



2019-2020 Annual Report

Submitted July 23, 2020
Revision Submitted October 5, 2020



Becki Norris, Head of School

245 Bent Street, Cambridge, MA 02141

(617) 354-0047 x331 *phone* | (617) 354-3624 *fax* | bnorris@ccscambridge.org

Table of Contents

INTRODUCTION TO THE SCHOOL	4
LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES	5
SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION	8
FAITHFULNESS TO CHARTER	8
Mission and Key Design Elements	8
High Academic Expectations for All	8
Roundtables: Year-End Portfolio Assessments	9
Advisory Program	9
School-Family Partnership and Communication	10
The Senior Internship Program at CCSC	11
Summer School	12
Community Relief Fund	12
Amendments to the Charter	12
Access and Equity: Discipline Data	13
Dissemination Efforts	15
ACADEMIC PROGRAM SUCCESS	16
Student Performance	16
Academic Program	17
ORGANIZATIONAL VIABILITY	17
Organizational Structure of the School	17
AY20 Organization Chart	18
AY21 Organization Chart (proposed)	19
Budget and Finance	20
Unaudited FY20 statement of revenues, expenses, and changes in net assets (income statement)	20
Statement of net assets for FY20 (balance sheet)	21
School Budget for FY21: Approved by Board of Trustees June 18, 2020	21
Capital Plan for FY21	22
ADDITIONAL INFORMATION	22
Accountability Plan Performance for 2019-2020	22
Recruitment and Retention Plan	22
School and Student Data	22
Additional Required Information	22
Anticipated Board Meeting Schedule for 2020-2021	22
Conditions	23
Complaints	23
Attachments	23

Attachment A: Dissemination Efforts	23
APPENDICES	28
Appendix A: Accountability Plan Evidence 2019-2020	28
Faithfulness to Charter: Mission and Key Design Elements	28
Faithfulness to Charter: Dissemination Efforts	29
Faithfulness to Charter: Reach Mission and Key Design Elements	31
Appendix B: Charter School Recruitment and Retention Plan	31
Recruitment Plan 2020-2021	31
Retention Plan 2020-2021	37
Appendix C: School and Student Data Tables	41
Student Race and Ethnicity and Selected Populations	41
Administrative Roster for the 2019-2020 School Year	42
Teachers and Staff Attrition for the 2019-2020 School Year	43
Board and Committee Information	43
Members of the Board of Trustees for the 2019-2020 School Year	43
Board of Trustee Meeting Schedule for the 2020-2021 School Year	45
Committee Meeting Schedules for the 2020-2021 School Year	45
Appendix D: Additional Required Information	46
Key Leadership Changes	46
Facilities	46
Enrollment	46

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 (June 3, 2020)	320
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 (June 3, 2020)	38
Final Number of Instructional Days during 2019-2020 School Year ¹	118 In person days 62 remote days		
School Hours	8:30-3:40: Mondays, Tuesdays, Thursdays & Fridays 8:30- 1:30: Wednesdays	Age of School as of 2019-2020 School Year	15 years
<p>Mission Statement</p> <p>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>			

¹ In April 2020, Commissioner Jeffrey C. Riley amended the terms of every charter school's charter related to the length of the school year and permitted all charter schools to operate consistent with orders made by the Commonwealth of Massachusetts in response to the Coronavirus Disease 2019. Charter schools were required to make closure decisions and changes in the school year to comply with these orders. All charter schools are required to report the total number of school days they were in session for the 2019-2020 year in their annual reports, as well as to report the number of "in person" days and the number of "remote learning" days.

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

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

July 31, 2020

Dear Commissioner Riley,

It is with great pleasure and pride that I submit the 2020 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.

Although evident, I still find it useful to highlight how unique, challenging, and potentially game-changing this past school year has been. Between the trickle and then flood of COVID-19 related issues that ultimately resulted in school closures, the recent groundswell of public awareness and response to ongoing police violence, and the charged political environment we find ourselves in -- simultaneously influencing and being influenced by the aforementioned challenges -- our students, faculty, staff, Commonwealth, and nation have, and continue to experience potentially destabilizing shifts in our systems, structure, and culture.

Despite these challenges, our school community continued to demonstrate remarkable levels of commitment. During the online transition, our internal review of teacher gradebooks showed that over 96% (301 out of 320) of students were engaged in thoughtful remote learning. Understanding that family relationships are essential to effectively understanding and responding to our students' needs, school leadership engaged in authentic and inspired family engagement. We opened (virtual) channels for families and the community to share their experiences of the pandemic, ongoing racial violence, etc.. And we held events that brought our community together to celebrate, including our first ever whole community Juneteenth celebration and, of course, an inspirational virtual graduation that brought tears to my eyes. We truly believe that it takes a community to raise a child. The muscles that we've had to flex over these past few months to keep our community strong and learning will serve our community well into the future.

I've repeatedly mentioned our talented and resilient community of scholars. Please allow me to share more about their continued success. All (yes 100%) of our graduating class was admitted to at least one four-year college/university! Even more impressively, a number of our students received significant, merit based scholarships, including the Posse Scholarship, Hult Scholar Grant, City of Cambridge Scholarships, and the inaugural \$30,000 Arthur E. Bourget Scholarship. In addition, members of our graduating class were also admitted to amazing programs at their institutes of higher learning, such as the Gettysburg STEM Scholars Program and the Morehouse College Bonner Scholar Program. These programs are competitive and esteemed, reflecting the hard work our seniors put forth during their years at CCSC.

CCSC has always been focused on equity: the fundamental belief that each student should receive what they need to be successful, and a belief that is predicated on the understanding we don't all start with the same privileges. These last few years -- and especially these last few months -- we've furthered our focus and efforts to guarantee equitable access and opportunities for our community of scholars. Our new Head of School, Becki Norris, has made equity -- in words and action -- core to her inaugural year. This past year, roughly half of our faculty, non-teaching staff, and leadership are people of color. Ninety six percent of our students are also people of color, with 70% and 17% of the student body being Black and LatinX, respectively. We have continued to integrate diversity, inclusion, and equity into our professional development work and our school systems and structures. Ninety seven percent of faculty and 100% of non-teaching staff agreed with the following statements on the TNTP Insight survey: "My school's leaders have encouraged me to engage in learning around diversity, equity, and/or inclusion," and "My school's leaders make promoting diversity and inclusion a high priority." We continue to be invited to present on this work to external organizations, district public schools, charter public schools, and even at this year's DESE Dissemination Fair.

CCSC's systems, structures, and culture have resulted in improvements in our scholars' experiences and outcomes over the years. With respect to the aforementioned structures, we're expecting to complete a large building project in one of our recently purchased buildings to provide additional space for community gatherings. With respect to student performance, our students' SAT scores for both reading and math have outperformed national averages since the 2016-17 academic year. Our AP course participation rates among juniors and seniors have remained consistently at or above 80%. And our 2019 MCAS performance also showed strong academic growth: our SGP percentiles for every grade level and nearly every test were at or above 50%, with growth in 6th and 10th grade math and 7th grade ELA at or above 60%. Notably, and indicative of our commitment to equity and closing achievement and opportunity gaps, our student subgroups outperformed the state averages across the board. For example, 87% of economically disadvantaged 8th grade students at CCSC *Exceeded or Met* expectations on the ELA MCAS, compared to 29% statewide and 39% in our main sending district; and 78% of economically disadvantaged 10th grade students at CCSC *Exceeded or Met* expectations on the Math MCAS, compared to 35% statewide and 37% in our main sending district. Furthermore, 83% of our African American / Black 10th grade students *Exceeded or Met* expectations on ELA MCAS and 82% met the same standard on Math MCAS, compared to 38% (ELA) and 35% (Math) statewide; and 28% (ELA), 34% (Math) in our main sending district. While we're proud of our students' performance in the classroom, we're also proud of our efforts to challenge and support our students beyond core academics. CCSC continues to prepare students for the world through authentic experiences such as our Senior Internship Program which, while shortened due to the COVID transition, still provided our students with career preparation and meaningful connections to local organizations.

Community Charter School of Cambridge is a community of superlatives. At CCSC an amazing faculty and staff, led by our peerless first year Head of School, Becki Norris, works 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 has been outstanding in her leadership of the school before and after the March transition. Her 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 contend with the coronavirus pandemic, our country is wrestling with perhaps an even more insidious virus of racism, prejudice, and inequity. As I enter my fourth year as a board member and first as board chair, I am humbled by the trust that our community has placed in us to support this 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 of the Board of Trustees

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO CHARTER

Mission and Key Design Elements

The CCSC mission, vision, and educational philosophy remained central to CCSC’s work during both the “regular” first six months of the school year and the “remote” final three months of the year. While the coronavirus certainly led to a disruption in CCSC’s programming, 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. From March through June, CCSC's remote learning program aimed to provide students with challenging learning opportunities aligned to state standards, while also relying on and enhancing 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 2015-2020 Accountability Plan. They have been slightly adjusted in our provisionally approved 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 that offers challenging work to all students
- 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. This year, CCSC continued to use its schoolwide instructional vision to guide teacher planning and ensure that students receive a 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.” Once again this year, professional development for staff was aligned to this vision, with a particular focus on “high rigor, high engagement” lessons. 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 after school learning centers (ASLCs) where students can receive additional academic support.

Like all schools across the state, CCSC had to adapt its academic program this spring due to the coronavirus. 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:

- Mandatory, graded work: Each week, teachers provided students with 1-2 mandatory assignments focused on the core academic skills and content that students needed to be successful next year and beyond. In total, across all classes, students were expected to complete 10-15 hours of academic work per week. Principals exempted specific students whose life circumstances made it difficult for them to complete this work.
- Live sessions with students: Each week, teachers provided at least one -- and in some instances up to five -- live classes for students. CCSC created an updated version of its instructional vision based on remote learning, which included a list of effective teaching practices teachers could use in a remote setting.
- Clear and frequent communication with students and families: Advisors contacted students and families on a weekly basis to check in on academic, social-emotional, and health needs. Teachers also frequently checked in with individual students. In addition to these individual check ins, all teachers used Google Classroom to post assignments, and the school created a single, centralized document that included a weekly schedule of live classes and deadlines that was shared with families and posted on our website.

Roundtables: Year-End Portfolio Assessments

At the end of most academic years, all sixth through eleventh grade students at CCSC are required to participate in and pass a Roundtable presentation. During Roundtables, students publicly display and reflect on a portfolio of academic work. However, due to the coronavirus, CCSC made the difficult decision to cancel Roundtables this year to provide students with several additional days of remote classes and learning in June.

Roundtables operate as a summative assessment of and reflection on students' learning over the past year. In place of Roundtables, CCSC teachers administered additional assessments of student learning in each class this spring. Each teacher identified 3-10 power standards aligned to state guidance and deemed the most important standards to prepare students for the next grade. Teachers used a range of assessments (essays, short quizzes, projects) to evaluate student learning and, whenever possible, assessed each power standard multiple times. Teachers tracked each student's performance on these standards throughout the spring and submitted a final summary of each student's performance at the end of the school year. These summaries of student learning will guide CCSC's teaching and academic program during the 2020-2021 school year.

Advisory Program

Advisory is a core element of the CCSC program. All students are assigned to an advisory group of about 9-14 students of the same grade level and most faculty serve as advisors. Advisors stay with their advisees throughout their years at CCSC to provide the student and the family with a consistent adult liaison and advocate at school. Advisors have four main roles: communicating with advisees' parents and families; coaching their advisees, both academically and behaviorally; guiding their advisees through the grade-level advisory curriculum; and leading their advisees through the Roundtable/Internship Exhibitions and college matriculation processes.

Advisors are the primary line of communication between CCSC and families. They regularly call parents and guardians, updating them on academic progress and any behavioral or social-emotional concerns. Advisors have deep knowledge of each of their advisees' 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 is developed 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. During the other meeting times advisors work to create structured and meaningful opportunities for community building.

Advisors also guide their advisees through a developmentally appropriate advisory curriculum that ranges from social skills and community building in middle school to career planning, study skills, and the college application and transition process in high school. This year, middle school advisory took place four times a week with 1 session dedicated to academic and behavioral/social-emotional check-ins, 1 session devoted to teaching a social emotional lesson via the Second Step curriculum, and 2 sessions dedicated to team building activities. Middle school advisors focused on supporting students in creating goals, identifying their values, and learning about the relationship between their thoughts, emotions, and decisions.

High school advisory took place twice a week and advisories spent the 2019-20 year exploring the question of what enables us to flourish. They used Dr. Seligman's PERMA™ theory of well-being in an attempt to answer this fundamental question and learned about the five building blocks that enable flourishing (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment) and the techniques to increase each.

During the extended school closure, each advisor was required to make weekly contact with all of the families of their advisees. These conversations were critical in helping us identify and address family needs, including Chromebooks or other technology, connections to local resources, and micro-grants funded through our community relief fund.

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 (as described above), 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 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 was restructured this year and met monthly until school closure. This year, members of the Executive Committee collaborated with staff on various working groups and regularly attended virtual Coffee with the Principals meetings, including during school closure.

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. As Roundtables were not feasible this year due to the school closure, we distributed this survey through advisor calls, community meetings, and mass communications to families individually.

Finally, now in its fifth year of existence, the role of Director of Student and Family Engagement serves as an additional resource dedicated toward many different aspects of the student and family experience.

The Senior Internship Program at CCSC

A primary tenet of CCSC's mission is to prepare students for postsecondary success and productive citizenship through meaningful real world experiences. To this end, CCSC requires all seniors to complete a 100-hour service internship as a graduation requirement. 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, 47 students interned with the following 37 unique local organizations: Affirmative Investments, Allium Montessori, Bodega Store, Boston Municipal Court - Dorchester Division, Breakthrough Greater Boston, Cambridge Camping, Cambridge Health Alliance, Cambridge Housing Department, Cambridgeport Children's Center, Community Charter School of Cambridge, CIC Cambridge, Codio, CultureHouse, Democrats for Education, The Dimock Center, Duplessy Foundation, East End House, Inc., Fletcher Maynard Academy, Harvard Anthropology Department, Harvard Square Business Association, Harvard University Native American Program, Life Science Cares, Massachusetts General Hospital - Harvard, Massachusetts General Hospital, MIT Museum, Museum of Science, Phillips Brooks House Association, Summit Therapeutics TiE Boston, YWCA Cambridge, and Za Restaurant.

As a result of physical distancing and school closure, students were not able to complete their onsite internship work and most sites were unable to provide remote work. The 100-hour requirement was waived for all students. Students are also typically 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 journal entries, complete a mid-project check-in, and present their projects at the Senior Internship Exhibition Night. Students were able to complete the required journal entries for the SIP. However, students did not have the opportunity to complete a final project due to

closure. Instead, internship site mentors completed an assessment of each students’ performance. Students were required to submit an essay reflecting on their mentor’s feedback, their own self-assessment, and how their internship experience prepared them for college. Students then presented their learnings virtually to members of their advisory, faculty, and internship mentors and answered questions about their experience and reflections. 47 out of 47 (100%) students in the class of 2020 met the amended requirements for completing a senior internship.

Summer School

Historically, our summer school was held in partnership with the Harvard Graduate School of Education (HGSE) and the local district school. This past year, we made the decision to bring CCSC’s summer school in house. Summer instruction for our middle school students is taking place virtually via self-paced coursework from Founders Education. State-certified teachers in each subject area are grading student work and supporting students as they work through material at their own pace. This work is overseen by our newly created Middle School Summer Learning Coordinator, who is responsible for monitoring academic progress, engaging individually with students around their curricula, setting and maintaining a culture of achievement, and communicating regularly with students’ families to discuss their progress, identify any needs, and celebrate successes. We are also employing CCSC faculty to teach credit recovery courses for our high school students to ensure they are fully prepared for the upcoming academic year. For high school students, CCSC’s summer school in 2020 is taking place four days a week (Monday - Thursday), for up to four weeks. All provision is virtual for at least two full weeks, with the option to be in-person after that.

Health Day

On Wednesday, February 5th all students in grades nine, ten, and eleven participated in a High School Health Day. We partnered with external organizations to have students explore, in single gender groups, issues of drug and alcohol abuse, sexually transmitted infections, social media, and research on the effects of pornographic material. In addition to providing students with important health and safety information, much of the focus of the day was educating students on their rights and responsibilities in relationships to ensure their long-term physical, mental, and emotional health .

Community Relief Fund

The CCSC Community Relief Fund was launched in spring 2020 to support members of our community who are in need of urgent financial support due to the COVID-19 pandemic. Money from the fund is dispersed in the form of one-time debit card payments ranging from \$100 to \$500. These debit cards can be used to pay for groceries, utilities, needed medical expenses, wifi and other basic necessities.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
May 1, 2020	Amendment to the school’s entry grades and backfilling policy stated within its enrollment policy: This amendment was requested to increase access to the school through creating a grade 10 entry point and backfilling any vacancies that may occur through grade 10.	Approved

Access and Equity: Discipline Data

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

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

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04360305&orgtypecode=6&=04360305&&fycode=2019>

B. See table below

C. As mentioned, we took several steps in 2019-20 to revise our discipline policies and provide additional supports to meet the needs of diverse learners. These include:

- **Reconstructing the Saturday School Program:** Historically, our Saturday School Program was used to address multiple minor infractions by students that were not resolved during the school week. This year, we reconstructed our Saturday School Program to serve as an alternative, constructive consequence for actions that had previously led to suspension in the past. This change has had a positive impact in reducing exclusionary discipline.
- **Hiring a full-time Associate Dean:** An Associate Dean of Student 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.
- **Continued Anti-Bullying Initiatives and Prevention:** Following the revision of our bullying policy, we engaged in significant work over the 2019 summer that including (1) holding sessions with all incoming students attending our Summer Academy to introduce them to bullying, its impact, and CCSC's response and (2) holding training for all staff during summer professional development where staff learned how to identify, assess, and report targeting behaviors. During the school year, we held a school-wide community meeting on bullying for both middle and high school where staff led the conversations with students in small groups. We also equipped our teachers with lessons from Second Step to build skills and tools with our middle school students. We continue to work closely with the Cambridge Police Department and are grateful for our partnership.
- **Forming an Equity Working Group:** This year we launched an Equity Working Group composed of faculty, staff, administrators, and an external facilitator. This group set three goals for the 2019-2020 school year (see below).
 - A. *Revise the Code of Conduct*
 - a. *Work with DOS to support the revision of the code of conduct, specifically adding an equity lens*
 - B. *Revamp Equity PD*
 - a. *Differentiate based on identities, current/skill knowledge, etc.*
 - b. *Focus on spreading out emotional labor and educating staff on what emotional labor looks like*
 - c. *Include curriculum in equity conversations*
 - C. *Develop systems to support new (white) staff in building equity knowledge, language, and competency*

This group made significant strides in working toward these goals this past year and we are eager to continue building on this work moving forward.

- Establishing a Behavior Working Group:** 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 current 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. We will be partnering with Suffolk University’s Restorative Justice Center this year to build the tools, training, and skills needed for a positive transition.
- Changes to the Student Support Teams:** This past academic year, the Student Support Teams (SST) made changes to the frequency and duration of both the High School and Middle School SST teams. Historically, each team met on a biweekly basis for 1.5 hours. To ensure greater consistency and more frequent follow-up and collaboration, this year both teams met weekly for 45 minutes. This increased frequency aided in supporting fidelity of interventions and supporting students holistically. Our SST were 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. Another data collection process the team utilized was analyzing Radar behavior data, including send-outs from class and the amount of time students spent in the Dean’s office. Analyzing this data allowed the team to tailor interventions, including designing professional development for teachers, when needed.

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	340	46	2.4	12.1	0.0
English Learner	13	5			
Economically Disadvantaged	136	15	3.7	9.6	0.0
Students with Disabilities	55	12	3.6	18.2	0.0
High Needs	179	23	3.4	11.2	0.0
Female	188	12	2.1	4.8	0.0
Male	152	34	2.6	21.1	0.0

American Indian or Alaska Native	2				
Asian	16	1			
African American/Black	222	30	2.7	11.7	0.0
Hispanic/Latino	71	10	1.4	12.7	0.0
Multi-race, Non-Hispanic/Latino	14	5			
Native Hawaiian or Pacific Islander	1				
White	14	0			

Dissemination Efforts

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

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
Special Education Administrative interview questions and performance tasks	Materials shared digitally	Rosemarie Galvin (Director of Student Support)	Kristin Campione, Director of Student Services, Quabbin Regional School District	Shared resources will inform updates to their hiring process in the Special Education Department
Equity work at CCSC	in-person meeting	Ted Hirsch (Admissions and Outreach Coordinator), Becki Norris (Head of School), Noelani Gabriel (Director of Student and Family Engagement)	Robin Harris and other staff from Fletcher-Maynard Academy's Equity Task Force	CCSC remained heavily involved with FMA's Courageous Conversations equity group for the remainder of the school year, sharing best practices throughout.
Equity work at CCSC	In-person presentation at DESE Dissemination Fair	Rachel Jean-Louis (Middle School Principal) & Becki Norris (Head of School)	Participants at the DESE Dissemination Fair, including district and charter school leaders from across the state	Participants gained access to CCSC's Equity work and are able to apply the learning to their own schools. Resulting implementation is unknown.
Roundtable process and student presentation binders with artifacts	In-person presentation	Caleb Hurst-Hiller (Director of Special Projects)	Commissioner Riley and his team; MCPSA board of directors executive team	This meeting led to a request for specific materials, which were later shared digitally.
Staff Evaluation Rubric & Overview	Email conversations & shared documents via Google Drive	Lydia Ducharme (Operations Manager)	Dana Reder, Director of Student Services, Neighborhood House Charter School	Reder may use CCSC's staff evaluation resources to aide in the development of a rubric for her Family Engagement coordinator
Equity work: White	Article shared via	Becki Norris (Head of	Danielle N. Alli , Director of	Ms. Alli contacted BN after

Supremacy Culture article	email	School)	Cultural Proficiency, Boston Public Schools Office of Opportunity Gaps	attending Dissemination Fair, asking for the article so they could use it with staff in BPS schools
Communication materials and community resources for students and families re: covid-19	Mailings and google docs shared digitally and offline communication	Elizabeth Debraggio (Development and External Relations Manager)	Massachusetts Charter Public School Association, Brooke Charter School specifically	Shared resources may be used by Brooke Charter and other charter schools to communicate and provide resources to families.
Special Education communication log template during COVID-19 closure	Email communication with link to communication log template	Rosemarie Galvin (Director of Student Support)	Massachusetts Special Education Directors	Specific results of this dissemination were not shared with CCSC.
Family Engagement during remote learning	Zoom call	Noelani Gabriel (Director of Student and Family Engagement)	Massachusetts Charter Public School Association members	CCSC's best practices may be used by other charter schools to inform their family engagement strategies during remote learning.
Remote learning during COVID-19	Phone call	Becki Norris (Head of School)	Ross Peterson, MA House / Senate Joint Committee on Education	Specific results are unknown.
Senior Internship Exhibition Night	Virtual "school visit"/participation in school event via Zoom calls	David Francis-Maurer (High School Principal) and Noelani Gabriel (Director of Student and Family Engagement)	Assistant Principal, KIPP Academy Lynn	This participant engaged with the CCSC community virtually and experienced critical aspects of the Senior Internship project. 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&>

2019 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%

For the fourth consecutive year, and despite the coronavirus, the vast majority of our 11th and 12th grade students -- approximately 70% -- took at least 1 AP exam (in contrast, the percentage of 11th and 12th graders who took at least 1 AP exam ranged from 37% in AY14 to 59% in AY16). In addition, the percentage of AP exams passed increased from 24% in AY17 and 31% in AY18 to 45% in AY19 (the most recent data currently available).

CCSC students continue to exceed the national average on the SATs. Members of the class of 2021 have not yet taken the SATs due to the coronavirus. However, the average SAT score for members of our graduating class (class of 2020) was 533 for the Math section and 542 for the Verbal section.

Academic Program

During the AY20 school year, CCSC continued to update its curriculum as needed to ensure alignment with state standards and major external assessments. During the remote learning phase of the school year, CCSC made more significant changes to its curriculum -- reducing the breadth of its curriculum and instead emphasizing priority standards aligned with state guidance to prepare students for the next academic year and beyond. Throughout AY20, CCSC also continued its efforts to incorporate more student engagement into its curriculum and instruction. This focus persisted during remote learning, when teachers and staff worked collaboratively to identify effective practices to engage and challenge students.

Systematic preparation for high stakes assessments is fully woven into the CCSC program. That preparation begins with a high quality curriculum, which CCSC teachers and school leaders continue to refine. In addition to using regular curriculum feedback from department chairs and administrators, teachers work to ensure that their curriculum and instruction are aligned to departmental vision statements. Moreover, CCSC students continue to take quarterly benchmark assessments (though Q3 and Q4 benchmarks were cancelled this year due to the coronavirus), both to demonstrate their understanding of key content and skills and to prepare for external, high stakes tests. Many of these benchmarks are now taken on computers, further simulating the experience students have while taking the MCAS. As a school, we continue to provide targeted support to students with high academic needs through weekly math and reading lab courses, as well as MCAS Prep study groups offered in the months prior to MCAS exams.

Student engagement continues to be a major instructional and curricular focus at CCSC. CCSC teachers develop lessons that are not only rigorous, but genuinely spark student curiosity; and professional development sessions often focuses on the use of student engagement strategies. A growing number of CCSC teachers have incorporated social justice into their curricula. This is most evident in humanities classes, in which students often read, discuss, and write about challenging texts describing injustices in our country and our world. This year, for the first time, our middle school hosted a schoolwide, humanities curriculum night where students made presentations to families, staff, and their peers. Each 7th grader, for example, gave a presentation on an individual whom they considered a great moral leader. And other departments continue to incorporate matters of social justice into their curricula as well. For example, students in a math class used mathematical concepts to explore the topic of gerrymandering. Similarly, students in a science class applied their research and writing skills to address current social problems, such as climate change and wrongful imprisonment.

ORGANIZATIONAL VIABILITY

Organizational Structure of the School

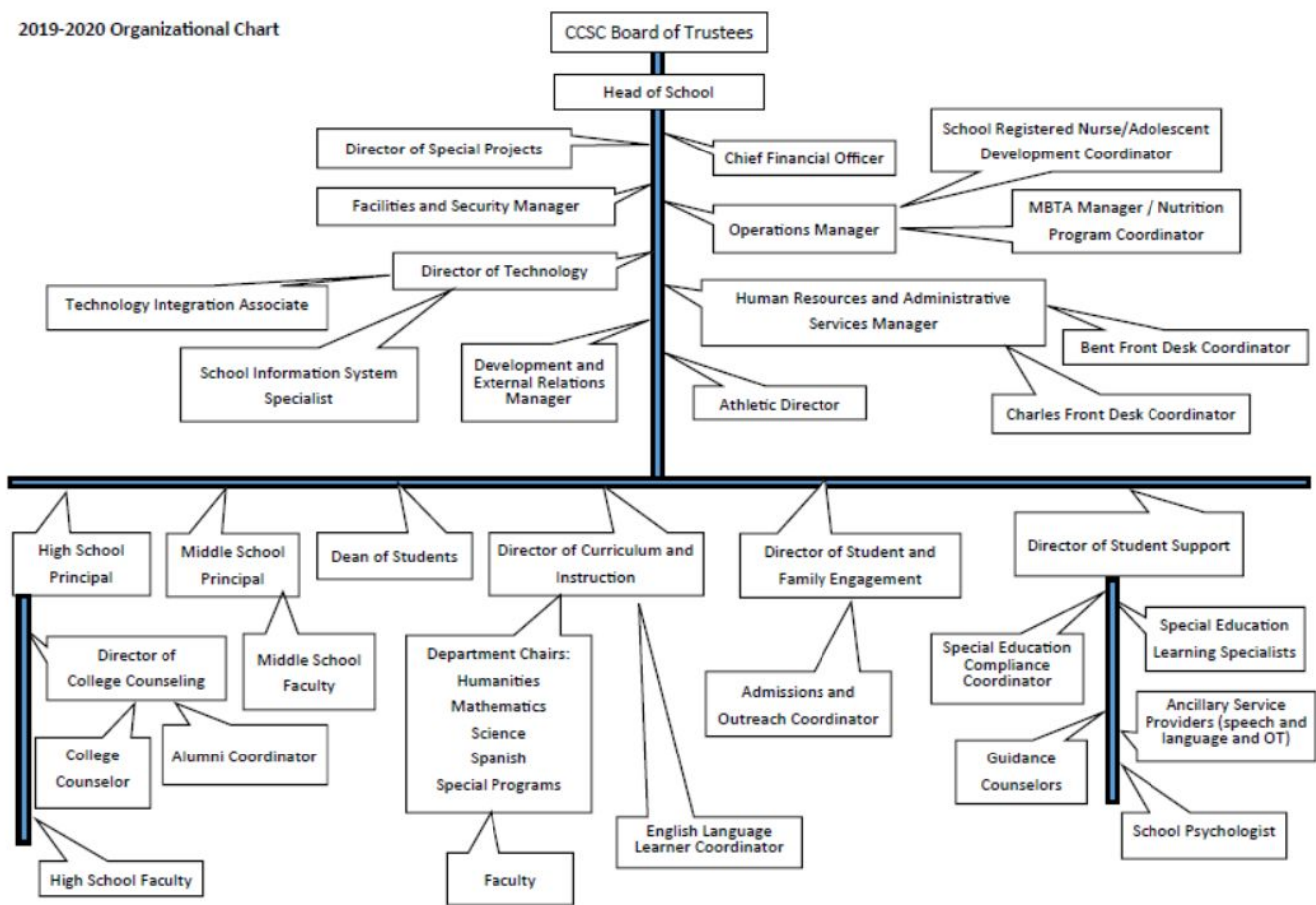
The organizational chart for AY20 and AY21 are shown below. The following changes to the organizational structure for the coming year are:

- The following position titles have changed
 - Director of Student and Family Engagement will now be Director of Family and Community Engagement
 - Admissions and Outreach Coordinator will now be Assistant Director of Recruitment and Outreach/Art Teacher
 - Human Resources and Administrative Services Manager will now be Human Resources, Enrollment, and Administrative Services Manager

- A new position, Executive Assistant to the Head of School and Substitute Teacher Coordinator, has been added and will be supervised by the Human Resources and Administrative Services Manager
- The position of Associate Dean of Students has been brought back and will be supervised by the Dean of Students
- The Development and External Relations Manager will now be supervised by the Director of Family and Community Engagement
- Guidance Counselors will now be supervised by the Dean of Students
- The Athletic Director is now also the Math Department Chair and will be supervised by the Director of Curriculum and Instruction
- The Director of Special Projects position has been removed

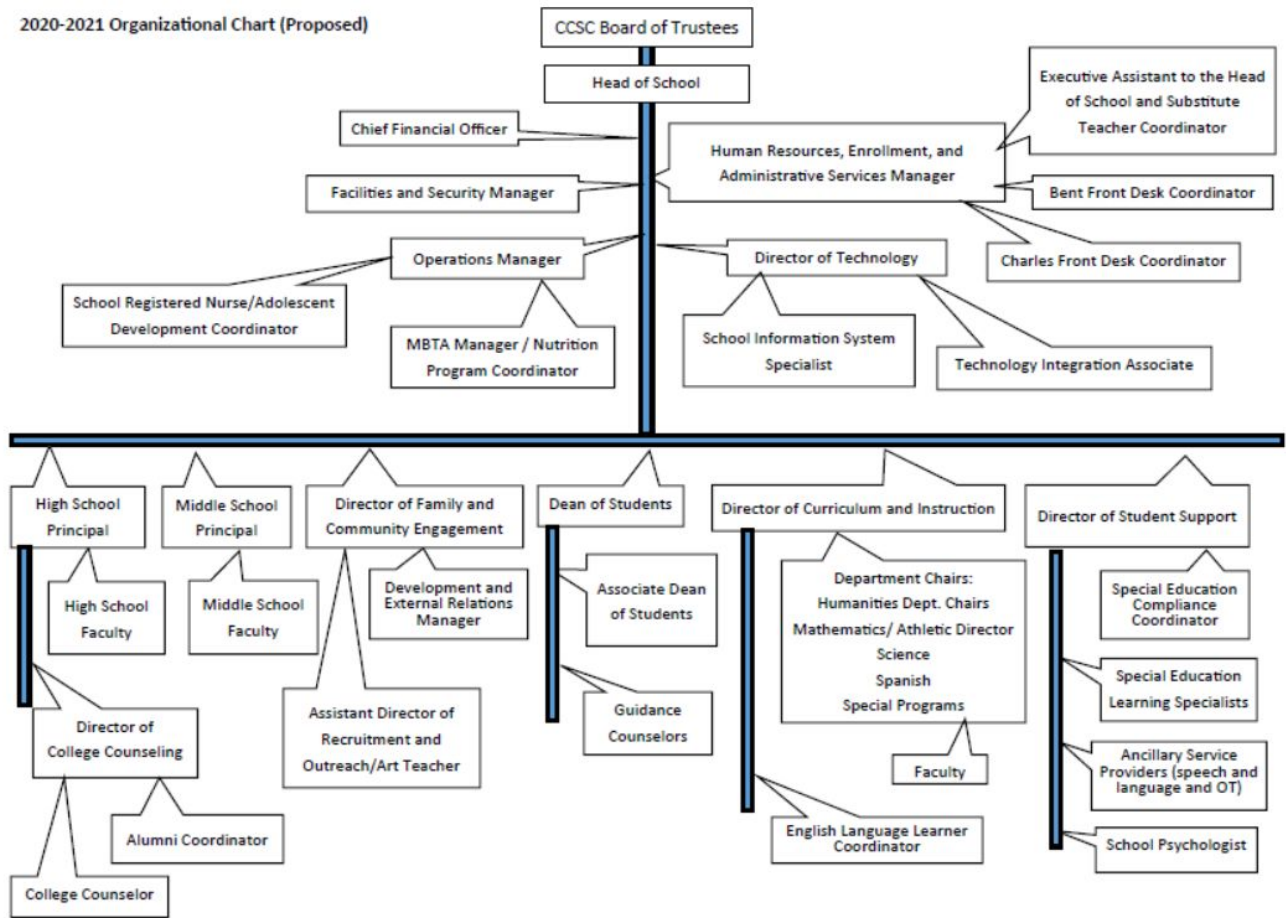
AY20 Organization Chart

2019-2020 Organizational Chart



AY21 Organization Chart (proposed)

2020-2021 Organizational Chart (Proposed)



Budget and Finance

Unaudited FY20 statement of revenues, expenses, and changes in net assets (income statement)

2019-2020 Operating Results (Unaudited/Draft) and 2020-2021 Budget				
		excludes intergovernmental	FY 20	FY 21
			Unaudited	Budget
Ordinary Income/Expense				
	Income			
		Tuition	\$8,004,122	\$7,962,042
		Federal & State Grants	\$212,527	\$296,000
		Private Grants & Contributions	\$51,899	\$119,880
		Food Service Revenues	\$55,614	\$99,983
		Total Income	\$8,324,162	\$8,477,905
	Expense			
		Personnel Compensation	\$4,713,777	\$4,998,789
		Payroll taxes	\$170,001	\$182,665
		Fringe Benefits	\$386,085	\$405,000
		Advertising & Recruiting	\$72,250	\$45,000
		Technology & Small Equip Expense	\$31,217	\$30,000
		Education Expense	\$154,825	\$140,000
		Consultants	\$18,000	\$0
		Office, HR & Admin	\$32,830	\$38,000
		Office Supplies & Expense	\$17,081	\$15,500
		Facilities Ops & Maintenance	\$233,240	\$230,000
		Legal & Accounting	\$22,055	\$30,000
		Insurance	\$42,465	\$44,000
		Student Activities expense	\$168,119	\$165,000
		Depreciation Expense	\$105,125	\$307,892
		Food Service Expense	\$74,138	\$125,000
		Staff Development	\$32,732	\$38,000
		Travel & Meetings	\$24,102	\$30,000
		Rent facilities	\$1,546,716	\$1,543,998
		Utilities	\$104,646	\$109,000
		Other		\$130,000
		Total Expense	\$7,949,403	\$8,607,844
		Net Ordinary Income	\$374,759	-\$129,939
	Other Income/Expense			
	Other Income			
		Interest Income	\$68,702	\$15,000
		Total Other Income	\$68,702	\$15,000
		Net Other Income	\$68,702	\$15,000
		Net Income	\$443,461	-\$114,939

Statement of net assets for FY20 (balance sheet)

		Jun 30, 20
ASSETS		
Current Assets		
	Checking/Savings	\$5,814,571
	Other Current Assets	\$2,644,051
	Total Current Assets	\$8,458,622
	Fixed Assets	\$740,081
	TOTAL ASSETS	\$9,198,702
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
	Accounts Payable	-\$2,205
	Other Current Liabilities	\$535,718
	Total Current Liabilities	\$533,513
	Total Liabilities	\$533,513
	Equity	\$8,665,189
	TOTAL LIABILITIES & EQUITY	\$9,198,702

School Budget for FY21: Approved by Board of Trustees June 18, 2020

Please see above (combined with Income Statement)

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	340
Number of students upon which FY21 budget tuition line is based	307
Number of expected students for FY21 first day of school	315

Please explain any variances: Our pre-enrollment estimates were aspirational, based on our hopes for student recruitment. However, since March, we have discovered that one of our main feeder schools (a K-6 elementary school) cannot send us as many Cambridge 7th grade students as we normally expect because many of their families have moved out of Cambridge, and we only admit Cambridge residents. Based on recent years' patterns, we had anticipated at least 10 more students from that feeder school than we were ultimately able to admit for 2020-2021. In addition, several of our incoming families have declined admission recently (in May and June 2020), due to their desire not to change schools/districts during a time of much upheaval (COVID, return to school, possible hybrid/remote learning.) We budget conservatively, estimating 5-10 fewer students than we expect to start with us each year, so our FY21 budget contains an estimate of 307 although we currently expect roughly 315 students in September.

Capital Plan for FY21

CCSC capital Improvements FY18-FY21					
	FY 18	FY 19	FY 20	FY 21	4 Year Total
Technology Investments	Audited	Audited	Fcst	Bud	
Student Upgrades	\$13,500	\$13,500	\$0	\$21,000	\$48,000
Faculty & Staff upgrades	\$2,758	\$0	\$0	\$100,000	\$102,758
IT Support Enhancements	\$8,780	\$0	\$0	\$88,000	\$96,780
Software	\$11,040	\$0	\$4,750	\$0	\$15,790
Sub Total	\$36,078	\$13,500	\$4,750	\$209,000	\$263,328
Building & Leasehold improvements					
Facilities Related	\$87,936	\$55,596	\$196,396	\$3,000	\$342,928
Furniture & Fixtures	\$7,075	\$8,630	\$0	\$41,383	\$57,088
Fitup 255 Bent	\$0	\$0	\$168,079	\$1,517,817	\$1,685,896
Sub Total	\$95,011	\$64,226	\$364,475	\$1,562,200	\$2,085,912
Total	\$131,089	\$77,726	\$369,225	\$1,771,200	\$2,349,240

ADDITIONAL INFORMATION

Accountability Plan Performance for 2019-2020

See Appendix A.

Recruitment and Retention Plan

See Appendix B.

School and Student Data

During the AY20 school year, three faculty members left mid-year, one due to termination and two due to personal circumstances. A total of 11 non-temporary staff members (nine faculty and two non-teaching staff) are not returning to CCSC for AY20. The entire administrative team is returning. Faculty members not returning are heading to graduate school, changing professions, or joining teaching teams at different schools. The majority of staff members who are leaving CCSC are *not* moving to other schools in the Greater Boston area.

See Appendix C for School and Student Data tables.

Additional Required Information

Data tables providing information on changes in leadership, facilities, and enrollment in AY20 are included in Appendix D.

Anticipated Board Meeting Schedule for 2020-2021

See Appendix C for the Anticipated Board Meeting Schedule for 2020-2021.

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 22, 2020 (our final day of classes), 65.4% 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 71% Cambridge students in AY21, 77% in AY22, and 84% 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, 3 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 June 24, 2020, 8 non-Cambridge siblings have enrolled for the 2020-2021 school year. *Note: Our projections above do take these non-Cambridge siblings into account.*

Complaints

The Board of Trustees did not receive any complaints during the 2019-2020 school year.

Attachments

Attachment A: Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
CCSC Instructional Vision	Instructional vision materials shared digitally	Jeff Vogel (Director of Curriculum & Instruction)	Beth Friedman, Director of Summer Session and Outreach, Phillips Academy Andover	Shared resources will be used to inform updates to the school's instructional coaching work
College Counseling best practices (program vision, resources, PD, calendar, partners, enrichment programs for students)	In-person meeting, files and contacts shared via email	Vicky Rivera (Director of College Counseling)	Tamy-Fee Meneide, High School Director of College & Career Pathways, Neighborhood House Charter School	NHCS is creating its own college and career curriculum and program and plans to utilize the good practices we shared to inform their program.
Special Education Administrative interview questions and performance tasks	Materials shared digitally	Rosemarie Galvin (Director of Student Support)	Kristin Campione, Director of Student Services, Quabbin Regional School District	Shared resources will inform updates to their hiring process in the Special Education Department
Development and external relations work in Cambridge and Boston	In-person meeting	Elizabeth Debraggio (Development and External Relations Manager)	Evan Lewis, Chief Advancement Officer, Prospect Hill Academy	Lewis came away from the meeting with a greater understanding of CCSC's development and external relations work. Specific implementation results of this

				meeting are unknown.
Evolution of, and approach to, Equity Professional Development at CCSC	In-person meeting	Caleb Hurst-Hiller (Director of Special Projects)	Jennifer Betencourt, member, Morse School Equity Working Group	Betencourt gained a greater understanding of the evolution of, and approach to, Equity PD at CCSC. Specific implementation results of this meeting are unknown.
Equity work at CCSC	In-person meeting	Becki Norris (Head of School)	Rachel Weinstein, candidate for Cambridge School Committee and highly involved Cambridge parent	Weinstein gained a greater understanding of CCSC's approach to equity work. Specific implementation results of this meeting are unknown.
Equity work at CCSC	In-person meeting	Ted Hirsch (Admissions and Outreach Coordinator), Becki Norris (Head of School), Noelani Gabriel (Director of Student and Family Engagement)	Robin Harris and other staff from Fletcher-Maynard Academy's Equity Task Force	CCSC remained heavily involved with FMA's Courageous Conversations equity group for the remainder of the school year, sharing best practices throughout.
Equity work at CCSC	In-person meeting and materials shared digitally	Becki Norris (Head of School), Uche Amaechi (Board of Trustee Member), & David Francis-Maurer (High School Principal)	Emily Dexter, Cambridge School Committee member	Sharing materials such as the CCSC Code of Conduct, an article on White supremacy culture we've used in equity PD, and article in restorative justice / revamping discipline systems may lead to more connections with the CPSD school committee.
Equity work at CCSC	In-person meeting	Caleb Hurst-Hiller (Director of Special Projects) & Becki Norris (Head of School)	Fred Fantini, Cambridge School Committee member	Fantini left with an understanding of the history and evolution of CCSC's equity work, the pairing of high academic expectations with equity work, CCSC's scheduling and facilitation approach, and CPSD's approaches thus far. Specific implementation results of this meeting are unknown.
Humanities teaching best practices	Tour of CCSC, classroom observations and in-person meeting with humanities department chair	Elizabeth Debraggio (Development and External Relations Manager) & Mandy Henry (Humanities Department Co-Chair)	Lindsey Combs, High School History Fellow, Prospect Hill Academy	Combs came away from the visit with a greater understanding of CCSC's approach to humanities teaching. Specific implementation results of this meeting are unknown.
Evaluation/Coaching support for teachers of foreign languages	Presentation at MAFLA (Massachusetts Foreign Language Association) Conference	Aleida Sanabria-Gil (Spanish Department Chair)	Participants at MAFLA Conference including evaluators and department chairs from outside schools	Networking and support for teaching community
Equity work at CCSC	In-person presentation at DESE Dissemination Fair	Rachel Jean-Louis (Middle School Principal) & Becki Norris (Head of School)	Participants at the DESE Dissemination Fair, including district and charter school leaders from across	Participants gained access to CCSC's Equity work and are able to apply the learning to their own schools. Resulting implementation

			the state	is unknown.
Shared job description and job bullets for Special Education Compliance Coordinator position	In-person and at professional development meetings	Mary Ellen Costello (Special Education Compliance Coordinator)	Kelly, Springfield Prep Charter School	May influence the hiring process for special education compliance coordinators at Springfield Prep Charter School.
Roundtable process and student presentation binders with artifacts	In-person presentation	Caleb Hurst-Hiller (Director of Special Projects)	Commissioner Riley and his team; MCPSA board of directors executive team	This meeting led to a request for specific materials, which were later shared digitally.
Pounding Headache Algebra II RT assignment	Email conversations and materials shared digitally	Caleb Hurst-Hiller (Director of Special Projects)	Jeff Riley, Commissioner of Education Cliff Chuang, Senior Associate Commissioner for Educational Options, Massachusetts Department of Elementary and Secondary Education	Materials shared within DESE as examples of deeper learning and relevant assessments. The result of dissemination is unknown at this time.
Pounding Headache Algebra II RT assignment	Email conversations and materials shared digitally	Caleb Hurst-Hiller (Director of Special Projects)	Beth Anderson, CEO, Phoenix Charter Academy	Phoenix Charter Academy used these materials at a retreat.
Roundtable process, docs, questions, structure, resource website	Email conversations	Caleb Hurst-Hiller (Director of Special Projects) & Jeff Vogel (Director of Curriculum & Instruction)	Beth Anderson, CEO, Phoenix Charter Academy	Results of this dissemination are not yet known.
Staff Evaluation Rubric & Overview	Email conversations & shared documents via Google Drive	Lydia Ducharme (Operations Manager)	Dana Reder, Director of Student Services, Neighborhood House Charter School	Reder may use CCSC's staff evaluation resources to aide in the development of a rubric for her Family Engagement coordinator
College counseling events/programming and best practices	Presenter and participant at Boston Area Charter School Consortium retreat	Vicky Rivera (Director of College Counseling) & Luz Mederos-Dorleans (College Counselor)	Diane Scott, Susan Johnson and Doreen Kelly-Carney, APR; Diana Mastrocola, COAH; Max George, Boston Collegiate; Allie Michels, PHA; Courtney Whalen, Neighborhood House Charter School; Marina Offner, Phoenix Academy; Ashley LaCavalla, Shira Zar-Kessler & Theresa Pickens, & MATCH	Counselors from all the schools were able to gain access to new opportunities for our students as well as strong examples of good practices for our college counseling programs. CCSC specifically shared our programming events for 9th-12th grade families, summer enrichment opportunities and our OTC (Out To College) Day programming.
Operations best practices	Tour of CCSC, in-person meeting, and organizational charts shared digitally	Lydia Ducharme (Operations Manager) & Becki Norris (Head of School)	Mark Loring, Chief Operating Officer, and Operations Team from Brooke Charter Schools	Loring and his team may implement or adapt operational practices observed during their visit to CCSC
Assessment system	Phone call	Jeff Vogel (Director of Curriculum & Instruction)	Ryan Holmes, Mathematics Instructional Coach and Assessment Coordinator, Boston Collegiate Charter School	The impact of this dissemination is not yet known.
Home Assessment for	Email conversations	Mary Ellen Costello	Massachusetts Charter	Specific results of this

Students with IEPs	and files shared digitally	(Special Education Compliance Coordinator)	Public School Association	dissemination were not shared with CCSC.
Academic Program	In-person meeting	Jeff Vogel (Director of Curriculum & Instruction)	Priti Johari, Chief Academic Officer, Academy of the Pacific Rim	The impact of this dissemination is not yet known.
Equity work: White Supremacy Culture article	Article shared via email	Becki Norris (Head of School)	Danielle N. Alli , Director of Cultural Proficiency, Boston Public Schools Office of Opportunity Gaps	Ms. Alli contacted BN after attending Dissemination Fair, asking for the article so they could use it with staff in BPS schools
Resources to help teachers fill out Edu A + Edu B	Email conversations	Rosemarie Galvin (Director of Student Support)	Massachusetts Special Education Directors	Specific results of this dissemination were not shared with CCSC.
Classroom instruction best practices	Tour of CCSC, classroom observations and in-person meeting with humanities department chair	Mandy Henry (Humanities Department Co-Chair)	School leaders at Boston Prep	Leaders at Boston Prep came away from the visit with a greater understanding of CCSC's approach to humanities teaching. Specific implementation results of this meeting are unknown.
Special Education resources and school culture/equity resources	Tour of CCSC, classroom observations and in-person meeting	Rosemarie Galvin (Director of Student Support)	Alexandra Kuehnle, Director of Student Support, and a school counselor and special education teacher, Academy of the Pacific Rim	Agendas from CCSC's equity and inclusion work, code of conduct, and learning specialist scheduling template may influence professional development and scheduling at Academy of the Pacific Rim.
Equity case studies for hiring process	Email conversations and materials shared digitally	Jeff Vogel (Director of Curriculum & Instruction)	Spencer Blasdale, CEO, Academy of the Pacific Rim	The use of equity case studies in the Academy of the Pacific Rim hiring process.
Communication materials and community resources for students and families re: covid-19	Mailings and google docs shared digitally and offline communication	Elizabeth Debraggio (Development and External Relations Manager)	Massachusetts Charter Public School Association, Brooke Charter School specifically	Shared resources may be used by Brooke Charter and other charter schools to communicate and provide resources to families.
Instructional leadership best practices	In person meeting	Jeff Vogel (Director of Curriculum & Instruction)	Emily Stainer, Chief Academic Officer, and other school leaders, Match Education	Match Education may implement the strategies learned in their work.
Special Education communication log template during COVID-19 closure	Email communication with link to communication log template	Rosemarie Galvin (Director of Student Support)	Massachusetts Special Education Directors	Specific results of this dissemination were not shared with CCSC.
Staff PD opportunities during extended closure	Materials shared via Google Drive	Lydia Ducharme (Operations Manager)	Dylan Holck, Senior Associate of Product Success, Achievement Network	Product Success Team is looking for PD opportunities for staff with less standard work due to school closures
Template of language to use in N1 re: school closure, after IEP mtg	MCPSA Zoom call and materials shared via Google Drive	Rosemarie Galvin (Director of Student Support)	Massachusetts Charter Public School Association, Special Education Directors	Specific results of this dissemination were not shared with CCSC.
Family Engagement during remote learning	Zoom call	Noelani Gabriel (Director of Student and Family	Massachusetts Charter Public School Association	CCSC's best practices may be used by other charter schools to

		Engagement)	members	inform their family engagement strategies during remote learning.
Remote learning during COVID-19	Phone call	Becki Norris (Head of School)	Ross Peterson, MA House / Senate Joint Committee on Education	Specific results are unknown.
School response to racial violence	Zoom call	Rachel Jean-Louis (Middle School Principal), Noelani Gabriel (Director of Student and Family Engagement), Leonard Russ (Dean of Students) & David Francis-Maurer (High School Principal)	Titciana Barros, Principal, Roxbury Prep High School	Barros may use CCSC's school response to racial violence to inform decisions at Roxbury Prep High school.
Senior Internship Exhibition Night	Virtual "school visit"/participation in school event via Zoom calls	David Francis-Maurer (High School Principal) and Noelani Gabriel (Director of Student and Family Engagement)	Assistant Principal, KIPP Academy Lynn	This participant engaged with the CCSC community virtually and experienced critical aspects of the Senior Internship project. Specific results of this dissemination are unknown.
DESE State Reporting in PowerSchool	Email conversations	Mary Robbins (School Information System Specialist)	Daniel Harris, Director of Data, Brooke Charter Schools	Assistance on compliance with DESE EPIMS/SRR reporting requirements
Best teaching and learning practices	Monthly Critical Friends Group (CFG) hosted at CCSC	Mandy Henry (Humanities Department Co-Chair) & Rachel Jean-Louis (Middle School Principal)	Brittney Sampson Cheryl Piccirelli Danielle Makariou, Prospect Hill Academy, Fay Alexander, KIPP Lynn, Gene Thompson-Grove, Jana McCarthy, Julia Hendrix, Lisa Kuh, Somerville Public Schools	Conversations inform programming and practice at CCSC and elsewhere.
Education & addressing the digital divide during COVID-19	Zoom meeting	Noelani Gabriel (Director of Student and Family Engagement) & Becki Norris (Head of School)	Ayesha Wilson, Cambridge School Committee, and Robin Harris, Fletcher-Maynard Academy, Cambridge	School leaders may implement the strategies learned in their school communities. Specific dissemination results are unknown.
Math instruction and curriculum, enrollment trends, CPSD collaboration opportunities	In-person meeting	Caleb Hurst-Hiller (Director of Special Projects)	Patty Nolan, Cambridge School Committee member	This conversation may lead to more connections with the CPSD school committee.
CCSC's Academic Program During Extended School Closure	Zoom meeting and email conversations	Mary Robbins (School Information System Specialist)	Boston School Data Network	Specific results are unknown.
9th grade world history curriculum and best practices	Phone call and materials shared digitally	Jeff Vogel (Director of Curriculum & Instruction)	Betsy Bowman, consultant to Prospect Hill Academy	Bowman may implement the strategies learned in her work at Prospect Hill Academy
Virtual Learning	Phone calls, emails, and materials	Jeff Vogel (Director of Curriculum & Instruction)	Leaders from Academy of the Pacific Rim, Excel,	School leaders may implement the strategies learned in their school

	shared digitally		Match Teacher Residency, and Boston Collegiate	communities. Specific dissemination results are unknown.
Communication materials, expectations, and resources for staff re: Covid-19 closure	Materials shared digitally	Becki Norris (Head of School)	Leaders from Lynnfield Public Schools and South Shore Vocational Technical High School	Shared resources may be used by school leaders to communicate and provide resources to staff during the closure.

APPENDICES

Appendix A: Accountability Plan Evidence 2019-2020

Faithfulness to Charter: Mission and Key Design Elements

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 1: CCSC students are excellent problem solvers and communicators who contribute to their community through internships and other field experiences.		
Measure 1.1: Each year, 90% of seniors will complete the 100-hour requirement and complete the internship project.	Not Applicable	CCSC Seniors were unable to complete the minimum 100-hours of internship work in the Spring of 2020 due to the coronavirus. This 100-hour graduation requirement was waived, although 100% of seniors were on track to complete it when we closed in March.
Measure 1.2: Each year, 90% of students who have met the 100-hour minimum will pass their Senior Internship Presentation.	Not Applicable	CCSC Seniors were unable to complete the minimum 100-hours of internship work in the Spring of 2020 due to the coronavirus. 100% of CCSC Seniors did a complete the amended presentation requirement.
Objective 2: CCSC will require all students to demonstrate publicly their skills and knowledge each term in a 'presentation of learning'.		
Measure 2.1: Each year, 90% of all students in grades 6-11 (seniors do not complete Roundtable presentations) will complete the prerequisites for Roundtable presentations.	Not Applicable	CCSC did not hold Roundtables in the Spring of 2020 due to the coronavirus.
Measure 2.2: 94% of all in grades 6 through 11 will earn a passing score on their Roundtable.	Not Applicable	CCSC did not hold Roundtables in the Spring of 2020 due to the coronavirus.
Objective 3: CCSC students will be known exceptionally well by at least one staff member in our community.		
Measure 3.1: On an annual survey, 80% of CCSC students will report that at least one staff member knows them well. At least 90% of all	Partially Met	On our annual school climate survey, 84% of students reported that at least one staff member knows them well. Students typically complete this survey as part of their end-of-year roundtable presentations; however, those presentations were

students will complete the annual survey.		cancelled due to the coronavirus. We administered the survey virtually instead and only 50% of students completed the survey.
Measure 3.2: On an annual survey, 85% of responding parents/guardians will report that at least one staff member knows their child well. At least 70% will complete the annual survey	Partially Met	On our annual school climate survey, 95% of families reported that at least one staff member knows their child(ren) well. Families typically complete this survey as part of end-of-year roundtable presentations; however, those presentations were cancelled due to the coronavirus. We administered the survey virtually instead and only 10% of families completed the survey.
Objective 4: CCSC will provide a safe, supportive learning environment that offers challenging work to all students.		
Measure 4.1: CCSC will survey all students each year. On an annual survey, 90% of responding students will report that CCSC is a physically safe and supportive environment for students. At least 90% of all students will complete a survey.	Not Met	On our annual school climate survey, 70% of students reported that they feel safe at CCSC. Students typically complete this survey as part of their end-of-year roundtable presentations; however, those presentations were cancelled due to the coronavirus. We administered the survey virtually instead and only 50% of students completed the survey.
Measure 4.2: On an annual survey, 93% of responding parents/guardians will report that CCSC is a physically safe and supportive environment for students. At least 70% will complete the survey.	Partially Met	On our annual school climate survey, 100% of families reported that their children feel safe at CCSC. Families typically complete this survey as part of end-of-year roundtable presentations; however, those presentations were cancelled due to the coronavirus. We administered the survey virtually instead and only 10% of families completed the survey.

Faithfulness to Charter: Dissemination Efforts

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 1: CCSC will actively share materials and practices related to curriculum, instruction, organizational structures and systems, and unique elements of our program (such as Roundtables and the Senior Internship Program) with all types of schools – charter and district– both inside Massachusetts and beyond.		
Measure 1.1: Each year, CCSC will share best practices, including information on the Roundtable process and our Senior Internship Program, <i>with</i> and <i>to</i> other schools by organizing and executing at least five visits (key individuals or small or large groups).	Met	See Attachment A, which lists instances of the sharing of best practices during the 19-20 school year. Visits included: <ul style="list-style-type: none"> • An administrator from KIPP Academy Lynn attended all five remote Senior Internship Exhibition Nights • Visits to CCSC from staff at Brooke Charter Schools, Neighborhood House Charter School,

		<p>Prospect Hill Academy, Academy of the Pacific Rim, MATCH School, Boston Prep</p> <ul style="list-style-type: none"> • Visits by CCSC staff to the Morse School (Cambridge Public Schools), Prospect Hill Academy • Separate visits to CCSC from five local elected Cambridge School Committee members
<p>Measure 1.2: Each year, CCSC will share best practices, including information on the Roundtable process and our Senior Internship Program, <i>with</i> and <i>to</i> other schools by having a faculty member or administrator present at at least two external professional development sessions or conferences</p>	<p>Met</p>	<p>See Attachment A, which lists instances of the sharing of best practices during the 19-20 school year. CCSC faculty members and administrators presented at least four external conferences or professional development sessions. The specific substance of each is included in the relevant Attachment.</p>
<p>Measure 1.3: Each year, CCSC will share best practices, including information on the Roundtable process and our Senior Internship Program, <i>with</i> and <i>to</i> other schools by having a faculty member or administrator share current curriculum documentation with at least two other public schools</p>	<p>Met</p>	<p>Current curriculum documentation was shared throughout the year. Examples include the sharing of our Roundtable process with Phoenix Academy Charter School, as well as our Remote Learning Program materials, which were shared with Academy of the Pacific Rim, Excel, MATCH, and Boston Collegiate. For more information, and additional examples, see Attachment A.</p>
<p>Measure 1.4: CCSC will proactively engage staff from Cambridge Public Schools at least twice annually. The nature of this engagement will center on the exchange of best practices and will include school visits.</p>	<p>Met</p>	<p>CCSC shared its approach to Equity Professional Development with the Equity Working Group through a visit to the Morse School. CCSC also sat in on a meeting of Fletcher-Maynard Academy's Equity Task Force and subsequently remained involved in FMA's Courageous Conversations Equity group, sharing best practices monthly (including virtually). Five elected Cambridge School Committee members visited CCSC to tour classes, learn what work we are doing, and discuss how we can best collaborate. For more information, and additional examples, see Attachment A.</p>

Faithfulness to Charter: Reach Mission and Key Design Elements

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 1: CCSC students will gain acceptance to four year colleges and persist towards degrees from post-secondary institutions.		
Measure 1.1: Each year, 90% of graduating seniors will be accepted to at least one four-year college	Met	47 out of 47 students from the Class of 2020 (100%) were accepted to at least one four-year college.
Measure 1.2: Each year, 75% of graduates from the previous year will be enrolled and persisting towards a degree at a postsecondary institution.	Met	86% of students from the Class of 2019 are currently enrolled either part-time or full-time according to National Clearinghouse records and word of mouth.
Measure 1.3: Each year, 70% of the graduates from two years prior will be enrolled and persisting towards a degree at a postsecondary institution.	Met	76% of students from the Class of 2018 are currently enrolled and persisting towards a degree according to the National Clearinghouse records and word of mouth.

Appendix B: Charter School Recruitment and Retention Plan

Recruitment Plan 2020-2021

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

2019-2020 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school’s recruitment strategies from the 2019-2020 Recruitment Plan?

CCSC used the general recruitment activities laid out in the AY19 Annual Report as a guide and completed them. We continued to operate under the February 2017 BESE condition and our recruitment efforts remain exclusively focused on Cambridge, though we also worked to ensure that all families knew siblings would always have preference regardless of sending district. Our recruitment efforts are led by CCSC’s Director of Student and Family Engagement and we again staffed an Admissions and Outreach Coordinator who focused exclusively on student recruitment in Cambridge and spent more than half of his working week offsite – spending time in local community centers, churches, and schools (as permitted). 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.. The Admissions and Outreach Coordinator also served as a support for families as they navigated the application and enrollment process. We have continued to think critically about brand awareness in the Cambridge area. In addition to student ambassadors and volunteer parents/guardians, CCSC has effectively used local print and digital advertising, direct mailings to a list provided by Cambridge Public Schools, and social media to ensure that applications remain robust and CCSC is known widely as a viable option. CCSC continues to advertise in multiple languages, including Spanish, Haitian Creole, and Amharic. In AY20, we also launched a digital TV and cable TV advertisement campaign targeted at families in the Cambridge area. CCSC again attended area recruitment fairs and community events throughout the school year. We continued holding open houses

throughout the fall and winter months, strategically varying the time and day of the week events started to provide families with options, and again offered personalized school tours and student shadow days led by the Admissions and Outreach Coordinator. CCSC held multiple 2019 lotteries in order to ensure various points of entry for families.

Our recruitment activities were impacted by the coronavirus and social distancing. Given that a large portion of recruitment events in the spring are in-person, we had to adjust and focus on virtual connections. We held three virtual Open House events on Zoom for prospective students and families. We also increased the frequency and range of our digital TV, cable TV, and social media advertising campaigns. We will continue to find creative ways to shift our recruitment virtually as long as social distancing is necessary.

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.)?

This year we saw a higher number of EL students than in the past. We believe this is due to strong recruitment of immigrant families in the Cambridge community by attending events such as the annual Cambridge Ethiopian Picnic. This may also be due to our advertising in more languages. As we serve more EL students, we expect that our reputation for individualized EL supports will yield more EL students in future years.

3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2020 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.

We have every reason to believe that our incoming class of students, which includes ELs, SWDs, and students from low income families, will meet our comparison index. Before students begin school, we often do not have complete records and therefore do not know definitively what percentage of new students will belong to the subgroups in question. However, we know of multiple SWDs (at least 16%, compared to our CI of 14.9%) and ELs in our incoming class so far. We will know more about how this new cohort might affect our EL, SWD, and low income enrollment by early fall.

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

General Recruitment Activities for 2019-2020:

In AY21, 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 CCSC recruitment. This summer we are launching a CCSC Family Ambassadors Program, which will employ up to 5 parent/guardian(s) of current CCSC students as part-time employees tasked with translating materials, leading Open House events, and participating in individual community outreach. We will also continue to welcome the support of family volunteers in our recruitment work. The Middle School and High School Principals have committed to working closely with the Director of Student and Family Engagement to

increase family engagement at CCSC, including through recruitment efforts. In AY20, we invited prospective students and families to community meetings, athletic events, and curriculum nights to showcase the various positive aspects of our school culture. The school has no plans to change the frequency of our open houses and lotteries, which provide families with many different options over the course of the school year. We will continue to provide virtual Open Houses and other recruitment events as necessary.

Recruitment Plan – 2020-2021 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 12.9%</p> <p>GNT percentage: N/A*</p> <p>CI percentage: 14.9%</p> <p>The school is <u>below</u> CI percentages*</p> <p>* Note: There is no GNT because CCSC’s baseline year (2011) is above the current Comparison Index, therefore the GNT would be a negative number.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● <i>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.</i>
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● <i>Include statistics, testimonials, and other information about our special education program and success of CCSC students with disabilities in our marketing materials</i> ● <i>Reach out to Special Education Coordinators at our feeder schools; ask them to share information with students and families about the supports we offer</i> ● <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>

	<ul style="list-style-type: none"> • <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>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 7.1%</p> <p>GNT percentage: N/A*</p> <p>CI percentage: 2.7%</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 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p><i>In terms of continued strategies, CCSC will:</i></p> <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, Cambridge Economic Opportunity Council, and the Cambridge Haitian Services.</i> • <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) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 34.4%</p> <p>GNT percentage: N/A*</p> <p>CI percentage: 25.8%</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 2019-2020 Strategies</p> <p>☒ Met GNT/CI: no enhanced/additional strategies needed <i>[Minor change from AY18 Annual Report -- updated percentage]</i></p> <p><i>CCSC's AY20 low income/economically disadvantaged percentage is 34.4, 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 Possible Project, 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. We will make our application available at the Boys and Girls Club on Windsor Street, as well as all Head Start centers city-wide: Frisoli Center, Jefferson Park, and the Windsor Center. The school continues to facilitate attendance at events by providing childcare when needed.</i></p> <p><i>The school will continue the new activities listed in the AY18 annual report, including distributing materials to specific local organizations and 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> <ol style="list-style-type: none"> <i>1. Work closely with Find It Cambridge to ensure that CCSC is featured in materials that are distributed widely and accessible online.</i> <i>2. Participate in Cambridge's Middle School Network, attending regular meetings with those who run various programs for school-based and non-school based families.</i> <i>3. Attend Hoops 'N' Health Sports Tournament/Health Fair, bringing CCSC student ambassadors to speak with students and parents/guardians about CCSC.</i> <i>4. Generate promotional video footage emphasizing the academic performance of this subgroup at CCSC (as compared with sending district) as well as our CEP involvement and its benefits for all families. Feature this on the website and use it in advertising campaigns around Cambridge.</i> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>☐ 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 2019-2020 Strategies</p> <p><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></p> <p><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> <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><i>CCSC identified current students who were under-engaged or not engaged in completion of remote schoolwork during closure. This summer, we created a Summer Student Communication Team (SSCT) to re-engage these students and motivate them to keep working on their summer assignments. SSCT members will support these students through communication and advocacy for a period of six weeks throughout the summer.</i></p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <p><i>Historically, the dropout rate at CCSC is very low. We believe this is due to the supports that are in place across the school to ensure no student falls through the cracks. We discuss and feature these supports to all families, including those who may be worried about drop-out (notably, as CCSC only enrolls new students in grades 6, 7, 8, and 9, the number for whom this is a concern remains low). In particular, emphasizing the school’s advisory program, which personalizes the student experience and ensures that all students are known well and have a strong advocate, helps address these concerns. Additionally, sharing information about the school’s tiered intervention system, managed by the Director of Student Support and principals who coordinate individualized interventions, helps convince families that CCSC is successful with this subgroup. Our guidance counselors and principals continue actively collaborating with the Department of Children and Families, the Department of Youth Services, Work Force (the Cambridge Housing Authority), the Home for Little Wanderers, the Cambridge Guidance Center, and various community intervention programs and agencies serving displaced youth. Using established contacts at these agencies, as well as others, CCSC continues to ensure that staff at these organizations are aware of our program. Similarly, the middle and high school principals continue to regularly work with the Cambridge Police Department’s Youth & Family Services unit, who sometimes spend time at CCSC.</i></p> <p 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></p>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p> <p><i>We ensure that sending districts are aware of our lottery deadlines and the opportunities for enrollment for students who have dropped out of school. CCSC continues to enroll students after the start of the school year, when there are</i></p>

<p><u>*only schools serving students who are 16 and older</u></p>	<p>available seats, and this is made known to interested families by all members of our admissions team.</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 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 2019-2020 Strategies</p> <p><i>CCSC enrolls a highly diverse population of students and we continue to publicize our strong college acceptance and persistence rates, as has been the case historically. CCSC has, and will continue, sharing widely that members of the Class of 2020 will attend colleges including: Boston College, Brown University, the College of the Holy Cross, Denison University, Emerson College, George Washington University, Gettysburg College, Lesley University, Morehouse, Northeastern University, University of California-Davis, UMass-Amherst, UMass-Boston, and the University of Pennsylvania, Wentworth Institute of Technology. This list will surely help recruit students and families who want a rigorous academic environment that prepares them for post-secondary success.</i></p> <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;">2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed.

Retention Plan 2020-2021

<p style="text-align: center;">Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2019-2020 Retention Plan.</p>
<p style="text-align: center;">2019-2020 Implementation Summary:</p> <p><i>CCSC’s retention rate has remained steadily between 89.2% and 90.2% for the past three years, with levels of attrition from 2018 to 2020 of 10.5%, 9.8%, and 10.8% respectively. We continue to work toward our goal of at least 91% retention (no more than 9% attrition). The 2020 attrition percentage is slightly higher than the state average (8.4%), but below the median (13.4%). The school continues to focus efforts on retention, both generally and with strategies targeting specific subgroups. This past school year, for the third 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.</i></p> <p><i>The stability rate in AY19 (which is an unduplicated count of students in all grades who remained in the school in AY19 divided by the total number of students who attended CCSC at any time during the AY19 school year) was 95.8%, up from 92.7% in AY18. This is higher than the statewide average (94.4%) and statewide median (86.0%), and it is higher than the stability rate in our top two sending districts (Cambridge: 93.2%; Boston: 85.7%). Internal data shows that we can expect our AY20 stability rate to be</i></p>

roughly the same as that of AY19. 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.

Our retention plans were not affected by school closure, as we continued to hold classes and meetings remotely. However, we did add additional elements to our retention plan: (1) The Summer Student Communication Team and (2) a High School Information Session on Zoom (which helped us engage 8th grade families who might otherwise consider leaving the school) -- in order to directly intervene and re-engage students who became unengaged or less engaged during the closure.

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

Retention Plan – 2020-2021 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: 11.1%</p> <p>Third Quartile: 14.9%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <i>[unchanged from previous three years as SWD attrition rate is below third quartile]</i></p> <ul style="list-style-type: none"> ● During FY16, the school focused on retention of this subgroup with a working group that formed in response to a school-wide goal that the faculty and staff decided on during August professional development. ● The Middle and High School Principals were more actively involved during FY16 in special education-related work and played an even more active role tracking student progress and monitoring interventions in FY17. ● CCSC will continue to emphasize curriculum and planning processes for all teachers that foster (and require) increased and higher quality, instances of co-planning, and collaboration between general education and Special Education teachers. ● CCSC will continue with the co-teaching model in middle school humanities. ● Teaching teams will again meet weekly to plan together, better ensuring that UDL principles are applied to unit maps and lesson plans. ● Modifications and accommodations will now be a required components of Unit Plans. ● Documentation from team meetings will also be required to increase accountability. ● Evaluators will regularly attend, supervise, and provide feedback on these meetings.
	<p>(c) 2020-2021 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>

Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 0.0%</p> <p>Third Quartile: 17.2%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <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></p> <ul style="list-style-type: none"> ● CCSC's EL Coordinator will focus on this work and positive trends in this area, which continues to reflect the quality of instruction and overall program. ● Systems that mandate regular communication between the ELL teacher, advisors, and teachers of LEP students have proven high yield. ● LEP students continue to be a specific point of focus during the biweekly principal check-ins that occur with LEP student' advisors. ● The ELL Program Evaluation Team meets regularly and uses data to evaluate the program and monitor subgroup process.
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2019-2020 school year. No retention strategies needed.</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 14.0%</p> <p>Third Quartile: 17.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <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></p> <ul style="list-style-type: none"> ● CCSC will continue to identify external partners in the Cambridge area that can provide additional support to students who qualify for free or reduced lunch. ● CCSC's tiered intervention system will continue to target issues of poverty for eligible students. ● The Middle and High School Principals, not the Director of Student and Family Engagement, will continue focusing on troubleshooting obstacles to success for Tier 3 students.
	<p style="text-align: center;">(c) 2020-2021 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 2019-2020 Strategies</p> <p><i>(slightly modified)</i></p> <ul style="list-style-type: none"> ● CCSC publicizes SGP results and disseminates them to all families once the embargo on MCAS scores are lifted. ● With families, through regular Advisor communication, CCSC will continue to explain the specific programs in place to support students who are

	<p><i>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></p> <ul style="list-style-type: none"> ● <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> <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● <i>This year, CCSC has created a Summer Student Communication Team. The three teachers (one regular ed, one special ed, and one EL) and one guidance counselor on this team are in frequent (at least weekly) communication over the summer with students who were unengaged or less engaged during remote learning during the COVID-19 closure. They are helping students keep up with their summer assignments and re-engage in the work of the school so that they will be better prepared to come back in the fall and close any learning gaps.</i> ● <i>This summer (2020), CCSC is also running its own credit-recovery summer school program for all of its students who need it, grades 6-12, for the first time. 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><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <p><i>(slightly modified)</i></p> <ul style="list-style-type: none"> ● <i>CCSC’s Principals, Dean of Students, and Director of Student and Family Engagement all work closely with students who have been identified as being at-risk of dropping out and will continue doing so in AY21. 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 AY21.</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 will increase its counseling capacity for AY21 by hiring a new full-time School Psychologist to replace a departing part-time psychologist. CCSC will again augment existing FTEs with two graduate school interns who also work closely with students. CCSC’s guidance department, through systems that effectively identify at-risk students, provide services that serve this sub-group.</i> <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● <i>Provide additional and/or enhanced strategies needed.</i>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p> <p><i>(slightly modified)</i></p>

<p><u>*only schools serving students who are 16 and older</u></p>	<ul style="list-style-type: none"> ● Regularly communicating with parents and guardians, holding meetings with involved stakeholders, meticulously tracking attendance, and visiting students in their home environment or another one of their choosing. All of this is aimed at re-engagement. ● In the event that students do drop out, CCSC: <ul style="list-style-type: none"> a. Makes counselors and staff available to students who have dropped out, including families, when appropriate, in this counseling; b. 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 c. Assists in finding more appropriate placements, if necessary. d. Works to find online programs that allow seniors to earn the last credits required in order to receive their diploma from CCSC. <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"> ● 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. ● Every single course at CCSC will again have an honors option available for all students. Principals will also communicate this to parents. ● 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. ● CCSC continues to closely examine internal assessment data as well as SGP data and use it to inform curricular decisions. ● 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. ● Lastly, when applicable, CCSC will again enroll students in courses at the Harvard Extension School. <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	
Race/Ethnicity	% of School

African American	70.2
Asian	3.7
Hispanic	16.9
Native American	0.6
White	4.3
Native Hawaiian, Pacific Islander	0.3
Multi-race, non-Hispanic	4.0
Selected Populations	% of School
First Language not English	44.2
English Language Learner	7.1
Students with Disabilities	12.9
High Needs	49.1
Economically Disadvantaged	34.4

Administrative Roster for the 2019-2020 School Year

ADMINISTRATIVE ROSTER FOR THE 2019-2020 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	N/A
Leonard Russ, Dean of Students	Oversee student discipline for all students.	August 7, 2017	N/A
Rosemarie Galvin, Director of Student Support	Oversee the special education department and related service providers as well as the school-wide tiered system of supports.	July 1, 2019 August 14, 2014	N/A
Jeff Vogel, Director of Curriculum & Instruction	Oversee curricular policy and course planning	July 1, 2017	N/A
Noelani Gabriel,	Oversee student recruitment, serve	August 16, 2019	N/A

Director of Student & Family Engagement	as a liaison to parents/guardians and the PGA, coordinate school-wide events and the Senior Internship Program		
---	--	--	--

Teachers and Staff Attrition for the 2019-2020 School Year

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	43	3	9	Termination or non-renewal of employment contract (2); Employee chose to end employment (10)
Other Staff	28	0	4	Non-renewal of temporary employment contract (2); Employee chose to end employment (2)

Board and Committee Information

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	12
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 2019-2020 School Year

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Eliza Anderson	Chair & Trustee	Governance; Development, Advocacy & Outreach	2	Elected 2013 Term 1 - 2013-2016 Term 2 - 2016 - 2019 Term 3 - 2019 - 2022
David Boghossian	Vice Chair & Trustee	Finance; Development, Advocacy & Outreach	2	Elected 2014 Partial - 2013 - 2014 Term 1 - 2014- 2017 Term 2 - 2017 - 2020 Term 3 - 2020 - 2023
Amory Loring Logan	Treasurer & Trustee	Finance (Chair); CCSC Foundation Liaison	1	Elected 2017 Partial - 2017 Term 1 - 2017 - 2020

				Term 2 – 2020- 2023 Term 3 – 2023- 2026
Uche Amaechi	Trustee	Advocacy, and Outreach (Chair); Governance	1	Elected 2016 Partial – 2016- 2017 Term 1 – 2017–2020 Term 2 – 2020- 2023 Term 3 – 2023- 2026
Elizabeth Bartle	Trustee	Governance (Chair); Development	1	Elected 2014 Partial - 2015-2015 Term 1 – 2015 -2018 Term 2 - 2018 – 2021 Term 3 - 2021 – 2024
Timothy Bianchi	Trustee	Facilities (Chair)	1	Elected 2016 Partial – 2016- 2017 Term 1 – 2017–2020 Term 2 – 2020- 2023 Term 3 – 2023- 2026
José Juves	Trustee	Governance; Advocacy & Outreach	1	Elected 2017 Partial - 2017 Term 1 – 2017 –2020 Term 2 – 2020- 2023 Term 3 – 2023- 2026
Lisa Pullman	Trustee	Academic Accountability Committee; Advocacy & Outreach	1	Elected 2017 Partial - 2017 Term 1 – 2017 –2020 Term 2 – 2020- 2023 Term 3 – 2023- 2026
Alexander Saltonstall	Trustee	Academic Accountability Committee; Finance	1	Elected 2017 Partial - 2017 Term 1 – 2017–2020 Term 2 – 2020- 2023 Term 3 – 2023- 2026
Steve Vinter	Trustee	Academic Accountability Committee (Chair)	2	Elected 2013 Term 1 – 2013 – 2016 Term 2 – 2016 – 2019 Term 3 – 2019 - 2022
Liz Zucker	Trustee	Clerk, Governance	Resigned as of 9/30/2019	Elected 2017 Partial - 2017 Term 1 – 2017–2020 Term 2 – 2020 -2023 Term 3 – 2023- 2026

Cynthia Link	Trustee	Development, Advocacy & Outreach Committee (Chair)	Currently serving first term	Elected 2019 Term 1 - 2019-2022 Term 2 - 2022-2025 Term 3 - 2025-2028
Jacob Schneider	Trustee	Governance; Facilities	Currently serving first term	Elected 2019 Term 1 - 2019-2022 Term 2 - 2022-2025 Term 3 - 2025-2028

Board of Trustee Meeting Schedule for the 2020-2021 School Year

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
July 16th, 2020 / 5:30-7:30pm	Held remotely using a publicly accessible Zoom link
August 5th, 2020 / 5:30-7:30pm	CCSC, 245 Bent Street, Cambridge, MA, 02141 *
September 23rd, 2020 / 5:30-7:30pm	CCSC, 245 Bent Street, Cambridge, MA, 02141 *
October 21st, 2020 / 5:30-7:30pm	CCSC, 245 Bent Street, Cambridge, MA, 02141 *
January 20th, 2021 / 5:30-7:30pm	CCSC, 245 Bent Street, Cambridge, MA, 02141 *
March 17th, 2021 / 5:30-7:30pm	CCSC, 245 Bent Street, Cambridge, MA, 02141 *
May 19th, 2021 / 5:30-7:30pm	CCSC, 245 Bent Street, Cambridge, MA, 02141 *
June 16th, 2021 / 5:30-7:30pm	CCSC, 245 Bent Street, Cambridge, MA, 02141 *

*may be held remotely using a publicly accessible Zoom link depending on school reopening plans and status

Committee Meeting Schedules for the 2020-2021 School Year

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Development, Advocacy and Outreach	September 16th, 2020 / 9:30-11am October 7th, 2020 / 9:30-11am November 4th, 2020 / 9:30-11am January 6th, 2021 / 9:30-11am February 10th, 2021 / 9:30-11am March 4th, 2021 / 9:30-11am April 7th, 2021 / 9:30-11am May 5th, 2021 / 9:30-11am June 9th, 2021 / 9:30-11am	CCSC, 245 Bent Street, Cambridge, MA, 02141 *
Governance	September 16th, 2020 / 8:15-9:15am October 7th, 2020 / 8:15-9:15am November 4th, 2020 / 8:15-9:15am January 6th, 2021 / 8:15-9:15am February 10th, 2021 / 8:15-9:15am March 3rd, 2021 / 8:15-9:15am April 7th, 2021 / 8:15-9:15am May 5th, 2021 / 8:15-9:15am	CCSC, 245 Bent Street, Cambridge, MA, 02141 *

	June 9th, 2021 / 8:15-9:15am	
Finance	October 1st , 2020 8:45-10am January 7th, 2021 / 8:45-10am April 29th, 2021 / 8:45-10am June 10th, 2021 / 8:45-10am	CCSC, 245 Bent Street, Cambridge, MA, 02141 *
Academic Accountability	September 18th, 2020 / 8:45-9:45am October 16th 2020 / 8:45-9:45am January 15th, 2021 / 8:45-9:45am March 12th, 2021 / 8:45-9:45am May 14th, 2021 / 8:45-9:45am June 11th, 2021 / 8:45-9:45am	CCSC, 245 Bent Street, Cambridge, MA, 02141 *

*may be held remotely using a publicly accessible Zoom link depending on school reopening plans and status

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	New
Charter School Leader	Becki Norris	bnorris@ccscambridge.org	No Change
Assistant Charter School Leader	Jeff Vogel	jvogel@ccscambridge.org	No Change
Special Education Director	Rosemarie Galvin	rgalvin@ccscambridge.org	No Change
MCAS Test Coordinator	Lydia Ducharme	lducharme@ccscambridge.org	No Change
SIMS Coordinator	Mary Robbins	mrobbins@ccscambridge.org	No Change
English Learner Program Director	June Woo	jwoo@ccscambridge.org	No Change
School Business Official	Joseph Reilly	jreilly@ccscambridge.org	No Change
SIMS Contact	Mary Robbins	mrobbins@ccscambridge.org	No Change
Admissions and Enrollment Coordinator	Heshi Schreiber	hschreiber@ccscambridge.org	No Change

*Add additional rows as necessary

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	2020-2021 School Year Date(s)
--------	-------------------------------

Student Application Deadline	January 13th, 2021
Lottery	January 21st, 2021