with the Principals (CWP) to provide families with an opportunity to meet with members of the leadership team in a personal setting and discuss challenges or concerns they have related to the school. During the school closure, CCSC increased the frequency of CWP to once per week to ensure parents and guardians were supported throughout remote learning.

The CCSC Family Council Executive Committee is elected by the parent and guardian community to represent family voices in the decision making process of the school. The Family Council Executive Committee met collaboratively on a School Council with student and staff representatives.

We also ask all parents and guardians to complete a survey when they participate in their child's Roundtable in June. This survey helps assess to what extent CCSC is meeting its goals in providing a safe, rigorous, and supportive academic and social environment for its students. We distributed this survey to families during Roundtables at the end of the year.

CCSC also participated in the DESE organized School-Family Partnership Initiative (FSPI) pilot with 3 other districts and LEAs to review our family engagement practices and get recommendations from the collaborating consultants, the School & Main Institute.

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. Through the Senior Internship Program (SIP), CCSC seniors learn the responsibilities of the work site and develop one-on-one relationships with professional mentors. During the AY20 school year, 31 students interned with the following 13 unique local organizations: Allium Montessori School, Cambridge Local First, Democrats for Education Reform Massachusetts, Law Offices of Attorney Arnold J. Lizana III, Breakthrough Greater Boston, Merck & Co., New Mercy Behavioral Health, Broad Institute, Vote Solar, Community Charter School of Cambridge, TiE Boston, TiE Boston Foundation, Synlogic, The Teachers' Lounge. 29 out of 31 (93%) students in the class of 2021 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 virtually via Zoom. Seniors had to answer questions from judges – many of them community members whom they did not know – about their projects and experiences. Some AY21 projects included: pharmaceutical research, developing social media campaigns, and creating scholarship databases.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
10/6/20	New 5-year Accountability Plan	Approved
12/20/21	Enrollment policy amendment: (a) modified growth plan based on revised projections for the enrollment increase awarded in 2017 and its associated condition for increasing Cambridge enrollment to at least 80 percent of the school's total enrollment; (b) permission of backfilling through grade 10, which exceeds statutory requirements.	Approved
1/21/21	Amended bylaws to allow for new Staff Trustee role	Approved

Access and Equity: Discipline Data

A. The most recent, publicly available student discipline data can be found here:

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04360305&orgtypecode=6&=04360305&&fycode=2020>

B. See table below

C. CCSC continues to work to decrease both overall discipline rates and asymmetries (especially for students with disabilities, 16% of whom were disciplined in 2019-2020 compared to 7.6% of all students; and male students, 14% of whom were disciplined in 2019-2020 compared to 3.1% of female students).

We have found that our efforts are paying off, with discipline numbers decreasing, particularly for the subgroups listed above:

- All students disciplined: **14%** in both 2018-2019 and 2019-2020; **0%** in 2020-2021
- Students with disabilities disciplined: **22%** in 2018-2019; **16%** in 2019-2020; **0%** in 2020-2021
- Male students disciplined: **22%** in 2018-2019; **14%** in 2019-2020; **0%** in 2020-2021

We took several steps in both 2019-2020 and 2020-2021 to revise our discipline policies and provide additional supports to meet the needs of diverse learners. These include:

- **2019-2020: Hiring a full-time Associate Dean:** An Associate Dean of Students was hired mid-year to assist the Dean of Students in addressing school wide systems and discipline. The Associate Dean's role has had an overall positive impact on students and teachers given the expanded capacity of the Dean's Office to support with classroom management and increased students' needs. *In 2021-2022, this role has been restructured as Restorative Practices Coordinator.*
- **2019-2020 & 2020-2021: Forming an Equity Working Group:** In 2019-2020, we launched an Equity Working Group (EWG) composed of faculty, staff, administrators, and an external facilitator. In 2020-2021, we added parents and a community member to the group. The EWG in 2020-2021 led many professional development sessions, expanding from an anti-racism focus to one that was more intersectional, including looking at gender, class, and sexuality. The EWG also formed a curriculum-focused subcommittee in 2020-2021 and facilitated PD to help teachers assess their curriculum and work to improve it through an equity lens.

- **Establishing a Behavior Working Group and implementing Restorative Justice:**
 - *2019-2020:* A partnership between teachers, CCSC administrators, families, and students was established to determine if the school would benefit from a new behavior structure to address discipline. The team reviewed the school’s Code of Conduct and highlighted policies or structures that imposed or reinforced inequalities toward students, particularly our students of color. The team then researched other schools using similar and different approaches to addressing school discipline. Through internal and external data collection, the team proposed to implement a Restorative Justice Model into the behavior system.
 - *2020-2021:* CCSC partnered with Suffolk University’s Restorative Justice Center to train the administrative leadership team in all three tiers of Restorative Justice (RJ) and to train all staff in Tiers 1 and 2. A student RJ leadership team was trained in Tiers 1 and 2 as well. Finally, we recruited and hired a new Director of School Culture for the 2021-2022 school year. With over a decade of experience in RJ, including in local schools and as a professional trainer for Suffolk, the person who was hired is well poised to help CCSC continue to adopt and practice RJ school-wide.

- **2019-2021: Changes to the Student Support Teams:** In 2019-2020, the Student Support Teams (SST) made changes to the frequency and duration of both the High School and Middle School SSTs. Historically, each team met on a biweekly basis for 1.5 hours. To ensure greater consistency and more frequent follow-up and collaboration, both teams now meet weekly for 45 minutes. This increased frequency aided in supporting fidelity of interventions and supporting students holistically. Our SST was able to more thoughtfully structure meetings around data-driven processes to address student needs quickly and thoroughly. Specifically, the team periodically analyzed GPA trackers to monitor students’ progress over time and developed action-steps, as needed, based on student performance. The team also aggregated this GPA data to identify trends based on various subgroups, including gender, grade, and disability status. Analyzing this data, as well as student discipline data, allowed the team to tailor interventions, including designing professional development for teachers, when needed.

2019-2020 Student Discipline					
DESE data here					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	331	25	1.2	6.9	0.9
English Learner	25	3			
Economically Disadvantaged	151	11	1.3	7.3	0.7
Students with Disabilities	44	7	6.8	13.6	0.0
High Needs	187	14	2.1	7.0	0.5
Female	191	6	0.0	3.1	0.0

Male	140	19	2.9	12.1	2.1
American Indian or Alaska Native	2				
Asian	12	1			
African American/Black	232	20	1.7	8.2	0.4
Hispanic/Latino	56	2			
Multi-race, Non-Hispanic/Latino	14	1			
Native Hawaiian or Pacific Islander	1				
White	14	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 found ways to virtually share best practices and engage with fellow educators and school leaders.

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
Student-friendly WIDA speaking rubric	Email, files shared	June Woo (EL Coordinator)	Heidi Bisso, Innovation Charter School, MA	Potentially using this rubric to create student friendly language goals
Remote teaching and learning best practices	phone call	Jeff Vogel (Director of Curriculum & Instruction)	Priti, Johari, CAO, Academy Pacific Rim, MA	Shared resources may inform potential changes to academic program
School Council strategy	Monthly committee meetings	Ted Hirsch (Assistant Director of Recruitment and Outreach)	Cambridge Public Schools School Council Working Group (22 community members, including caregivers, district staff, and school staff)	The working group created a manual for School Councils
Teaching reading to students with language-related disabilities	Presentation	Ted Hirsch (Assistant Director of Recruitment and Outreach)	Cambridge School Committee - Special Education Subcommittee (including Ayesha Wilson, David Weinstein, and Rachel Weinstein School Committee members)	The conversation with our local district continues so that we can learn from one another about how to best serve SWD
Introducing and implementing Restorative Justice to students and adults	Presentation	Noelani Gabriel (Director of Family and Community Engagement), Rachel Jean-Louis (Middle School Principal), Leonard Russ (Dean of Students)	Cambridge School Committee Governance Subcommittee	Cambridge School Committee is continuing to lean on CCSC for assistance with implementing RJ practices
Remote teaching and	phone call	Jeff Vogel (Director of	Sarah Stuntz, Assistant Head	Shared resources may inform

learning best practices		Curriculum & Instruction)	of School, Excel Academy High School, MA	potential changes to academic program
Best practices using Floop	Zoom Call	Jake Friedman (Math Department Chair/Athletic Director)	Massachusetts HS Math Department Heads	Potentially using platform to give feedback on student work for remote teaching.
Post-Election Student Conversation Guides	Files shared	Beck Norris (Head of School)	Massachusetts Charter Public School Association & its member schools	Specific results of this dissemination were not shared with CCSC.
Anti-racist equity work	Zoom Call	Noelani Gabriel (Director of Family and Community Engagement)	Casey Cross Sussman, educator doing equity work at King Open Elementary, MA	Shared resources will support Equity work at King Open Elementary
Anti-racist equity work	Zoom Call	Noelani Gabriel (Director of Family and Community Engagement)	Courageous Conversations planning meeting at Cambridge Rindge and Latin School, MA	Shared resources will support Equity work at Cambridge Rindge and Latin School
Hiring Tracker	Template shared digitally	Lydia Ducharme (Operations Manager)	Devin Morris, Co-Founder, The Teachers' Lounge	The Teachers' Lounge may use this template in their hiring process.
TFM Indicator 35	Email, files shared	Rosie Galvin (Director of Student Support)	AnnMarie Little, SPED Director at Abby Kelley Foster Charter Public School, MA	Shared responses will support compliance work at Abby Kelley Foster Charter Public School
Open House best practices	Zoom call	Noelani Gabriel (Director of Family and Community Engagement)	Hillview Montessori Charter Public School, MA	Hillview Montessori Charter Public School learned how to run a virtual open house via Zoom
Ed Assessment B Resource	Email, files shared	Rosie Galvin (Director of Student Support)	Dr. Faye Brady, Director of Student Services Amherst-Pelham Regional Public Schools, MA	Shared files with resources/models of how general education teachers can fill out Ed Assessment B, which will support faculty at Amherst-Pelham Regional Public Schools
Hybrid & Remote Scheduling	zoom call	Jeff Vogel (Director of Curriculum & Instruction)	Nellie Zupancic, Director of Teaching and Learning, Christa McCauliffe Charter School, MA	Shared strategies and files re. remote and hybrid schedules that may inform scheduling at Christa McCauliffe Charter School
Resources for teachers on the days after the attack on the U.S. Capitol	Files Shared	Luz Mederos-Dorleans (School Counselor)	Latinos for Education, Aspiring Latino Leaders Fellowship, Resource Board	Shared resources, strategies, and files to help with conversations around the incidents on 1/6/21
Shared bias reporting system process	File shared, zoom call	Noelani Gabriel (Director of Family and Community Engagement)	Fletcher Maynard Academy, MA	Resources will support changes they are making to an equity-based program they are creating
Post Insurrection Circle Plan	File shared	Rachel Jean-Louis (Middle School Principal)	Middle School Network	Shared resources with all members that subscribe to the MSN, specific results of dissemination are not known
Covid-19 Safety Protocols for Athletics	Google Doc Shared + Discussion	Jake Friedman (Math Department Chair/Athletic	Andrew Gottlieb, Athletic Director, Match High School,	Shared resources will support athletics at Match High School

		Director)	MA	during COVID
Equity work at CCSC	Panel with Morse School's Equity and Inclusion Committee	Becki Norris (Head of School), April Valette (School Psychologist)	Morse School, Cambridge Public School District, MA	Shared resources will support Equity work at Morse School
Advisory models	Virtual Panel with large group of students, staff	David Francis-Maurer (High School Principal), High School Junior (YSR)	Students and staff of: The Parker School, MA Salem High School, MA Watkinson School, CT	Specific results of this dissemination are not known
Strategies for teaching English remotely	Email, files shared	Heidi Thayer, HS Humanities Department Chair	Benjamin Spencer, Prospect Hill Academy, MA	Shared strategies may inform conversation in department and with evaluatees and planning for next year
Advisory Resiliency Kit Circle Powerpoint	Email, file shared	Luz Mederos-Dorleans (School Counselor)	Alex J. Bazarian, School Counselor, Nativity School of Worcester, MA	Shared responses will support counseling work at Nativity School of Worcester
Middle School to High School Transition	Speaker on panel	Rachel Jean-Louis (Middle School Principal)	Workforce, Cambridge Housing	Speaker on a panel for MS transitioning to HS, specific results of this dissemination are not known
Restorative Justice Practices and Resources	Speaker at Community Resource Fair	Rachel Jean-Louis (Middle School Principal), Ted Hirsch (Assistant Director of Recruitment and Outreach/Art Teacher)	Robin Harris, Cambridge Public Schools, Community Resource Fair	Speaker at a fair Restorative Justice Practices and Resources, specific results of this dissemination are not known
Family Engagement Resources	Brainwave Speaker	Noelani Gabriel (Director of Family and Community Engagement), Rachel Jean-Louis (Middle School Principal)	National Alliance for Public Charter Schools, 2021 National Charter School Conference	Brainwave Speaker, specific results of this dissemination are not known
August Staff Professional Development agendas and schedules	Digital files shared	Becki Norris (Head of School), Jeff Vogel (Director of Curriculum and Instruction)	Ali Nomani, Co-founder, Out-Class, Lahore, Pakistan	Ali is planning on sharing these resources with a local school so they can use them to inform their own PD design and implementation
Roundtables at CCSC	Virtual participating in Roundtable presentations via Zoom	Lydia Ducharme (Operations Manager), Jeff Vogel (Director of Curriculum and Instruction), Becki Norris (Head of School)	MIT/Wellesley Upward Bound Program, Harvard Graduate School of Education	Participants engaged with the CCSC community and experienced Roundtable presentations first hand. Specific results of this dissemination are unknown.

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&>

2020 Official Accountability Report – Community Charter School of Cambridge

Overall classification	Not requiring assistance or intervention
Reason for classification	Meeting or exceeding targets
Progress toward improvement targets	76%
Accountability percentile	82%

Once again this year, the majority of our 11th and 12th grade students -- approximately 57% -- took at least 1 AP exam. In addition, the percentage of AP exams passed has increased significantly over the past few years -- from 24% in AY17, 31% in AY18, and 45% in AY19 to 60% in AY20 (the most recent data currently available). This is the highest percentage of AP exams passed in CCSC's history.

Academic Program

Despite the context of and challenges posed by COVID-19, CCSC continued to provide a high quality curriculum aligned with state standards and major external assessments., CCSC teachers aimed to teach students at least one year's worth of academic content and skills. To reach that goal, teachers often made adjustments to lesson plans and unit plans -- such as adjustments to the pacing of lessons or units, and the incorporation of remote teaching strategies and tools into daily lessons -- while still ensuring that they taught priority grade level standards.

CCSC's weekly schedule for 2020-2021 was designed to ensure that all students -- regardless of whether they were at home or in the school building -- could access our curriculum and supports. From September to April, CCSC operated a remote model, with a small number of students participating in our Remote Plus program on site (in the Remote Plus program, students were placed into pods of ten or fewer students and followed health and safety guidelines such as masking and social distancing). In April, CCSC reopened, and from April through June approximately half of CCSC students attended school in person while half remained remote. Throughout the school year, all students -- whether they were fully remote or on site -- participated in the same classes together. All students had access to our academic supports, such as office hours, learning labs for students with IEPs, EL support classes, math and reading labs for students behind grade level, and MCAS prep classes. Many classes were taught by two CCSC staff, with the 2nd adult helping to take attendance, providing students with check-ins and academic support, and/or co-teaching.

Despite COVID-19, CCSC continued to prepare students for high stakes assessments. CCSC students continued to take quarterly benchmark assessments, both to demonstrate their understanding of key content and skills and to prepare for external, high stakes tests. After cancelling these benchmark exams in the 2nd semester of the 2019-2020 school year, CCSC administered these benchmarks once again during the 2020-2021 school year. These benchmarks were taken on computers, further simulating the experience students have while taking the MCAS.

A major instructional and curricular focus in 2020-2021 was imbedding more equity topics into our curriculum. In the fall of 2020, CCSC surveyed its students about equity, asking them "How often does the work you do in your classes at CCSC feel meaningful and connected to your identities (i.e. race, gender, language, sexual orientation, religion, etc.?)" CCSC also developed its own equity and curriculum framework with five main components (and accompanying descriptions): rigorous, standards-aligned; BIPOC and representation; BIPOC and counter-narratives; other historically excluded groups and representation; and other historically excluded groups and counter-narratives. During schoolwide professional development, we shared student survey results with each academic department, asked them to use our curriculum and equity framework to assess their own curriculum, and discussed strategies for imbedding more equity topics into curriculum. Many teachers are completing stipended summer work in

order to create units and projects with more equity topics, and we anticipate having an equity and curriculum PD group that meets regularly throughout the 2021-2022 academic year.

As we look ahead to the 2021-2022 school year, we will continue to provide curriculum aligned to grade level standards, as well as supports (both in and outside of class) so that all students can meet those standards. Our academic priorities for the year include:

- Collecting data regularly (including through diagnostic assessments at the beginning of the year) and use that data to inform instruction and supports.
- Providing students with reliable, timely and effective feedback.
- Identifying teaching practices from our remote model that we want to continue to use even when all of our students have returned in person
- Continuing to imbed equity topics into our curriculum.

ORGANIZATIONAL VIABILITY

Organizational Structure of the School

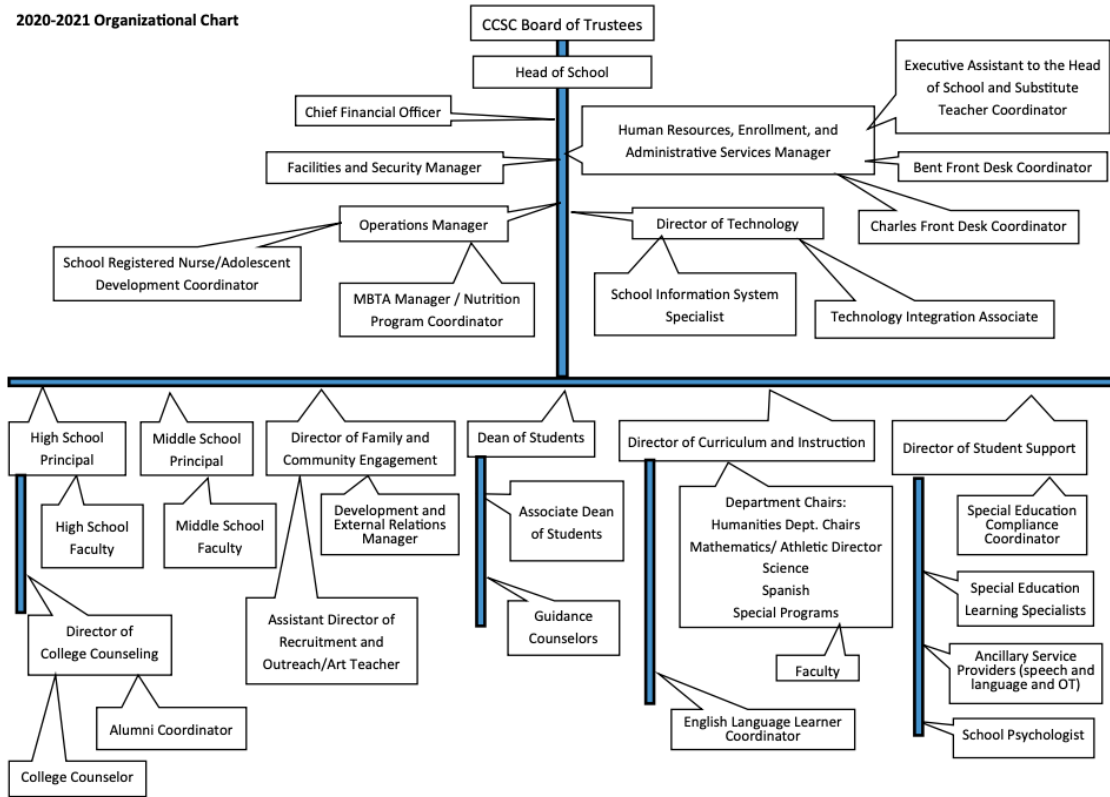
For a description of the organizational structure of the school during the 2020-2021 school year, please refer to the AY21 Organizational Chart below.

The following changes to the organizational structure for the coming year are:

- The following position titles have changed
 - Dean of Students will now be Director of School Culture
 - Associate Dean of Students will now be Restorative Practices Coordinator
 - Human Resources, Enrollment, and Administrative Services Manager will now be Human Capital Manager
 - Executive Assistant to the Head of School and Substitute Teacher Coordinator will now be Office Assistant and Substitute Teacher Coordinator
 - Chief Financial Officer will now be Director of Finance and Operations
 - Bent Front Desk Coordinator will now be Administrative Services Manager; the person in this role will supervise the Charles Front Desk Coordinator
 - College Counselor will now be School Counselor
 - The Development and External Relations Manager will have a new title, Communications and Development Manager, and will be supervised by the Director of Finance and Operations
 - The Assistant Director of Recruitment and Outreach / Art Teacher will have a new title, Recruitment and Outreach Coordinator, and will be supervised by the Communications and Development Manager
- We have created a Guidance Department Chair role. This chair will co-supervise the School Counselor, who will also be supervised by the Director of College Counseling. This chair will be supervised by the Director of Student Support
- We no longer have a Director of Student and Family Engagement. Instead, we will hire a Family Engagement Coordinator who will be supervised by the Director of School Culture

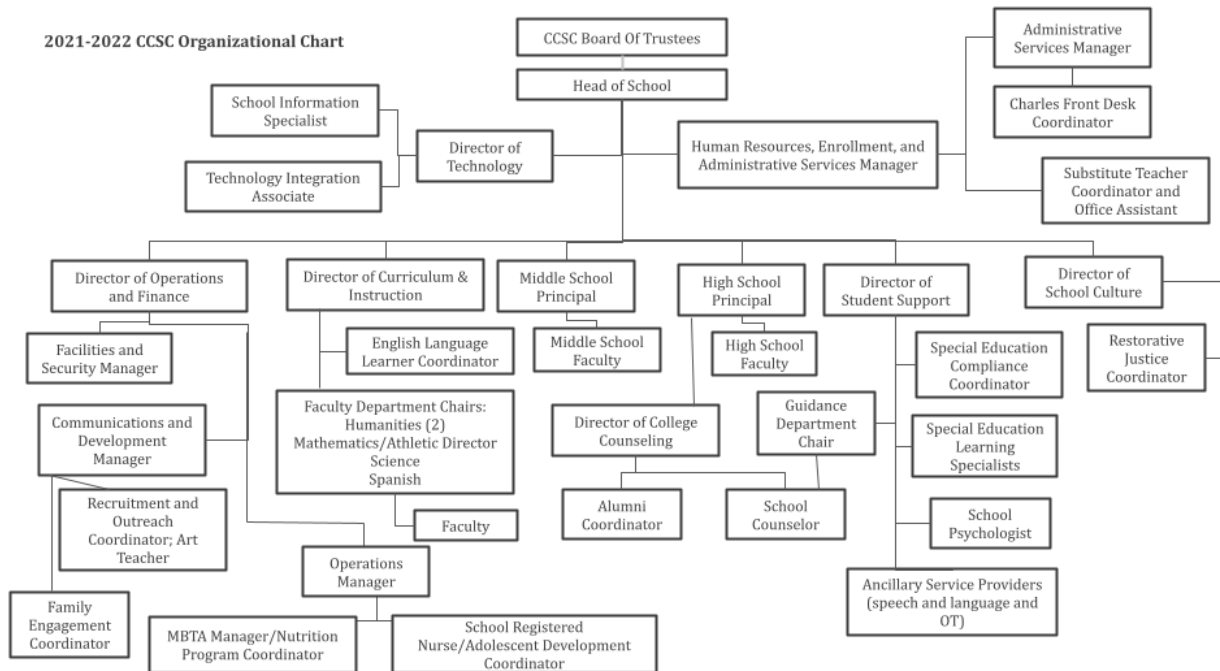
AY21 Organizational Chart

2020-2021 Organizational Chart



AY22 Organizational Chart

2021-2022 CCSC Organizational Chart



Budget and Finance

Unaudited FY21 statement of revenues, expenses, and changes in net assets (income statement)

STATEMENT OF REVENUES, EXPENSE AND CHANGES IN NET POSITION (UNAUDITED)

YEAR ENDED JUNE 30, 2021

<u>OPERATING REVENUES:</u>	
State allocation - tuition.....	\$ 7,888,080
Federal and state grants.....	446,373
Private grants and contributions.....	428,332
Food services revenues.....	27,813
Nonemployer pension contributions.....	<u>1,534,277</u>
TOTAL OPERATING REVENUE.....	<u>10,324,875</u>
<u>OPERATING EXPENSES:</u>	
Current:	
Personnel.....	5,038,503
Payroll taxes.....	165,202
Fringe benefits.....	398,117
Pension benefits.....	1,534,277
Advertising and recruiting.....	97,601
Computer hardware and software.....	22,620
Education.....	125,129
Office and administration.....	36,530
Office supplies and expense.....	9,297
General operating and maintenance.....	241,211
Legal and accounting services.....	41,451
Insurance.....	50,790
Student activities.....	64,624
Depreciation.....	226,737
Food service.....	26,350
Professional development.....	49,227
Travel and meetings.....	1,778
Rental of building and grounds.....	1,543,997
Utilities.....	<u>114,147</u>
TOTAL OPERATING EXPENSES.....	<u>9,787,588</u>
OPERATING INCOME (LOSS).....	<u>537,287</u>
<u>NONOPERATING REVENUES (EXPENSES):</u>	
Investment income from interest, dividends, and capital gains/(losses)....	<u>1,820</u>
CHANGE IN NET POSITION.....	539,107
NET POSITION AT BEGINNING OF YEAR.....	<u>8,623,540</u>
NET POSITION AT END OF YEAR.....	<u>\$ 9,162,647</u>

Statement of net assets for FY21 (balance sheet)

STATEMENT OF NET POSITION (UNAUDITED)

JUNE 30, 2021

ASSETS	
CURRENT:	
Cash and cash equivalents.....	\$ 5,278,242
Receivables, net of allowance for uncollectibles:	
Intergovernmental receivable.....	57,301
Other assets.....	<u>2,499,555</u>
Total current assets.....	<u>7,835,098</u>
NONCURRENT:	
Capital assets, net of accumulated depreciation.....	<u>1,774,195</u>
TOTAL ASSETS.....	<u>9,609,293</u>
LIABILITIES	
CURRENT:	
Accounts payable.....	92,839
Accrued payroll.....	<u>353,807</u>
TOTAL LIABILITIES.....	<u>446,646</u>
NET POSITION	
Net investment in capital assets.....	1,774,195
Restricted for:	
Liquidity reserve.....	1,900,000
Emergency reserve.....	100,000
Facilities reserve.....	1,235,000
Unrestricted.....	<u>4,153,452</u>
TOTAL NET POSITION.....	<u>\$ 9,162,647</u>

School Budget for FY22: Approved by Board of Trustees 06/16/2021

CCSC Budget Model	
Income Statement	FCST
	FY 22
Revenue	
Tuition	\$8,505,057
Fed & State Grants	\$548,000
Private Grants & contributions	\$35,000
Food Service Revenues	\$100,000
Total Operating Revenue	\$9,188,057
Personnel Payroll	\$5,173,688
1099 Personnel	\$45,000
Payroll Taxes	\$176,000
Fringe Benefits	\$425,000
Advertising & Recruiting	\$99,000
Technology Equipment	\$38,000
Education Expenses & Supplies	\$165,000
Consultants	\$0
Office and Administration	\$40,000
Office Supplies and Expense	\$14,000
Facilities Operations & Maintenance	\$280,000
Legal & Accounting	\$95,000
Insurance	\$48,500
Student Activities	\$175,000
Depreciation	\$276,391
Food Service	\$125,000
Staff Development	\$45,000
Travel and Meetings	\$25,000
Rent Buildings, Parking and CAM Charges	\$1,543,998
Utilities	\$114,000
Contingency	\$50,000
Total Operating Expense	\$8,953,577
Operating Income	\$234,480

Capital Plan

CCSC is embarking on a Master Facilities Planning process during FY22 during which we will decide what capital projects to enact over the next 10 years. The Board has reserved \$1.235 million to finance these future capital projects.

FY22 Enrollment

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	341
Number of students upon which FY22 budget tuition line is based	297
Number of expected students for FY22 first day of school	305

Please explain any variances: *Recruiting in the pandemic has been slow, and we have not had as many lottery applications as we had hoped. In addition, we budget conservatively each year of 5-10 less than the expected students.*

ADDITIONAL INFORMATION

Accountability Plan Performance for 2020-2021

See Appendix A.

Recruitment and Retention Plan

See Appendix B.

School and Student Data

During the AY21 school year, four faculty members and one non-teaching staff member left mid-year, all due to personal circumstances. One additional non-teaching staff member ended his employment one week before the last day of school due to family needs. A total of 17 staff members (10 faculty and seven non-teaching employees) remained at CCSC until the end of the year and are not planning to return for AY21. Of those who are not returning, 24% are for personal / family reasons (not moving-related); 24% are moving out of the area; 18% are attending graduate school; 18% were awarded promotions at other schools; 12% did not have their contracts renewed; and 6% retired.

See Appendix C for School and Student Data tables.

Additional Required Information

Data tables providing information on changes in leadership, facilities, and enrollment in AY21 are included in Appendix D.

Anticipated Board Meeting and Committee Meeting Schedules for 2021-2022

See Appendix C for the Anticipated Board and Committee Meeting Schedules for 2021-2022.

Conditions

CCSC's charter was renewed in 2020 under the following condition: "By December 31, 2022, CCSC must enroll no more than 20 percent of its total student population from outside Cambridge. To meet this goal, CCSC must limit the admission of students who live outside of Cambridge. If CCSC does not meet the required enrollment target, the school shall submit a request to the Board, no later than August 1, 2023, to amend its charter region based on enrollment trends."

CCSC is limiting its admission of students who live outside of Cambridge by admitting only residents of Cambridge and non-resident siblings of current students. As of June 18, 2021 (our final day of classes), 66% of CCSC students were Cambridge residents. Our projections, based on (a) enrollment trends, (b) attrition trends, and (c) expected graduation of non-Cambridge students, predict roughly 72-75% Cambridge students in AY22 and at least 80% by our December 31, 2022 deadline.

There are two variables out of our control as we work to increase our Cambridge enrollment:

1. A number of Cambridge families move out of Cambridge at some point in their CCSC career but remain at CCSC. This year, 7 Cambridge students moved to other Massachusetts cities / towns and remained at CCSC.

2. A number of non-Cambridge siblings of current students are admitted in our lottery each year. As of July 14, 2021, two *new* non-Cambridge siblings have enrolled for the 2021-2022 school year and 44 *total* non-Cambridge siblings are enrolled for the 2021-2022 school year. *Note: Our projections above do take these non-Cambridge siblings into account.*

Complaints

The Board of Trustees received one complaint during the 2020-2021 school year. The employee who lodged the complaint asked the Board to overturn two Head of School decisions: the writing of a letter of reprimand to the employee and a contract-related decision. The Board of Trustees investigated the matter and found that both the letter of reprimand and the employment decision should stand.

APPENDICES

Appendix A: Accountability Plan Evidence 2020-2021

Faithfulness to Charter: Mission and Key Design Elements

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 1: By the time they graduate, all CCSC students will demonstrate problem solving and communication skills through an internship in the community.		
Measure 1.1: Each year, 97% of seniors will complete the 100-hour internship requirement and complete the internship project.	Not Met	93% of seniors completed the 100 hour requirement, and completed internship projects. Two students were unable to complete the entire internship program due to extenuating circumstances during the pandemic. One student completed an amended program. The other student could not finish the program due to medical reasons.
Measure 1.2: Each year, 97% of students who have met the 100-hour minimum will pass their Senior Internship presentation with a grade of 80% or higher.	Met	100% of students who met the 100-hour minimum requirement also passed their Senior Internship Presentation.
Objective 2: All CCSC students will publicly demonstrate their skills and knowledge in an annual ‘presentation of learning’ in order to be promoted to the next grade level.		
Measure 2.1: Each year, 93% of all students in grades 6-11 will complete the prerequisites for Roundtable presentations.	Met	As of July 2021, 98% of students in grades 6-11 had completed the prerequisites for Roundtable presentations.
Measure 2.2: Each year, 97% of all students in grades 6 through 11 will earn a passing score on their Roundtable.	Met	As of July 2021, 97% of students who presented their Roundtable earned a passing score. The remaining students will present or re-present their Roundtable prior to the start of the 2021-2022 academic year.

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, 85% of CCSC students will report that at least one staff member knows them well. At least 85% of all students will complete the annual survey.	Partially Met	87% of CCSC students reported that at least one staff member knows them well. However, only 68% of all students completed the annual survey. This is due to the pandemic: We are usually able to reach a high response rate for our annual survey because we administer it at Roundtables, in person, and can ensure that all participants complete it. However, with families and community members attending Roundtables, we were forced to hold them remotely in June 2021. This made it more difficult to ensure a high response rate.
Measure 3.2: On an annual survey, 88% of responding parents/guardians will report that at least one staff member knows their child well. At least 75% of all students will have a parent/guardian who completes the annual survey.	Partially Met	94% of parents/guardians reported that at least one staff member knows their child well. However, only 54% of all families completed the annual survey. This is due to the pandemic: We are usually able to reach a high response rate for our annual survey because we administer it at Roundtables, in person, and can ensure that all participants complete it. However, with families and community members attending Roundtables, we were forced to hold them remotely in June 2021. This made it more difficult to ensure a high response rate.
Objective 4: CCSC's learning environment will be safe and supportive.		
Measure 4.1: On an annual survey, 75% of responding students will report that CCSC is a physically safe and supportive environment for students. At least 85% of all students will complete a survey.	Partially Met	82% of CCSC students reported that CCSC is a physically safe and supportive environment for students. However, only 68% of all students completed the annual survey for pandemic-related reasons described above.
Measure 4.2: On an annual survey, 85% of responding parents/guardians will report that CCSC is a physically safe and supportive environment for students. At least 75% of all students will have a parent/guardian who completes the annual survey.	Partially Met	96% of CCSC students reported that CCSC is a physically safe and supportive environment for students. However, only 54% of all families completed the annual survey for pandemic-related reasons described above.
Objective 5: CCSC's academic program will be challenging for every student.		
Measure 5.1: 100% of graduating seniors will gain admission to a 4-year college or university.	Partially Met	27 out of 31 students from the Class of 2021 (87%) were accepted to at least one four-year college.

Measure 5.2: 80% of graduating seniors will take and pass at least one AP course during their time at CCSC.	Met	87% of graduating seniors took and passed at least one AP course during their time at CCSC.
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Dissemination

	2020-2021 Performance (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 schools – charter and district– both inside Massachusetts and beyond		
<p>Measure 1.1: Each year, CCSC will share best practices, including information on the Roundtable process and our Senior Internship Program, with other schools at least ten times. This sharing may take the form of hosting visitors, sharing materials, or presenting externally.</p>	Met	<p>In AY21 CCSC shared best practices with other schools and educational institutions at least ten times. These instances included:</p> <ul style="list-style-type: none"> ● Employees from MIT/Wellesley Upward Bound Programs and Harvard Graduate School of Education attended multiple Roundtable presentations ● Conversations about COVID-19 response and virtual programing with Academy of the Pacific Rim, Excel Academy, Match High School, Christa McCauliffe Charter School, and Hillview Montessori Charter Public School ● Presenting on family engagement resources at the National Charter School Conference ● Participation in a virtual panel about advisory models with individuals from the Parker School, Salem High School, and Watkinson School. <p>See Dissemination Efforts above for the complete list and additional details.</p>
<p>Measure 1.2: CCSC will proactively engage staff from Cambridge Public Schools, including members of the School Committee, at least three times each year. The nature of this engagement will center on the exchange of best practices and will include school visits.</p>	Met	<p>In AY21 CCSC engaged with staff from Cambridge Public Schools and School Committee at least three times. These instances included:</p> <ul style="list-style-type: none"> ● Presentation to the Cambridge Public School Governance Subcommittee about introducing and implementing Restorative Justice Practices. ● Participation in monthly Cambridge Public Schools School Council Working Group ● Participating in a panel with Morse School’s Equity and Inclusion Committee to share CCSC’s Equity work resources. (Cambridge Public School)

		Please note that due to the COVID-19 pandemic, best practices were not exchanged during in-person school visits, but Zoom “visits” did occur. See Dissemination Efforts above for the complete list and additional details.
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Appendix B: Charter School Recruitment and Retention Plan

Recruitment Plan 2021-2022

School Name: **Community Charter School of Cambridge**

2020-2021 Implementation Summary:

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

CCSC used the general recruitment activities laid out in the AY20 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 have preference regardless of the 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 the large majority of his working week connecting directly with families in the community. While activities were remote for the majority of the year, we remained committed to meeting families on their own turf by participating in community events across the city of Cambridge including parent-guardian meetings at local elementary schools. The Admissions and Outreach Coordinator steadily engaged current students and families in the recruitment process by enlisting their attendance at Open Houses and community recruitment events. CCSC held a total of 9 virtual open houses on Zoom. 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. We continued our digital TV and cable TV advertisement campaign targeted at families in the Cambridge area. We also increased our mobile advertising presence and began advertising at the local mall in Cambridge, which continued throughout the year. In order to meet new families in the community, we extended our School Market outreach (a free grocery market typically held monthly for CCSC students and families) to a local affordable housing development in North Cambridge. This event grew to serve nearly 80 unique households on a monthly basis. During these events, we shared information about CCSC and its programming. We offered virtual student shadow days led by the Admissions and Outreach Coordinator. When it became safer to have visitors on campus, we began holding in-person building tours outside of school hours to students and families. CCSC held multiple 2019 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.)?
3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2021 SIMS report) will meet the comparison index or the school's gap narrowing targets.
 - a. 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.
 - b. Please explicitly state if you would like further discussion with the Department regarding the school's rates of enrolling students with disabilities or English learners (EL) compared to the Comparison Index or gap narrowing targets.

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

General Recruitment Activities for 2021-2022:

In AY22, CCSC will continue to focus on brand awareness in the Cambridge area, while emphasizing strategic outreach to various subgroups, to ensure that families know CCSC is an option for their children. We will continue our various media campaigns 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 also plan to expand the role of families in supporting. We will also continue to welcome the support of family volunteers in our recruitment work. Family participation in the virtual Open Houses was high leverage for recruitment. We will continue having regular Open Houses, varying between in-person and virtual to provide convenience for families. We saw success this year with having a personalized approach to recruitment including introducing prospective students and families to key staff or current students to help them make a decision about joining CCSC, including administrators. We will involve the Middle School and High School Principals in recruitment efforts to support these high value conversations. In AY21, we invited prospective students and families to community meetings, athletic events, and curriculum nights to showcase the various positive aspects of our school culture. We will continue to have frequent lotteries.

Recruitment Plan – 2021-2022 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage:

14.5%

GNT percentage:

N/A*

CI percentage: 16%

The school is below CI percentages*

* 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.

(b) Continued 2020-2021 Strategies

- Met GNT/CI: no enhanced/additional strategies needed
 - *Starting in the AY20 school year, the Director of Student Support sits on the school’s leadership team. CCSC will ensure that prospective families know and understand the extent to which the Director of Student Support has 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.*
 - *Include statistics, testimonials, and other information about our special education program and success of CCSC students with disabilities in our marketing materials*
 - *Reach out to Special Education Coordinators at our feeder schools; ask them to share information with students and families about the supports we offer*

	<ul style="list-style-type: none"> • <i>Continue to reach out to organizations that offer academic support to students with disabilities in Cambridge and share recruitment information with them</i> • <i>Include family members of students with disabilities in recruitment events, e.g. open houses, where they will speak about CCSC's special education offerings and answer prospective families' questions (This begin in 2019-2020)</i> • <i>When recruiting parents / guardians for our new Family Ambassadors program, specifically aim to hire at least one Ambassador who has a child (current CCSC student or alumnus/a) with a disability</i> <p style="text-align: center;">• (c) 2021-2022 Additional Strategy(ies), if needed</p> <p>☒ <i>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.</i></p> <ul style="list-style-type: none"> • <i>Host two open house events specifically for students and families with disabilities, which will include testimonials from students, families, alumni and learning specialists, as well as information regarding the curriculum, various levels of support, transition services, community partnerships. These events will also allow for significant Q & A time to answer specific questions about our programming and supports for SWD</i> • <i>Reach out to feeder schools, specifically Banneker, to invite families from feeder schools to attend our SEPAC meetings in order to learn more about the community and support for SWD at CCSC</i>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 5.9%</p> <p>GNT percentage: N/A*</p> <p>CI percentage: 1.8%</p> <p>The school is <u>above</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 style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p>☒ Met GNT/CI: no enhanced/additional strategies needed</p> <p><i>In terms of continued strategies, CCSC will:</i></p> <ul style="list-style-type: none"> • <i>Continue publicizing the academic progress of currently enrolled EL students. LEP students again made tremendous gains in 19-20 and their success can and should be shared widely.</i> • <i>Continue monitoring local media outlets providing information to various local communities of immigrant families.</i> • <i>Continue advertising in multiple languages, including Haitian Creole, Spanish, Arabic, Amharic, and Bengali. CCSC's spending in this area continues to increase.</i> • <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> • <i>Produce recruitment materials in multiple languages, post them online, and ensure their availability at all recruitment events.</i> • <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> • <i>Pay bilingual and multilingual faculty and staff to work open houses and information sessions.</i> • <i>Work with the following community organizations that serve non-English speaking populations in Cambridge: the Community Learning Center,</i>

	<p><i>Cambridge Economic Opportunity Council, and the Cambridge Haitian Services.</i></p> <ul style="list-style-type: none"> • <i>Continue working 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 know they can also take advantage of the free food, which will, we hope, also attract prospective families with EL students.</i> • <i>Identify non-library based adult ESL programs in Cambridge and distribute materials to organizations and participants.</i> • <i>Continue to leverage the experiences of CCSC's EL Coordinator and Teacher.</i> • <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) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <p>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>
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 45.4%</p> <p>GNT percentage: N/A*</p> <p>CI percentage: 29.1%</p> <p>The school is <u>above</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 style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p>☒ Met GNT/CI: no enhanced/additional strategies needed <i>[Minor changes from AY20 Annual Report]</i></p> <p><i>CCSC's AY21 low income/economically disadvantaged percentage is 45.4, 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 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 Cambridge Workforce and Food for Free, 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. Starting in 2020-2021, we also hold our Free School Food Market (through a partnership with Food for Free) at Rindge Towers monthly. We 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 contacting 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>
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	<ol style="list-style-type: none"> 1. <i>Work closely with Find It Cambridge to ensure that CCSC is featured in materials that are distributed widely and accessible online.</i> 2. <i>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> 3. <i>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 style="text-align: center;">(c) 2021-2022 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 style="text-align: center;">(d) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ● <i>CCSC continues to promote the school's success in closing achievement and opportunity gaps for all 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 student growth, including those who enter behind grade level.</i> ● <i>CCSC continues to feature the successful interventions in place at all open house and orientation events, such as learning specialist push-in and co-teaching, math lab, and one-on-one tutoring arrangements, and our After School Learning Centers, which are open daily, staffed by our faculty members, and provide excellent academic support for all students.</i> <p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● <i>CCSC has, for the second year, created and facilitated our own credit recovery / summer school program on site. Our teachers write the curriculum and the classes are taught by a mixture of CCSC teachers and teachers from the Sposato Graduate School of Education. The Summer School Principal is a veteran CCSC teacher with strong student and family relationships who keeps in close contact with our summer learning families.</i>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ● <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</i>

	<p><i>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 style="text-align: center;">2021-2022 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> <u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;">(f) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ● <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 style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed.
<p style="text-align: center;">OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ● <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 2021 will attend colleges including: Northeastern, Howard, Spellman, and BU. This list will surely help recruit students and families who want a rigorous academic environment that prepares them for post-secondary success.</i> <p><i>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.</i></p> <p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed.

Retention Plan 2021-2022

<p>Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2020-2021 Retention Plan.</p>
<p style="text-align: center;">2020-2021 Implementation Summary:</p> <p><i>CCSC's retention rate has remained steadily between 89.2% and 93.4% for the past four years, with levels of attrition from 2018 to 2021 of 10.5%, 9.8%, 10.8%, and 6.6% respectively. We are proud to have met</i></p>

our goal of at least 91% retention (no more than 9% attrition) in 2021. The 2020 attrition percentage is significantly lower than both the state average (8.7%) and the median (11.0%).

The school continues to focus efforts on retention, both generally and with strategies targeting specific subgroups. This past school year, for the fourth 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.

The stability rate in AY20 (which is an unduplicated count of students in all grades who remained in the school in AY20 divided by the total number of students who attended CCSC at any time during the AY20 school year) was 95.5%, nearly the same as 95.8% in AY19 and up from 92.7% in AY18. This is higher than the statewide average (94.8%) and statewide median (86.4%), and it is higher than the stability rate in our top two sending districts (Cambridge: 94.5%; Boston: 85.9%). Internal data show that we can expect our AY21 stability rate to be roughly the same as that of AY20 and likely higher by 1-2 percentage points. The trend in our stability rate 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.

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

Retention Plan – 2021-2022 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 3.0%</p> <p>Third Quartile: 11.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2020-2021 Strategies</p> <p>☒ Below third quartile: no enhanced/additional strategies needed [unchanged from previous four 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.

	<ul style="list-style-type: none"> • Evaluators will regularly attend, supervise, and provide feedback on these meetings.
	<p align="center">(c) 2021-2022 Additional Strategy(ies), if needed</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.

Limited English-proficient students/English learners

	<p align="center">(b) Continued 2020-2021 Strategies</p> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed. <i>[unchanged from three previous years as LEP/ELL attrition rate is below third quartile]</i> <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>(a) CHART data</p> <p>School percentage: 4.2%</p> <p>Third Quartile: 13.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(c) 2021-2022 Additional Strategy(ies), if needed</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. <input type="checkbox"/> No ELs were enrolled during the 2020-2021 school year. No retention strategies needed.

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

	<p align="center">(b) Continued 2020-2021 Strategies</p> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <i>(unchanged from AY18 annual report and low income / economically disadvantaged percentage remains below third quartile)</i> <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.
<p>(a) CHART data</p> <p>School percentage: 6.0%</p> <p>Third Quartile: 13.4%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	

	<ul style="list-style-type: none"> • <i>The Middle and High School Principals will continue focusing on troubleshooting obstacles to success for Tier 3 students.</i> <p style="text-align: center;">(c) 2021-2022 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 style="text-align: center;">(d) Continued 2020-2021 Strategies</p> <p><i>(slightly modified)</i></p> <ul style="list-style-type: none"> • <i>CCSC publicizes SGP results and disseminates them to all families once the embargo on MCAS scores are lifted.</i> • <i>With families, through regular Advisor communication, CCSC will continue to explain the specific programs in place to support students who are sub-proficient: learning specialist push-ins and co-teaching, the integrated math sequence, Math Lab, and our reading intervention (including hiring two 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).</i> • <i>CCSC’s tiered intervention system will continue to push supports aimed at providing students who are sub-proficient with additional academic supports, including: tutoring, skill-based pull-out during the school day, mandatory after school learning centers, and more.</i> • <i>CCSC continues to run its own credit-recovery summer school program for all of its students who need it, grades 6-12. By no longer relying on external programs (whose quality and curriculum we do not supervise), we can ensure that we are targeting our instruction and interventions so that our most vulnerable students catch up on missing content and skills throughout the summer.</i> <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> •
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2020-2021 Strategies</p> <p><i>(slightly modified)</i></p> <ul style="list-style-type: none"> • <i>CCSC’s Principals, Dean of Students, and Director of Family and Community Engagement all work closely with students who have been identified as being at-risk of dropping out and will continue doing so in AY22. Their work includes communication with students and families and targeted home visits when necessary.</i> • <i>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 AY22.</i> • <i>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.</i> • <i>CCSC increased its counseling capacity for AY21 by hiring a new full-time School Psychologist to replace a departing part-time psychologist. CCSC will</i>

	<p><i>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.</i></p> <p style="text-align: center;">2020-2021 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> <u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;">(f) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ● <i>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.</i> ● <i>In the event that students do drop out, CCSC:</i> <ol style="list-style-type: none"> a. <i>Makes counselors and staff available to students who have dropped out, including families, when appropriate, in this counseling;</i> b. <i>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</i> c. <i>Assists in finding more appropriate placements, if necessary.</i> d. <i>Works to find online programs that allow seniors to earn the last credits required in order to receive their diploma from CCSC.</i> <p style="text-align: center;">2020-2021 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 style="text-align: center;">(g) Continued 2019-2020 Strategies</p> <p><i>(unmodified)</i></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 style="text-align: center;">2020-2021 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 Tables

Student Race and Ethnicity and Selected Populations

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 RACE AND ETHNICITY AND SELECTED POPULATIONS 2020-2021 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	71.1
Asian	4.3
Hispanic	15.1
Native American	0.3
White	4.9
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	4.3
Selected Populations	% of School
First Language not English	45.1
English Language Learner	5.9
Students with Disabilities	14.5
High Needs	57.2
Economically Disadvantaged	45.4

Administrative Roster for the 2020-2021 School Year

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Becki Norris, Head of School	Responsible for overall school administration and oversight.	July 1, 2019 (August, 2005)	N/A
Rachel Jean-Louis, Middle School Principal	Responsible for establishing school-wide systems and monitoring middle school academic progress and discipline.	July 1, 2019 (August 19, 2015)	N/A
David Francis-Maurer, High School Principal	Responsible for establishing school-wide systems and monitoring high school academic progress and discipline.	July 1, 2019	June 30, 2021
Leonard Russ, Dean of Students	Oversee student discipline for all students.	August 7, 2017	June 11, 2021
Rosemarie Galvin, Director of Student	Oversee the special education department and related service	July 1, 2019 August 14, 2014	June 30, 2021

Support	providers as well as the school-wide tiered system of supports.		
Jeff Vogel, Director of Curriculum & Instruction	Oversee curricular policy and course planning	July 1, 2017	N/A
Noelani Gabriel, 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	August 16, 2019	N/A

Teachers and Staff Attrition for the 2020-2021 School Year

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	37	4	9	Employee chose to end employment (13)
Other Staff	28	2	7	Employee chose to end employment (7); Non-renewal of employment contract (2)

Board and Committee Information

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	15
Minimum number of board members in approved bylaws	5
Maximum number of board members in approved bylaws	19

Members of the Board of Trustees for the 2020-2021 School Year

BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Uche Amaechi	Chair	Governance, Development/Advocacy/Outreach	1	Elected 2016 Partial: 2016-2017 Term 1: 2017-2020 Term 2: 2020-2023 Term 3: 2023-2026
David Boghossian	Vice Chair	Finance	2	Elected 2014 Partial: 2013-2014

				Term 1: 2014-2017 Term 2: 2017-2020 Term 3: 2020-2023
Amory Logan	Treasurer	Finance, Development/Advoca cy/Outreach,	1	Elected 2017 Partial - 2017 Term 1: 2017 –2020 Term 2: 2020- 2023 Term 3: 2023- 2026
Eliza Anderson	Secretary	Development/Advoca cy/Outreach	2	Elected 2013 Term 1: 2013-2016 Term 2: 2016 – 2019 Term 3: 2019 – 2022
Alexander Saltonsall	Trustee	Finance, Academic Accountability,	1	Elected 2017 Partial - 2017 Term 1: 2017–2020 Term 2: 2020- 2023 Term 3: 2023- 2026
Cynthia Link	Trustee	Development/Advoca cy/Outreach	Currently serving 1st term	Elected 2019 Term 1: 2019-2022 Term 2: 2022-2025 Term 3: 2025-2028
Jacob Schneider	Trustee	Finance, Governance	Currently serving 1st term	Elected 2019 Term 1: 2019-2022 Term 2: 2022-2025 Term 3: 2025-2028
Elizabeth Bartle	Trustee	Governance, Development/Advoca cy/Outreach	1	Elected 2014 Partial: 2014-2015 Term 1: 2015 -2018 Term 2: 2018 – 2021 Term 3: 2021 – 2024
Steve Vinter	Trustee	Academic Accountability	2	Elected 2013 Term 1: 2013 – 2016 Term 2: 2016 – 2019 Term 3: 2019 - 2022
Jose Juves	Trustee	Development/Advoca cy/Outreach	1	Elected 2017 Partial - 2017 Term 1: 2017 –2020 Term 2: 2020- 2023 Term 3: 2023- 2026
Maria Victoria Rivera	Staff Trustee	Governance	Currently serving 1st term	Elected 2021 Term 1: 2021-2022

Matthew Pace	Staff Trustee	Academic Accountability	Currently serving 1st term	Elected 2021 Term 1: 2021-2023
Tamiko Moore	Parent Rep	Academic Accountability	Currently serving 1st term	Elected 2021 Term 1: 2021-2022
Lori Nelson	Parent Rep	Development/Advocacy/Outreach	Currently serving 1st term	Elected 2021 Term 1: 2021-2023
Tim Bianchi	Staff Trustee	Finance	Resigned as of 1/18/2021	Elected 2016 Partial – 2016- 2017 Term 1 – 2017–2020 Term 2 – 2020- 2023 Term 3 – 2023- 2026
Lisa Pullman	Trustee	Academic Accountability, Governance	Resigned as of 6/30/21	Elected 2017 Partial - 2017 Term 1: 2017 –2020 Term 2: 2020- 2023 Term 3: 2023-2026

Board of Trustee Meeting Schedule for the 2021-2022 School Year

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	Location
Wednesday, 9/15/21, 5:30 PM	255 Bent St. First Floor (& Zoom)
Wednesday, 10/20/21, 5:30 PM	255 Bent St. First Floor (& Zoom)
Wednesday, 11/17/21, 5:30 PM	255 Bent St. First Floor (& Zoom)
Wednesday, 1/19/22, 5:30 PM	255 Bent St. First Floor (& Zoom)
Wednesday, 3/16/22, 5:30 PM	255 Bent St. First Floor (& Zoom)
Wednesday, 5/18/22, 5:30 PM	255 Bent St. First Floor (& Zoom)
Wednesday, 6/15/22, 5:30 PM	255 Bent St. First Floor (& Zoom)
Wednesday, 7/27/22, 5:30 PM	255 Bent St. First Floor (& Zoom)

Committee Meeting Schedules for the 2021-2022 School Year

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Governance	2nd Monday of the month; 8-9 AM	255 Bent St. Second Floor (& Zoom)
Development, Advocacy, Outreach	1st Wednesday of the month; 9:30-11 AM	255 Bent St. Second Floor (& Zoom)

Facilities and Finance	3rd Monday of each quarter; 8-9 AM	255 Bent St. Second Floor (& Zoom)
Academic Accountability	1st Friday of the month; 8:45-9:45 AM	255 Bent St. Second Floor (& Zoom)
Committee of Chairs	2nd Thursday of the month; 9-10 AM	255 Bent St. Second Floor (& Zoom)

Appendix D: Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Uche Amaechi	uamaechi@ccscambridge.org	No Change
Charter School Leader	Becki Norris	bnorris@ccscambridge.org	No Change
Assistant Charter School Leader	Jeff Vogel	jvogel@ccscambridge.org	No Change
Special Education Director	Katherine O'Hara	kohara@ccscambridge.org	New
MCAS Test Coordinator	Lydia Ducharme	lducharme@ccscambridge.org	No Change
SIMS Coordinator	Mary Robbins	mrobbins@ccscambridge.org	No Change
English Learner Program Director	Laura Efron	lefron@ccscambridge.org	New
School Business Official	Kristina Gonzalez	kgonzalez@ccscambridge.org	New
SIMS Contact	Mary Robbins	mrobbins@ccscambridge.org	No Change
Admissions and Enrollment Coordinator	Kristina Gonzalez	kgonzalez@ccscambridge.org	New

Facilities

Location	Dates of Occupancy
245 Bent Street	August 2005 - present
247R Bent Street	May 2007 - present
255 Bent Street	June 2012 - present

Enrollment

Action	2021-2022 School Year Date(s)
Student Application Deadline	January 19th , 2022
Lottery	January 27th, 2022