



2017-2018 Annual Report

July 30, 2018



Caleb Hurst-Hiller, Head of School

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INTRODUCTION TO THE SCHOOL

<i>Community Charter School of Cambridge</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Cambridge
Regional or Non- Regional?	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2005	Year(s) the Charter was Renewed (if applicable)	2010, 2015
Maximum Enrollment	420	Enrollment as of as of June 30, 2018	347
Chartered Grade Span	6-12	Current Grade Span	6-12
Number of Instructional Days per School Year	180 (195 for students new to the school)	Students on Waitlist as of June 30, 2018	46
School Hours	8:30-3:40: Mondays, Tuesdays, Thursdays and Fridays 8:30 - 1:30: Wednesdays	Age of School as of 2017-2018 School Year	13 years
Mission Statement Community Charter School of Cambridge combines challenging academics with creative use of technology and real-world experience to prepare a diverse student body, grades 6-12, for postsecondary success and productive citizenship. CCSC students are excellent problem solvers and communicators who contribute to their community through internships and other field experiences.			

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

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

July 30, 2018

Dear Commissioner Riley,

On behalf of the Board of Trustees, faculty and staff, it is with great pleasure that I submit the 2018 Annual Report for Community Charter School of Cambridge. This Annual Report provides a comprehensive overview of our goals and achievements as outlined in our Accountability Plan and as laid out in the Charter School Performance Criteria.

CCSC's Board of Trustees takes great pride in the school's continued success. CCSC's performance in every major area is strong. A critical measure of our success is college acceptance and matriculation. Members of the Class of 2018 will head off to college in a few weeks and their destination list is the strongest in CCSC's 13 year history, including American University, Bates College, Boston College, Boston University, Denison, Holy Cross, Howard, Northeastern, NYU, Tufts, UMass Boston, UMass Amherst, and WPI. And, for the first time in our school's short history, one of our seniors had to choose between Harvard and Yale. He has decided to stay local, which ensures he will remain part of this community and continue mentoring younger students.

We continue to believe that persistence through college is critical, which is why the school's current accountability plan has a measure aimed at ensuring that we monitor this progress and prepare our students effectively. Our students' academic performance in both math and English as measured by MCAS results continues to be quite strong. Scores of proficient and advanced, especially for our 10th grade students, are now firmly established as the norm. Student Growth Percentile medians for our 7th, 8th, and 10th grade students continue to show CCSC students as a whole, and within specific subgroups, improving more quickly and closing existing skills gaps more effectively than their peers across the state. CCSC continues to focus on additional measures, which are perceived to be of critical importance for our students -- APs, SATs, SAT subject tests, and more. We actively track this data -- in departments, as a staff, at the board level -- and work towards improvement ceaselessly.

CCSC's unique and innovative Roundtable presentations continue to align with the mission of the school in folding the public into the work of the school and holding us accountable for our various programs -- academic and socioemotional. This year, close to 130 community members sat in on more than 300 hours of Roundtables. This both allows the school to share its innovative practices and creates conditions for external accountability and unique student growth experiences. Our Senior Internship Program continues to provide students with meaningful connections to the community and "real life" work experience. Our annual exhibition night again drew hundreds of people, providing CCSC another high-quality forum to share a best practice that is now firmly entrenched in the spirit of the institution.

To visit CCSC is to experience an environment where high expectations are the norm and a culture of support is pervasive. We consistently hear from outside guests that students are focused and engaged. CCSC's faculty and staff are exceptionally diverse. 48% of faculty this past year were teachers of color and 57% of the leadership team is non-white. Our commitment to equity remains strong and this past year, over twenty hours of professional development were devoted to active

anti-racism and cultural competency. Staff commitment extends into other realms as well, with many supervising high-interest extracurricular offerings. The school believes that student involvement outside of the classroom is as critical to their success as their engagement in the classroom.

We are proud to share that on April 11, 2018, we completed the acquisition of our campus, securing a permanent home for the school in Kendall Square. CCSC's connection to the Kendall community, and the larger Cambridge community, is becoming stronger every year. We now turn our attention to fitting out unused space and unifying our campus look and feel.

I am honored to continue in my role as chair. As a board, we remain focused on supporting the work of the school. We continue to plan for our expansion. However, we are steadfast in our commitment to remain a small school where every student is known exceptionally well and supported effectively. Everyone involved with CCSC – from the members of the board to the members of the administrative team to our faculty and staff – remains focused on delivering a high-quality education because our students, and all students, deserve this and the accompanying opportunities. We have distinguished ourselves as a highly effective public charter school. We will continue to push -- our students and ourselves -- as we head into our 14th year of operation.

Sincerely,

Eliza Anderson
Chair, Board of Trustees

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO CHARTER

Mission and Key Design Elements

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

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

High Academic Expectations for All

All CCSC students are expected to complete challenging work every day in every class. Students are required to think hard and work hard in order to master content and learn or improve skills. During the AY18 school year, each academic department at CCSC crafted a vision statement that defines the priority learning activities in which students should be engaged as frequently as possible. For example, the math department has identified several higher order thinking tasks -- such as project-based assessments, tasks that require real world application, and error and success analysis -- as priority learning activities. Similarly, the Spanish department has identified reading and interpreting authentic texts as a priority learning activity. Each department is working to ensure that the work they provide students is aligned to its vision and priorities.

During the AY18 school year, CCSC also established a school-wide instructional vision to guide teacher planning and ensure that students receive challenging, high quality instruction. The CCSC instructional vision consists of 5 key components: a safe and supportive classroom climate; student participation and engagement; higher order thinking; targeted student support; and checking for understanding and feedback. Each of these components is associated with suggested and/or required "teacher moves". For example, in order to promote higher order thinking, all teachers are encouraged to align course work to major external assessments, provide rigorous exit tickets, and ask students to explain their answers and cite evidence. Similarly, in order to provide students with targeted support, all teachers are encouraged to differentiate their instruction, teach academic vocabulary, use multiple adults strategically, and implement tiered interventions agreed upon by the student support team or grade level team.

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

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

Roundtables: Year-End Portfolio Assessments

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

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

Advisory Program

The advisory program is a core element of the CCSC program. All students are assigned to an advisory group, and most faculty serve as advisors. Advisories are composed of ten to thirteen students in a single grade level. Advisors stay with the same group of students year after year (grades 6-12) to provide the student and the family with a consistent adult liaison and advocate at the school.

Advisors work with their advisees, their families, and the rest of the faculty and staff to ensure that their advisees have a successful and positive experience during their time at CCSC. Advisors have deep knowledge of each of their advisee's strengths, challenges, needs and growth areas. 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 socio-emotional concerns. Parents and guardians are encouraged to call and email advisors with questions or concerns, and the advisor either fields the question directly or finds an administrator

or staff member who can. Over the years, the degree of trust developed between parents and guardians and advisors is quite high, and we encourage advisors to be advocates for their advisees.

The breakdown of the four weekly 30-minute advisory class periods for Middle School is:

1. 1-2 blocks of advisory curriculum
2. 2-3 blocks of DEAR (Drop Everything and Read)
 - a. While the advisory is doing DEAR, the advisor pulls students individually to have 1-1 academic, behavioral and socioemotional coaching conferences.

The breakdown of the four weekly 30-minute advisory class periods for High School is:

3. 1-2 blocks of advisory curriculum
4. 2-3 blocks of Study Hall
 - a. While the advisory is quietly working, the advisor pulls students individually to have 1-1 academic, behavioral and socioemotional coaching conferences.

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

School-Family Partnership and Communication

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

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

The Senior Internship Program at CCSC

A primary tenet of CCSC's mission is to prepare students for postsecondary success and productive citizenship through meaningful real world experiences. To this end, CCSC requires all seniors to complete a 100-hour service internship as a graduation requirement. CCSC seniors learn the responsibilities of the work site and develop one-on-one relationships with their mentors with the hope that these continue as students matriculate to college. During the AY18 school year, 51 students were placed with the following 34 unique local organizations as interns: Benjamin Banneker Charter Public, BlueBird Bio, BrainPower, Breakthrough Greater Boston, Cambridge Athletic Club, Cambridge Camping, Cambridgeport Children's Center, Central Square Business Association, CIC, Dimock Center, East Cambridge Business Association, East End House, Inc, EVOO, Greater Boston Convention & Visitors Bureau, Harvard Square Business Association, Harvard University Cepko Lab, Harvard University Native American Program, Homeless Empowerment Project, Joint Ventures/BodyScapes, Knovva Academy, Kuumba, Life Science Cares, Massachusetts General Hospital, MIT Dept of Earth, Atmospheric, & Planetary Sciences, MIT Museum, Museum of Science - Exhibit Hall, Museum of Science - Hall of Human Life, Museum of Science - Tech Studio, New England Venture Capital Association, Novartis, PBHA, Schott Foundation, TiE Boston, UP Academy Dorchester, Woodrow Wilson Academy of Teaching & Learning, and Zoo New England.

50 out of 51 (98%) students in the class of 2018 met the requirements for completing a senior internship. Students are required to research and then propose an internship project, an endeavor that will assist the host organization or business in the work it is carrying out. Students formulate and submit project proposals, write reflective logs, complete a mid-project check-in, and then present these projects at the Senior Internship Exhibition Night. This year's culminating event was held at Google's Cambridge office. Presenting seniors had to answer questions from judges – many of them community members whom they did not know – about their projects and their experience. Some AY18 projects included: event planning, developing and executing a presentation on physical therapy and ACL tear recovery to young athletes, managing financial books and creating sales projections for a local restaurant, surveying ways to get a younger, and more diverse, population to enter into the biotech sector, leading tours and information sessions on museum exhibits, and engaging in the entrepreneurial process with a local start-up.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?

Access and Equity

At the end of AY15 a review of our suspension data encouraged our leadership team to take a deeper look into our code of conduct and discipline practices and set goals for decreasing suspension rates, specifically for those of historically overrepresented groups such as students with disabilities. During AY16 and AY17 school years, we made progress towards our goal of reducing our suspension numbers. We continued this work during AY18, unlocking new approaches and encountering new challenges. Culture work is dependent on the right systems and policies, and the right people in critical roles. This past year, CCSC applied revised policies and

adjusted to new personnel. The Director of School Culture, a position aimed at centralizing accountability for culture across the school, supervised a new Dean of Students. Like our Director of School Culture, our Dean of Students has an extensive background in clinical counseling. Though our suspension numbers were low in AY17, student culture was not as positive, and students were not held as accountable for their actions, as we desired.

Additionally, related to statewide changes to marijuana laws, we saw a spike in marijuana-related incidents. While the legal landscape for minors did not also change, we are seeing the effects of the adult shift in attitudes and approaches. Furthermore, one incident involving multiple students at the end of our school year necessitated the disciplining of students at a scale not previously experienced at CCSC.

Last summer, we again reviewed and made changes to our Code of Conduct to ensure that it both holds students to high expectations *and* ensures that consequences are fair and instructive rather than punitive. To this end, the Head of School, Middle School Principal, High School Principal and two Deans of Students dedicated 45 hours to reviewing and revising the Code of Conduct prior to the start of this school year. In addition to this review and analysis of the Code of Conduct, the members of the leadership team who are responsible for school culture and discipline continued to meet regularly to analyze discipline indicators (both overall suspension numbers and numbers for targeted subgroups).

We continued to prioritize professional development for the entire staff that is centered on issues of race, privilege and equity with the goal of increasing of capacity to best meet the needs of our diverse student body and create an atmosphere that positively supports their learning and personal growth. We commit approximately 24 hours of professional development time to this work.

We enhanced and refined our whole faculty and staff professional development programming. Over the summer and during the school year, we facilitated sessions that were focused on the effective use of the behavior management cycle and building capacity in using proactive strategies to promote positive student behavior and lessen the necessity for corrective actions. The addition of this dedicated time represents a significant increase in the portion of professional development time that we dedicate to this aspect of instructional practice every year.

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

Dissemination Efforts

Charter schools were founded, in part, to serve as valuable incubators of best practices. Disseminating these practices is a charge that CCSC continues to execute faithfully in myriad ways. Over the previous year, CCSC has routinely shared best practices with fellow educators and school leaders and has welcomed a steady stream of visitors from many different states as well as several

communities within Massachusetts. Examples of our dissemination efforts are below, and a complete list is located under Attachment B.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination
Equity PD learnings, hiring proven practices to increase diversity, discipline practice changes	Tour and discussion	Caleb Hurst-Hiller (Head of School), Fay Alexander (Humanities teacher, Equity PD facilitator), Devin Morris (Director of Student and Family Engagement)	Access and Equity	-Sean Sibson, ELL Coordinator, Chelsea Public Schools -Matt Messina, STEM Coordinator, Grades PreK-6, Chelsea Public Schools -Elizabeth Nolan, Ed.D., Assistant Principal at Hooks Elementary, Chelsea Public Schools	Chelsea Public School staff came away from the visit with a greater understanding of Equity PD, hiring practices, and discipline changes at CCSC after observing classes in a variety of subjects and grades and meeting with staff.
Diversity in Hiring Best Practices at CCSC and throughout Cambridge	In person conversation, email files	Devin Morris (Director of Student and Family Engagement)	Access and Equity	Ramon Dejesus, Program Manager for Diversity Development, Cambridge Public School District (CPSD)	Ramon Dejesus learned about CCSC's best practices for hiring diverse staff, shared his current process in working with CPSD, and discussed future hiring partnerships (ex: Cambridge Hiring Fair for Educators of Color)
Computer Science for All model, including history of program, collaboration with Northeastern, struggles and successes	Presentation at The College of Computer Science at Northeastern	Caleb Hurst-Hiller (Head of School), Matt Pace (Computer Science Teacher), Katie Rieser (Former Dean of Curriculum and Instruction, current Brown University M.Ed candidate and Harvard Graduate School of Education instructor)	Curriculum	School leaders, science teachers, and science chairs from Boston Collegiate, Match Education, Brooke Charter Schools, Pioneer Charter School of Science, Excel Academy, Academy of the Pacific Rim. Also in attendance were Carla Brodley, Dean of the College of Computer Science at Northeastern and Ben Hescott, Professor of Computer Science at Northeastern.	Participants learned about CCSC's Computer Science for All model, and left with information that they can use to support the work they do at their various schools.
Internship Program -- philosophy, approach, components, materials, and more	Website share, with documentation: Partner and Placement List, FAQ, Mentor Packet, Timesheets, Journal Entries, Final Project Proposal, Poster Making Tips	Caleb Hurst-Hiller (Head of School) Devin Morris (Director of Student and Family Engagement)	Mission and Key Design Elements	-Ryan Souliotis, Principal, Cambridge High School Extension Program -Leroy Gibson, Internship Coordinator, Cambridge High School Extension Program -Fred Fantini, Chair, Cambridge School Committee	This will inform the High School Extension Program's internship pilot

Roundtables at CCSC	Hosted visitors at CCSC to participate in Roundtable presentations.	Becki Norris (Middle School Principal) and all 6th-11th grade advisors	Mission and Key Design Elements	Lexington High School Museum of Science Education Program Panorama Education Alma del Mar Charter School School of Education, Salem State University Educational Consultant at Bellwether Match Education Boston Green Academy Harvard Teacher Fellow Cambridge School Committee South Shore Charter Public School Teacher Education Program @ MIT Concord Middle School Academy of the Pacific Rim Somerville Public Schools New England Association of Chemistry Teachers Turner Falls High School Great Falls Middle School Sposato Graduate School of Education Under a Tree Fund Pearson Education Model United Nations Andover High School North Star Academy MATCH High School Teachers College, Columbia University High Tech High Graduate School of Education UP Academy Oliver Gill-Montague Regional School	Several of the Roundtable guests hope to use what they have learned to improve or introduce performance assessments at their schools.
Roundtables at CCSC	Phone call, files digitally shared	Becki Norris (Middle School Principal)	Mission and Key Design Elements	Brett Peterson, Director, High Tech High, San Diego, California	High Tech High plans to make its own performance assessments more rigorous, with help from our documents.
Instructional practices	Presentation	Henry Seton (Humanities Dept Chair)	Social	National Charter School Conference 2018, Austin, Texas	Talk given on daily and weekly techniques for fostering grit in students.

ACADEMIC PROGRAM SUCCESS

Student Performance

CCSC's DESE Report Card:

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

Information, in the aggregate, about AY18 student performance on internal or external assessments (other than MCAS or PARCC):

1. For the second consecutive year, more than 75% of our 11th and 12th grade students took at least 1 AP exam. In contrast, the percentage of 11th and 12th graders in the preceding 4 years who took at least 1 AP exam ranged from 37% to 59%.
2. Based on the internal data currently available, the average SAT score for members of the class of 2019 was 537 for the Math section and 496 for the Verbal section. This is the second consecutive year that average scores for math exceeded the national average.

Program Delivery

During the AY18 school year, CCSC continued to refine its curriculum so that it is aligned to state standards and major external assessments. CCSC also worked to provide a wider range of course offerings to its 11th and 12th grade students.

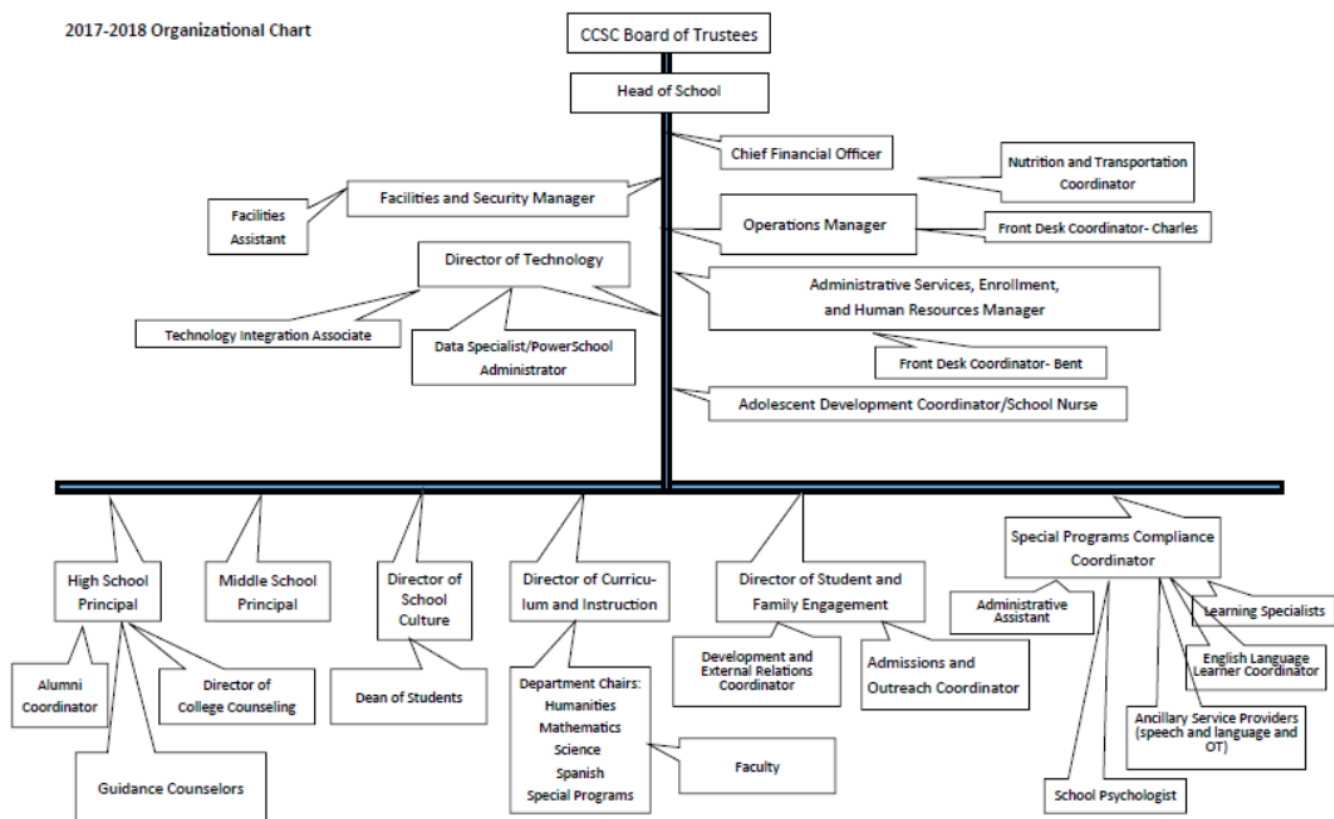
Systematic preparation for high stakes assessments continues to be fully woven into the CCSC program. That preparation begins with a high quality curriculum, which CCSC teachers and school leaders continue to refine. This year, in addition to using regular curriculum feedback from department chairs and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

CCSC is also expanding its upper level course offerings. In AY17, CCSC added two AP level courses: AP Computer Science Principles, and AP Biology. The AP Biology course marks the capstone to the CCSC Science program, through which students gradually improving their academic vocabulary in science and science writing skills over the course of CCSC's seven year program. The AP Computer Science Principles course is designed as a project-based course that prepares students to think through real world design problems. In AY18, enrollment in both of these courses increased, with all of our 12th graders taking at least one of these AP courses, and more than 20 of them taking both.

In AY18, CCSC continued to expand its course offerings for 11th and 12th graders -- in part to provide students with more choice related to their academic coursework, and in part to increase access to rigorous, college level work. We sent students to Boston University's Project Accelerate program (through which students take AP Physics) as well as to Harvard University's Extension School (through which our students took advanced math courses beyond AP Calculus). As we look ahead to AY19, we are planning to double the number of students participating in these programs. Moreover, we are planning to expand our internal course offerings by providing a new Economics course next year.

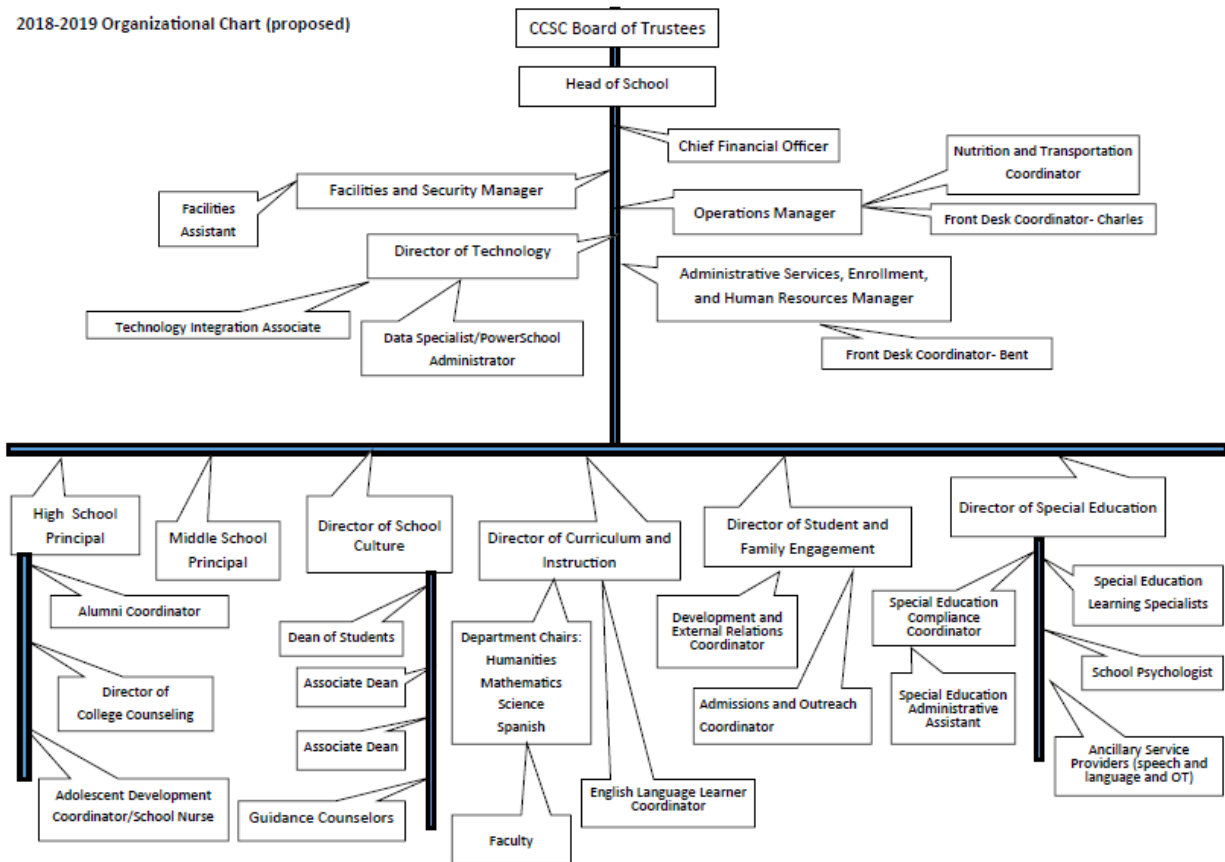
Organizational Structure of the School

- Adolescent Development Coordinator/School Nurse now works under the High School Principal.
- Guidance Counselors, and two new Associate Dean positions, now work under the Director of School Culture.
- The Special Programs Department Chair role has been eliminated.
- The Special Programs Compliance Coordinator is now called the Special Education Compliance Coordinator. The Director of Special Education now supervises the Special Education Compliance Coordinator.
- The Special Education Compliance Coordinator will supervise the Special Education Administrative Assistant (formally Special Programs Administrative Assistant).
- Learning Specialists are now titled Special Education Learning Specialists.
- The English Language Learner Coordinator now works under the Director of Curriculum and Instruction.



AY19 Organization Chart

2018-2019 Organizational Chart (proposed)



Teacher Evaluation

Teacher evaluation at CCSC continues to support teacher development and hold teachers accountable for their work. We continue to use an internal rubric that is closely aligned with the standards and elements provided by the state of Massachusetts, and provide teachers with regular feedback related to their performance relative to the standards in our rubric. This year, we paid particular attention to implementing observation cycles as part of our evaluation process. Teachers were observed by and received feedback from their evaluator nearly every week, and had opportunities to debrief with their evaluator after each observation. Observations and feedback often focused upon particular standards agreed upon by the teacher and evaluator. A supervision and evaluation team meets weekly to review progress in teacher evaluation and coaching.

The supervision and evaluation team is preparing several changes to the evaluation process for the AY19 school year. Those changes include modifications to the elements in two standards -- Standard 2 (Instruction) and Standard 4 (Professional Responsibilities) -- in order to better align our evaluation system to what we think is important for our teachers to do. In addition, we are replacing Teachboost, an online evaluation platform, with an internal system through which we will track and record our evaluations.

Budget and Finance

Unaudited FY18 statement of revenues, expenses, and changes in net assets (income statement) and Approved School Budget for FY19

excludes intergovernmental	FY 18	FY 19
	Unaudited	Budget
Ordinary Income/Expense		
Income		
Tuition	\$7,870,939	\$7,701,828
Federal & State Grants	\$229,329	\$222,000
Private Grants & Contributions	\$133,669	\$110,000
Food Service Revenues	\$156,059	\$152,029
Total Income	\$8,389,996	\$8,185,857
Expense		
Personnel Compensation	\$4,691,072	\$4,725,378
Payroll taxes	\$141,066	\$143,062
Fringe Benefits	\$353,193	\$367,646
Advertising & Recruiting	\$96,894	\$83,117
Education Expense	\$190,369	\$161,000
Office, HR & Admin	\$36,282	\$35,000
Office Supplies & Expense	\$14,614	\$15,000
Facilities Ops & Maintenance	\$221,895	\$270,000
Legal & Accounting	\$15,430	\$14,000
Insurance	\$51,251	\$59,000
Student Activities expense	\$227,160	\$195,000
Depreciation Expense	\$193,509	\$183,838
Food Service Expense	\$167,446	\$166,200
Staff Development	\$45,491	\$36,000
Travel & Meetings	\$54,671	\$50,000
Rent facilities	\$1,377,344	\$1,485,601
Utilities	\$76,774	\$79,000
Technology & Small Equip Expense	\$36,070	\$30,300
Other	\$0	\$50,000
Total Expense	\$7,990,532	\$8,149,142
Net Ordinary Income	\$399,464	\$36,715
Other Income/Expense		
Other Income		
Unrealized Gain/ Loss	-\$36,784	\$0
Interest Income	\$74,705	\$22,000
Total Other Income	\$37,921	\$22,000
Net Other Income	\$37,921	\$22,000
Net Income	\$437,386	\$58,715

Statement of net assets for FY18 (balance sheet)

	June 30, 2018
ASSETS	
Current Assets	
Checking/Savings	\$4,651,047
Other Current Assets	\$3,173,625
Total Current Assets	\$7,824,673
Fixed Assets	\$565,818
TOTAL ASSETS	\$8,390,490
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	\$427,587
Total Current Liabilities	\$427,587
Total Liabilities	\$427,587
Equity	\$7,962,903
TOTAL LIABILITIES & EQUITY	\$8,390,490

Capital Plan for FY19

CCSC capital Improvements FY16-FY19						
	FY 16	FY 17	FY 18	FY 19		4 Year Total
Technology Investments	Audited	Audited	FCST	Budget		
Student Upgrades	\$19,740	\$44,970	\$13,500	\$21,000		\$99,210
Faculty & Staff upgrades	\$17,860	\$90,552	\$2,758	\$0		\$111,170
IT Support Enhancements	\$14,044	\$0	\$8,780	\$9,000		\$31,824
Software	\$8,746	\$0	\$11,040	\$0		\$19,786
Sub Total	\$60,390	\$135,522	\$36,078	\$30,000		\$261,990
Building & Leasehold improvements						
Facilities Related	\$2,830	\$9,880	\$88,486	\$92,786		\$193,982
Furniture & Fixtures	\$0	\$0	\$7,074	\$9,550		\$16,624
Short term Fitup 255 Bent	\$0	\$0	\$0	\$0		\$0
Sub Total	\$2,830	\$9,880	\$95,560	\$102,336		\$210,606
Total	\$63,220	\$145,402	\$131,638	\$132,336		\$472,596

ADDITIONAL INFORMATION

Accountability Plan Performance for 2017-2018

See Appendix A.

Recruitment and Retention Plan

See Appendix B.

School and Student Data

During the AY18 school year, three staff members left due to personal circumstances. One department head decided not to return to work in December after her maternity leave. One staff member left in April to work in a different sector. One teacher left in May due to health reasons.

See Appendix C for School and Student Data.

Additional Required Information

Data tables providing information on changes in leadership, facilities, and enrollment in AY18 are included in Appendix D.

Conditions

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

Complaints

The Board of Trustees did not receive any complaints during the AY18 school year.

Attachments

Attachment A: Roundtables 2018 Rubric



Roundtables 2018: Rubric

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

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

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



Roundtables 2018: Score Sheet

Name: _____

Grade: _____ Advisor: _____

Part One: Presentation Skills

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

TOTAL for Presentation Skills (Out of 24): _____

Part Two: Question and Answer

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

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

Part Three: Overall Reflectiveness

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

TOTAL for Overall Reflectiveness (Out of 24): _____

Overall Score: _____ /144

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

Attachment B: Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination
CCSC's approach to Equity Professional Development (PD)	Visitor observing Equity PD	Fay Alexander (Humanities Teacher and Equity PD Facilitator)	Access and Equity	Matt Bailey-Adams, Chorus & General Music Teacher Grades 6-8 at Newton Public Schools.	Matt Bailey-Adams is working on creating a equity group at his school and is particularly interested in how his school can do a better job serving students in the METCO program. He left with resources and information that will help him pursue this work in Newton Public Schools.
Encouraging non college-bound seniors to enroll in 2-year programs to start their post-secondary educational journey	Hosted team members from Duet (formally Match Beyond) and met with college counselors	Ali Nomani (High School Principal)	Access and Equity	Team members from Duet (formally Match Beyond)	The team came away from the visit with a greater understanding of CCSC's college counseling program and beliefs. They can apply what they learned to their work at Duet (formally Match beyond).
Equity PD learnings, hiring proven practices to increase diversity, discipline practice changes	Tour and discussion	Caleb Hurst-Hiller (Head of School), Fay Alexander (Humanities teacher, Equity PD facilitator), Devin Morris (Director of Student and Family Engagement)	Access and Equity	-Sean Sibson, ELL Coordinator, Chelsea Public Schools -Matt Messina, STEM Coordinator, Grades PreK-6, Chelsea Public Schools -Elizabeth Nolan, Ed.D., Assistant Principal at Hooks Elementary, Chelsea Public Schools	Chelsea Public School staff came away from the visit with a greater understanding of Equity PD, hiring practices, and discipline changes at CCSC after observing classes in a variety of subjects and grades and meeting with staff.
Recruitment and hiring strategies to increase faculty of color; equity PD history, approach, effect	Phone conversation	Caleb Hurst-Hiller (Head of School)	Access and Equity	Jennifer Clammer, Chief of Partnerships and Student Supports, Phoenix Charter Academy Network	Jennifer Clammer gained access to information that can be used to support the work she does at Phoenix Charter Academy.
Conversation and best practice sharing that touched on the following areas: summer options for students, curriculum, advisory, and equity PD.	Tour, classroom observations, discussion of practices	Caleb Hurst-Hiller (Head of School)	Access and Equity	Dr. Kenneth Salim, Superintendent, Cambridge Public School District	Salim came away from the visit with a greater understanding of common practices and policies at CCSC after observing classes in a variety of subjects and grades and meeting with staff.

Reducing suspension rates	Presentation	Becki Norris (Middle School Principal)	Access and Equity	Deans of Students Community of Practice, Massachusetts Charter Public School Association	Powerpoint
Access and Equity -- Cultural Competency PD history and approach	Presented and facilitated a conversation with school leaders at DESE Fall Convening	Caleb Hurst-Hiller (Head of School)	Access and Equity	Charter school leaders who selected this issue as the one they wanted to learn more about during the 90 minute session.	Participants at the DESE Fall Convening learned about CCSC's approach to Cultural Competency PD.
School Profile for colleges	Email exchange	Vicky Rivera (Director of College Counseling)	Access and Equity	Mindy Wright, Director of the Persistence Project, Boston Prep	More concise and appealing CCSC Profile for AY18.
Bringing discipline rates down	DESE study participant	Becki Norris (Middle School Principal)	Access and Equity	Department of Elementary and Secondary Education (DESE)	DESE published a study available and disseminated to MA schools. CCSC was one of 12 case studies presented.
Diversity in Hiring Best Practices at CCSC and throughout Cambridge	In person conversation, email files	Devin Morris (Director of Student and Family Engagement)	Access and Equity	Ramon DeJesus, Program Manager for Diversity Development, Cambridge Public School District (CPSD)	Ramon DeJesus learned about CCSC's best practices for hiring diverse staff, shared his current process in working with CPSD, and discussed future hiring partnerships (ex: Cambridge Hiring Fair for Educators of Color)
PowerSchool Implementation Planning	Phone conversation	Mary Robbins (Powerschool Administrator)	Assessment and Program Evaluation	Holing Yip, Management Specialist, Boston Prep Charter School	Holing Yip gained access to information that can be used to support the work she does at Boston Prep.
Grading Policies	Email exchanges	Jeff Vogel (Director of Curriculum & Instruction)	Assessment and Program Evaluation	Staff from Academy of the Pacific Rim, Edward Brooke, City on a Hill, Neighborhood House, Boston Prep, and Excel Academy	Updated grading policy at CCSC
ELA best practices	Observations and meetings	Henry Seton (Humanities Dept Chair)	Curriculum	Jen Stocklin, Editorial Director, High School Curriculum KIPP Foundation	Use of literary and rhetorical analysis tools in KIPP network
Computer Science for All model, including history of program, collaboration with Northeastern, struggles and successes	Presentation at The College of Computer Science at Northeastern	Caleb Hurst-Hiller (Head of School), Matt Pace (Computer Science Teacher), Katie Rieser (Former Dean of Curriculum and Instruction, current Brown University M.Ed candidate and Harvard Graduate School of Education	Curriculum	School leaders, science teachers, and science chairs from Boston Collegiate, Match Education, Brooke Charter Schools, Pioneer Charter School of Science, Excel Academy, Academy of the Pacific Rim. Also in attendance were Carla Brodley, Dean of the College of Computer Science at Northeastern and Ben	Participants learned about CCSC's Computer Science for All model, and left with information that they can use to support the work they do at their various schools.

		instructor)		Hescott, Professor of Computer Science at Northeastern.	
STEM Instruction and program	Tour, materials, conversation	Caleb Hurst-Hiller (Head of School)	Curriculum	Sharlene Yang, STEAM Coordinator, City of Cambridge and Cambridge Public Schools	Sharleen Yang came away from the visit with a greater understanding of CCSC's STEM program after observing classes and meeting with staff. She also left with resources that she can use in her work as STEAM Coordinator.
Partnering in Biomedical Expeditions	Massachusetts STEM Conference 2017	Jeff Molk (Science Dept Chair)	Curriculum	Participants from the Massachusetts STEM Conference 2017 meeting	Participants in attendance (11) at the Massachusetts STEM Conference 2017 learned about CCSC's partnership in biomedical expeditions.
ESL curriculum	Digitally shared curriculum maps	Shannon Coyle (Special Program Compliance Coordinator)	Curriculum	Massachusetts Charter Public School Association (MCPSA)	MCPSA will share with Excel Academy Charter School. Excel will use these resources to develop their ESL curriculum.
Implementation of inquiry-based curriculum in science classes	In person, meetings, email	Jeff Molk (Science Dept Chair)	Curriculum	Ally Huang, MIT Graduate Student	Ally Huang will likely use kits as a field test.
Designing a pedigree-based activity using molecular biology	In person, meetings, email	Jeff Molk (Science Dept Chair)	Curriculum	Russ Lyons & Meghan Spencer, Novartis	The lab guide will likely be used with other local high school students at CELL lab.
High School Humanities Curricula	Curriculum documentation -- yearlong maps, unit maps, LPs, resources	Caleb Hurst-Hiller (Head of School)	Curriculum	Andrew Knox, Social Sciences Department Chair, Sugar Bowl Academy, Norden, California	Andrew Knox gained access to resources and information that can be used to support the work he does at Sugar Bowl Academy.
High School ELA Curricula	Digitally shared curriculum documentation -- yearlong maps, unit maps, LPs, resources	Caleb Hurst-Hiller (Head of School)	Curriculum	Joanne Knox, Dean of Academics, Sugar Bowl Academy Norden, California	Joanne Knox gained access to resources and information that can be used to support the work she does at Sugar Bowl Academy.
History best practices	Meeting and email	Henry Seton (Humanities Dept Chair)	Curriculum	Jonathan Bassett, History Chair, Newton North High School	Instructional posters and other history tools for high school history.
Computer Science at CCSC -- history/evolution, curricula, learnings	In person meeting	Caleb Hurst-Hiller (Head of School), Matt Pace (Computer Science Teacher)	Curriculum	Thea Charles, Head of Computational Thinking Portfolio, Siegel Family Endowment	Thea Charles gained information about CCSC's approach to Computer Science instruction.
Policies and ideas	In person meeting	Karim Gibson	Health Needs	Phil Signoroni, Dwayne	This group of athletic

around athletic program structure		(Director of Athletics)		Robinson, Andrew Gottlieb, Alex Forrest, and Darren Benedic, athletic directors from Pioneer Charter School of Science, Roxbury Prep, Match, Edward Brooke, and Excel Academy, respectively.	directors gained access to information that can be used to support the work they do at their charter schools.
Suggestions around way to increase SEPAC parent/guardian participation	Email exchanges with charter school network	Rosie Galvin (Special Programs Dept Chair)	Family Engagement	Melissa Lomas, Regional Director, Capacity Building Network, Massachusetts Charter Public School Association (MCPSA)	Lomas gained access to information that can be used to support the work she does at MCPSA.
Roundtables at CCSC	Presentation and visit	Ali Nomani (High School Principal)	Instruction	Harvard Teaching Fellows	Teaching Fellows (75) came away from the visit with a greater understanding of Roundtable presentations at CCSC.
ELA best practices	Observations and meetings	Henry Seton (Humanities Dept Chair)	Instruction	Zeke Phillips, English Chair, Excel Academy Charter High School, East Boston	Instructional methods for literary analysis
Academic Policies	In person meeting	Jeff Vogel (Director of Curriculum & Instruction)	Instruction	Piel Hollingsworth & Alex Lisak, Academy of the Pacific Rim	Piel Hollingsworth and Alex Lisak gained access to resources and information that can be used to support the work they do at Academy of the Pacific Rim.
AP Biology curriculum	In person conversation, email files	Jeff Molk (Science Dept Chair)	Instruction	Katie Braymiller & Marlene Moxness, Boston Prep	Katie Braymiller and Marlene Moxness gained access to resources and information that can be used to support the work they do at Boston Prep.
Classroom Technology recommendations	Shared experiences and opinions about types of technology available via email	Neal Landry (Director of Technology)	Instruction	Aaron Stone, Science Teacher, Boston Day and Evening Academy (BDEA)	BDEA has a better understanding of the technology available for classroom use
Internship Program -- philosophy, approach, components, materials, and more	Website share, with documentation: Partner and Placement List, FAQ, Mentor Packet, Timesheets, Journal Entries, Final Project Proposal, Poster Making Tips	Caleb Hurst-Hiller (Head of School) Devin Morris (Director of Student and Family Engagement)	Mission and Key Design Elements	-Ryan Souliotis, Principal, Cambridge High School Extension Program -Leroy Gibson, Internship Coordinator, Cambridge High School Extension Program -Fred Fantini, Chair, Cambridge School Committee	This will inform the High School Extension Program's internship pilot

Senior Internship Program Purpose, Planning, and Execution	Digitally shared timeline, processes, and materials in a meeting	Devin Morris (Director of Student and Family Engagement)	Mission and Key Design Elements	Career Academy Lowell	Staff at Career Academy Lowell gained access to resources that can be used to inform potential internship or senior programming.
Roundtables at CCSC	Hosted visitors at CCSC to participate in Roundtable presentations.	Becki Norris (Middle School Principal) and all 6th-11th grade advisors	Mission and Key Design Elements	Lexington High School Museum of Science Education Program Panorama Education Alma del Mar Charter School School of Education, Salem State University Educational Consultant at Bellwether Match Education Boston Green Academy Harvard Teacher Fellow Cambridge School Committee South Shore Charter Public School Teacher Education Program @ MIT Concord Middle School Academy of the Pacific Rim Somerville Public Schools New England Association of Chemistry Teachers Turner Falls High School Great Falls Middle School Sposato Graduate School of Education Under a Tree Fund Pearson Education Model United Nations Andover High School North Star Academy MATCH High School Teachers College, Columbia University High Tech High Graduate School of Education UP Academy Oliver Gill-Montague Regional School	Several of the Roundtable guests hope to use what they have learned to improve or introduce performance assessments at their schools.
Roundtables at CCSC	Phone call, files digitally shared	Becki Norris (Middle School Principal)	Mission and Key Design Elements	Brett Peterson, Director, High Tech High, San Diego, California	High Tech High plans to make its own performance assessments more rigorous, with help from our documents.

Roundtable purpose, planning, execution	Digitally shared RT one-pager, calendar, internal overview, and more	Becki Norris (Middle School Principal)	Mission and Key Design Elements	Katie Goddard, Site-Based Research Manager at Summit Public Schools	Katie Goddard gained access to resources that can be used to support the creation of a portfolio presentation assessment.
Senior Internship Program Purpose, Planning, and Execution	Shared timeline and materials via email	Devin Morris (Director of Student and Family Engagement)	Mission and Key Design Elements	Katie Goddard, Site-Based Research Manager at Summit Public Schools	Katie Goddard gained access to resources that can be used to inform potential internship or senior programming.
Quality of Life Committee	Email with MOU and explanation of process	Caleb Hurst-Hiller (Head of School)	Professional Climate	Nicholas Leonardos, Executive Director, Lowell Community Charter Public School	Nicholas Leonardos gained access to information that can be used to support the work he does at Lowell Community Charter Public School.
Quality of Life Committee	Email with MOU and explanation of process	Caleb Hurst-Hiller (Head of School)	Professional Climate	Matthew Ehrenworth, Christa Auliffe Charter School	Matthew Ehrenworth gained access to information that can be used to support the work he does at Christa McAuliffe Charter School.
Hiring practices	Mock interview, panel and debrief	Becki Norris (Middle School Principal)	School Leadership	Prospect Hill Academy	Staff at Prospect Hill Academy gained access to information that can be used to support hiring practices at Prospect Hill Academy.
Instructional practices	Presentation	Henry Seton (Humanities Dept Chair)	Social	National Charter School Conference 2018, Austin, Texas	Talk given on daily and weekly techniques for fostering grit in students.
Language Objective Resources	In person conversation, email files	Shannon Coyle (Special Program Compliance Coordinator)	Supports for Diverse Learners	EL Coordinators Community of Practice, Massachusetts Charter Public School Association (MCPSA)	MCPSA partners gained access to resources that can be used to support the work they do in their various schools.
Progress Report Template for EL Students	Digitally shared template	Shannon Coyle (Special Program Compliance Coordinator)	Supports for Diverse Learners	Melissa Lomas, Massachusetts Charter Public School Association (MCPSA)/ EL community of practice	Melissa Lomas gained access to resources that can be used to support the work she does at MCPSA.
Middle school math instruction model. Including discussion of: diagnostic exam, interim assessments, math lab, schedule (length of classes and blocks), flexible scheduling, curriculum (IMA, B, and C), approach to	Phone conversation	Caleb Hurst-Hiller (Head of School)	Supports for Diverse Learners	Alfred Fantini, Cambridge School Committee	Alfred Fantini gained information on CCSC's middle school math instructional model.

computer-based testing, curricular realignment work, sharing notes at 11/14 School Committee Roundtable on District MS Scores.					
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APPENDICES

Appendix A: Accountability Plan Evidence 2017-2018

Faithfulness to Charter: Mission and Key Design Elements

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 1: CCSC students are excellent problem solvers and communicators who contribute to their community through internships and other field experiences.		
Measure 1.1: Each year, 90% of seniors will complete the 100-hour requirement and complete the internship project.	Met	98% of seniors completed the 100-hour requirement and completed an internship project.
Measure 1.2: Each year, 90% of students who have met the 100-hour minimum will pass their Senior Internship Presentation.	Met	98% of students who met the 100-hour minimum passed their Senior Internship Presentation.
Objective 2: CCSC will require all students to demonstrate publicly their skills and knowledge each term in a 'presentation of learning'.		
Measure 2.1: Each year, 90% of all students in grades 6-11 (seniors do not complete Roundtable presentations) will complete the prerequisites for Roundtable presentations.	Met	93% of our students in 6th-11th grades completed the prerequisites for Roundtable presentations and were allowed to have a Roundtable presentation scheduled.
Measure 2.2: 94% of all in grades 6 through 11 will earn a passing score on their Roundtable.	Partially Met	<p>This year, we had a fire on campus on the second of our three days of Roundtables. We had to evacuate our buildings and cancel 4 hours' worth of Roundtables. Due to scheduling constraints, the Roundtable requirement for the Roundtables scheduled that morning (53 in total) was waived and make-ups were optional. In the end, 36 students affected by the fire opted not to complete the Roundtable this year (12% of the 6th-11th grade students).</p> <p>If fire cancellations are included in the data, 85% of 6th-11th grade students who completed the prerequisites for Roundtable presentations passed the presentation. However, if fire cancellations are not included in the data, 98% of students who were able to complete a Roundtable earned a passing score..</p>

Objective 3: CCSC students will be known exceptionally well by at least one staff member in our community.		
<p>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 students will complete the annual survey.</p>	<p>Partially Met</p>	<p>88% of students rated the question “There is at least one adult at CCSC who knows me well” as “Agree” or “Strongly Agree” on the annual survey. 5% of students rated it “Disagree” or “Strongly Disagree.”</p> <p>We administer student surveys at Roundtables each year. This year, 36 students were unable to complete their Roundtable presentations due to a fire in our buildings which required us to evacuate for 4 hours on Day 2. Because of this, only 67% of our students completed the survey. However, if the students whose Roundtables were cancelled due to the fire are omitted from the data, 83% of students were able to complete the survey.</p>
<p>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</p>	<p>Met</p>	<p>96% of parents and guardians rated the question “There is at least one adult at CCSC who knows my child well” as “Agree” or “Strongly Agree” on the annual survey. 1% of parents and guardians rated it “Disagree” or “Strongly Disagree.”</p> <p>We administer parent/guardian surveys at Roundtables each year. As noted above, 36 students were unable to complete their Roundtable presentations due to a fire on campus. Because of this, only 63% of our parents and guardians completed the survey. However, if the students whose Roundtables were cancelled due to the fire are omitted from the data, 78% of parents and guardians were able to complete the survey.</p>
Objective 4: CCSC will provide a safe, supportive learning environment that offers challenging work to all students.		
<p>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.</p>	<p>Not Met</p>	<p>53% of students rated the question “I feel safe at CCSC” as “Agree” or “Strongly Agree” on the annual survey. 17% of students rated it “Disagree” or “Strongly Disagree.”</p> <p>We administer student surveys at Roundtables each year. This year, 36 students were unable to complete their Roundtable presentations due to a fire on campus. Because of this, only 67% of our students completed the survey. However, if the students whose Roundtables were</p>

		cancelled due to the fire are omitted from the data, 83% of students were able to complete 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	<p>90% of parents and guardians rated the question "My child feels safe at CCSC" as "Agree" or "Strongly Agree" on the annual survey. 2% of parents and guardians rated it "Disagree" or "Strongly Disagree"</p> <p>We administer parent/guardian surveys at Roundtables each year. This year, 36 students were unable to complete their Roundtable presentations due to a fire on campus. Because of this, only 63% of our parents and guardians completed the survey. However, if the students whose Roundtables were cancelled due to the fire are omitted from the data, 78% of parents and guardians were able to complete the survey.</p>

Faithfulness to Charter: Dissemination Efforts

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 1: CCSC will actively share materials and practices related to curriculum, instruction, organizational structures and systems, and unique elements of our program (such as Roundtables and the Senior Internship Program) with all types of schools – charter and district– both inside Massachusetts and beyond.		
Measure 1.1: Each year, CCSC will share best practices, including information on the Roundtable process and our Senior Internship Program, <i>with</i> and <i>to</i> other schools by organizing and executing at least five visits (key individuals or small or large groups).	Met	See Attachment B: Dissemination Efforts, which lists instances of the sharing of best practices during the 17-18 school year. At least nine visits were executed. The specific substance of each, including dissemination efforts related to Roundtables and our Senior Internship Program, are included.
Measure 1.2: Each year, CCSC will share best practices, including information on the Roundtable process and our Senior Internship Program, <i>with</i> and <i>to</i> other schools by having a faculty member or administrator present at at least two external professional development sessions or conferences	Met	See Attachment B: Dissemination Efforts, which lists instances of the sharing of best practices during the 17-18 school year. CCSC faculty members and administrators presented at three professional development sessions. The specific substance of each, are included.

Measure 1.3: Each year, CCSC will share best practices, including information on the Roundtable process and our Senior Internship Program, <i>with</i> and <i>to</i> other schools by having a faculty member or administrator share current curriculum documentation with at least two other public schools	Met	See Attachment B: Dissemination Efforts, which lists instances of the sharing of best practices during the 17-18 school year. Current curriculum documentation was shared at least fourteen times with at minimum, eight different public schools. The specific substance of each, including dissemination efforts related to Roundtables and our Senior Internship Program are included.
Measure 1.4: CCSC will proactively engage staff from Cambridge Public Schools at least twice annually. The nature of this engagement will center on the exchange of best practices and will include school visits.	Met	See Attachment B: Dissemination Efforts, which lists instances of the sharing of best practices during the 17-18 school year. CCSC proactively engaged with staff from Cambridge Public Schools at least six times to discuss best practices, including school committee members attending Roundtable presentations.

Faithfulness to Charter: Reach Mission and Key Design Elements

	2017-2018 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	98% of the Class of 2018 earned acceptance 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	Using available data, including that provided through the National Student Clearinghouse, as well as school-based tracking efforts led by our alumni coordinator, 83% of the Class of 2017 is enrolled and persisting towards a degree at a postsecondary institution.
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	Using available data, including that provided through the National Student Clearinghouse, as well as school-based tracking efforts led by our alumni coordinator, 74% of the Class of 2016 is enrolled and persisting towards a degree at a postsecondary institution.

Appendix B: Charter School Recruitment and Retention Plan

Recruitment Plan 2018-2019

School Name: Community Charter School of Cambridge

2017-2018 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2017-2018 Recruitment Plan?

CCSC used the general recruitment activities laid out in the AY17 Annual Report as a guide and completed them. We continued to operate under the February 2017 BESE-imposed condition (which was coupled with the favorable expansion decision). Our efforts were solely focused on Cambridge. Additionally, we worked to ensure that all families knew their options with regards to siblings, continuing to message that siblings would always have preference regardless of sending district. This advertising again included online and print media advertising. CCSC advertised in multiple languages, including Spanish, Haitian Creole, and Amharic. The school used the list provided by Cambridge Public Schools. CCSC also engaged in a more extensive awareness campaign, purchasing billboard space around the Cambridge area and advertising at various MBTA stations. The school used students and parents/guardians to spread the word and help recruit new students, providing promotional materials in service of the efforts. CCSC's Director of Student and Family Engagement continued to lead these efforts. This past year, CCSC employed an Admissions and Outreach Coordinator for the first time. He spent time out in the community, raising awareness, sharing information, establishing connections to local organizations -- educational and otherwise -- and serving as a support for families as they navigate the application and enrollment process. CCSC held open houses throughout the fall and winter months, very strategically varying the day of the week and the times that events started in the hopes of providing families with myriad options. CCSC held multiple 2018 lotteries in order to ensure various points of entry for families from our sending districts. CCSC again attended area recruitment fairs and community events.

2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?

3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2018 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1st SIMS demographic information.

As noted above, the school continues to adjust to a new enrollment reality and the recent legislative interpretation that effectively limits who we can enroll until CCSC is 80% Cambridge. As is the case at Benjamin Banneker Charter Public School, a significant subset of our families relocate from Cambridge to surrounding towns and cities due to the limited affordable housing and, sometimes, the desire for more space or home ownership. This trend will surely continue this coming year and beyond. We have no reason, given available information, to anticipate a drop in the percentage of Students with Disabilities. Similarly, we expect the Economically Disadvantaged percentage to remain consistent. The

school continues to work actively with families to ensure they are aware of the direct certification process. There is no reason to believe that the racial composition of the incoming cohort will vary substantially as compared with prior incoming cohorts. New student screenings occur during Summer Academy and, for some students, during the initial weeks of the school year. We will know more about how this new cohort might affect our ELL enrollment by early fall.

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

General Recruitment Activities for 2018-2019:

CCSC's general approach to student recruitment will continue. We will also continue thinking critically about brand awareness in the Cambridge area. We will again staff an Admissions and Outreach Coordinator who focuses exclusively on student recruitment in Cambridge and spend more than half of his working week offsite -- spending time in local community centers, churches, schools (as permitted), etc. As was the case in AY18, the Admissions and Outreach Coordinator will lead a group of students who help with local efforts and involve parents/guardians in the process as well. CCSC will focus exclusively on Cambridge. CCSC has effectively used local advertising -- print and digital, in various languages -- direct mailings, student ambassadors, volunteer parents and guardians, and social media to ensure that applications remain robust and CCSC as a viable option is known widely. We will again engage in a media campaign to ensure awareness. At CCSC, the Director of Student and Family Engagement leads these efforts. The school has no plans to change current open house and lottery procedures, which provide families with many different options over the course of the school year

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data	(b) Continued 2017-18 Strategies
<p>School percentage: 17.5%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 15.6%</p> <p>The school is <u>above</u> CI percentages</p>	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p><i>CCSC's percentage of Special Education students (17.5) is higher than the comparison index. It is lower than Cambridge Public Schools (22.2).</i></p> <p><i>CCSC will continue to invite parents/guardians of all prospective Special Education students to meet individually with a representative from the Special Education department to discuss individual IEPs or 504 plans. This meeting always occurs after prospective students have been admitted via the lottery system. CCSC will continue promoting the success of the school's Department of Special Education. The Special Education Director and the</i></p>

	<p><i>department's compliance coordinator will be present at open houses and orientations to fully respond to questions and concerns.</i></p>
	<p align="center">(c) 2018-2019 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>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 3.3%</p> <p>GNT percentage: 10.2%</p> <p>CI percentage: 8.1%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2017-18 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p><i>CCSC's percentage of LEP students (3.3) is below the comparison index. CCSC must continue to work to increase the number of students in this subgroup.</i></p> <p><i>In terms of continued strategies, CCSC will</i></p> <ol style="list-style-type: none"> <i>1. continue publicizing the academic progress of currently enrolled ELL students. LEP students again made tremendous gains in 17-18 and their success can and should be shared widely.</i> <i>2. continue monitoring local media outlets providing information to various local communities of immigrant families.</i> <i>3. continue advertising in multiple languages -- Haitian Creole, Spanish, and Amharic. CCSC's spending in this area continues to increase.</i> <i>4. continue communicating in multiple languages with families and readily providing interpretive services at school events, increasing year over year spending in this area.</i> <i>5. Produce recruitment materials in three languages, post them online, and ensure their availability at all recruitment events.</i> <i>6. 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>7. pay bilingual and multilingual faculty and staff to work open houses and information sessions.</i> <i>8. working 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>
	<p align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p>

	<p>Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ol style="list-style-type: none"> 1. CCSC will share translated materials at school-based cultural celebrations, such as the evening put on by the Caribbean Culture Club, which was attended by many students and their families. 2. In AY19, CCSC will work with a local organization to provide free food for families. At these events, CCSC will share translated materials. CCSC is working to expand the reach of the program so that local community members can also take advantage of the free food, which will, we hope, attract prospective families with EL students. 3. Identify non-library based adult ESL programs in Cambridge and distribute materials to organizations and participants. 4. CCSC has hired a new EL Coordinator and Teacher. She comes from a local charter serving a high percentage of EL students. We are eager to leverage her experiences and learn from her.
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

(a) CHART data	(b) Continued 2017-18 Strategies
<p>School percentage: 35.9%</p> <p>GNT percentage: 36.8%</p> <p>CI percentage: 45.6%</p> <p>The school is <u>below</u> CI and GNT percentages</p>	<p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>CCSC's AY18 low income/economically disadvantaged percentage is 35.9, which is an increase over the prior three years. This number is higher than Cambridge, our primary sending district, but is lower than the school's comparison index. 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 and Cambridge Workforce, which are located in or around the city's low-income housing developments. CCSC's Director of Student and Family Engagement continues to focus recruitment efforts on areas where there is a concentration of low-income families, including Rindge Towers, Newtowne Court/Washington Elms, and Roosevelt Place. We will make our application available at the Boys and Girls Club on Windsor Street, as well as all Head Start centers city-wide: Frisoli Center, Jefferson Park, and the Windsor Center. The school continues to facilitate attendance at events by providing childcare when needed.</p> <p>The school will continue the new activities listed in the AY17 annual report, including distributing materials to specific local organizations and contact people at community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) and WIC (Women, Infants and</p>

	<p><i>Children) food stamp programs. CCSC will again actively recruit at city-run camps/programs/ basketball tournaments, etc.</i></p>
	<p align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: 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> <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>
<u>Students who are sub-proficient</u>	<p align="center">(d) 2018-2019 Strategies</p> <p><i>CCSC continues to promote the school's success closing the achievement and opportunity gap for new students. This is stressed at all open house and orientation events and is a feature of the school's promotional materials, which include MCAS scores. CCSC frequently shares SGP medians with families, which clearly demonstrate strong rates of growth for all students, including those who enter behind grade level.</i></p> <p><i>CCSC continues to feature the successful interventions currently in place at all open house and orientation events, such as the CCSC@Night program, co-taught courses, math lab, one on one tutoring arrangements, and our After School Learning Centers, which are open daily, staffed by our faculty members, and provide excellent academic supports for all students.</i></p>
<u>Students at risk of dropping out of school</u>	<p align="center">(e) 2018-2019 Strategies</p> <p><i>Historically, the dropout rate at CCSC is very low. We believe this is due to the evolving supports that are currently in place across the school. These supports are featured and serve to appeal to families of students who may be at risk of dropping out. CCSC enrolls new students in grades 6, 7, 8, and 9. As such, the number of students who are contemplating dropping out, or the number of parents/guardians for whom this is a concern, remains low. However, emphasizing the school's advisory program, which personalizes the student experience and ensures that all students are known well and have a strong</i></p>

	<p>advocate, will help. Additionally, sharing information about the school's tiered intervention system, managed by the middle and high school principals, who coordinate individualized interventions, will convince families that CCSC is successful with this subgroup. Our guidance counselors and principals continue actively collaborating with the Department of Child and Families, 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 will continue to regularly work with the Cambridge Police Department's Youth & Family Services unit, who sometimes spend time at CCSC.</p>
<p><u>Students who have dropped out of school</u></p>	<p>(f) 2018-2019 Strategies</p> <p>Ensure that sending districts are aware of our lottery deadlines and the opportunities for enrollment for students who have dropped out of school. (unchanged)</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) 2018-2019 Strategies</p> <p>CCSC continues targeting high-achieving students through the publication of college acceptance and persistence rates, as has been the case historically. CCSC has, and will continue, sharing widely what was shared above: Members of the Class of 2018 will head off to college in a few weeks and their destination list is the strongest in CCSC's 13 year history, including American University, Bates College, Boston College, Boston University, Denison, Harvard, Holy Cross, Howard, Northeastern, NYU, Tufts, UMass Boston, UMass Amherst, and WPI. This list will surely help recruit students at or above grade-level, in addition to those who want a rigorous academic environment that prepares students for post-secondary success.</p> <p>CCSC continues to focus on gatekeeper exams, such as the SAT and AP. We will continue sharing our strong median SAT scores, which are above the national average and some of the highest when compared with schools serving a similar demographic. CCSC will continue to promote the various AP course offerings and access to Harvard Extension School courses, paid for by CCSC, if students place out of existing discipline tracks. Lastly, we will continue to share that every single course offers an honors option, which appeals to families of students who have been challenged at previous schools.</p>

Retention Plan 2018-2019

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2017-2018 Retention Plan.

2017-2018 Implementation Summary:

CCSC's retention rate dipped last year after five years of considerable improvement, with levels of attrition in the years from 2012 to 2018 of 20.8%, 13.2%, 11.5%, 8.8%, 7.3%, 2.3%, and 10.5% respectively. The 2018 attrition percentage is slightly higher than the state average, but below the median (13.3%). 10.5% also falls in the middle of the range of the four comparison schools listed as part of the CHART tool. Despite the spike, CCSC's retention percentage over the last few years has been very strong. The school continues to focus efforts on retention, both generally and with strategies targeting specific subgroups. This past school 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 ensure scholars stay with us and understand the choice points. We continue to systematically collect and analyze data related to retention, which informs our programming and strategies. We intervene quickly when presented with news that students or families are considering leaving the school during the year or during the summer.

CCSC's stability rate was very strong in AY17 and, though the CHART tool does not have AY18 data, internal records show the number of departures from CCSC during the school year to be quite low. The trend since 2012 has been impressive and reflects a focus on improvement in this area of which we are proud. The stability rate (which is an unduplicated count of students in all grades who remained in the school in AY17 divided by the total number of students that attended CCSC at any time during the AY17 school year) of 97.60% surpassed previous rates and is the result of myriad interventions, many targeted supports, and a lot of hard work on the part of the administration, faculty, and staff. The stability rate, as measured by the October 1st SIMS submission through the end of the school year, of 97.60% is also the highest number posted in the school's first twelve years of operation.

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

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
(a) CHART data	(b) Continued 2017-18 Strategies
	<input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed

<p>School percentage:4.8% Third Quartile: 15.8%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><i>(unchanged from previous two years as SWD attrition rate is well below comparison schools/statewide average/third quartile)</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> • <i>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.</i> • <i>CCSC will continue with the co-teaching model in middle school humanities.</i> • <i>Teaching teams will again meet weekly to plan together, better ensuring that UDL principles are applied to unit maps and lesson plans.</i> • <i>Modifications and accommodations will now be a required components of Unit Plans.</i> • <i>Documentation from team meetings will also be required to increase accountability.</i> • <i>Evaluators will regularly attend, supervise, and provide feedback on these meetings.</i> <p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: 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>Limited English-proficient students/English learners</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 11.1% Third Quartile: 18.9%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><u>(b) Continued 2017-2018 Strategies</u></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <i>(unchanged from two previous years as LEP/ELL attrition rate is below third quartile)</i></p> <ul style="list-style-type: none"> • <i>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.</i>

	<ul style="list-style-type: none"> • <i>Systems that mandate regular communication between the ELL teacher, advisors, and teachers of LEP students have proven high yield.</i> • <i>LEP students continue to be a specific point of focus during the biweekly principal check-ins that occur with LEP student' advisors.</i> • <i>The ELL Program Evaluation Team meets regularly and uses data to evaluate the program and monitor subgroup process.</i> <p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. 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	
<p><u>(a) CHART data</u></p> <p>School percentage: 13.9%</p> <p>Third Quartile: 17.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <i>(one strategy slightly modified from previous year, but substance is generally the same as students eligible for free or reduced lunch attrition rate is below third quartile)</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>CCSC's tiered intervention system will continue to target issues of poverty for eligible students.</i> • <i>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.</i> <p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2018-2019 Strategies</p> <p><i>(unchanged)</i></p> <ul style="list-style-type: none"> • <i>CCSC publicizes SGP results and disseminates them to all families once the embargo on MCAS and PARCC scores are lifted.</i> • <i>With families, through regular advisor communication, CCSC will</i>

	<p><i>continue to explain the specific programs in place to support sub-proficient students: reading intervention groups, the co-teaching model, the integrated math sequence, Math Lab, and our culture of reading. 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 sub-proficient students with additional academic supports – tutoring, skill-based pull-out during the school day, mandatory after school learning centers, and more.</i>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2018-2019 Strategies</p> <p><i>(slightly modified)</i></p> <ul style="list-style-type: none"> • <i>CCSC's Director of School Culture, Dean of Students, and Director of Student and Family Engagement all work closely with students who have been identified as at risk of dropping out and will continue doing so in AY19. 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, will again meet every other week.</i> • <i>Meetings between principals and advisors 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 maintain the same counseling capacity for AY19. CCSC will again augment existing FTEs with two graduate school interns who will also work closely with students. CCSC's guidance department, through systems that effectively identify these students, provide services that serve this sub-group.</i>
<p><u>Students who have dropped out of school</u></p>	<p>(f) 2018-2019 Strategies</p> <p><i>(unchanged)</i></p> <ul style="list-style-type: none"> • <i>Regularly communicating with parents and guardians, holding meetings with involved stakeholders, meticulously tracking attendance, and visiting students at risk of dropping out in their home environment or another one of their choosing. All of this is aimed at re-engagement.</i> • <i>In the event that students do drop out, CCSC</i> <ol style="list-style-type: none"> 1. <i>makes counselors and staff available to students who have dropped out, including families, when appropriate, in this</i>

	<p><i>counseling;</i></p> <p>2. <i>remains in contact via phone calls, emails, and where appropriate, home visits to persuade students to resume attending school and/or provide access to curriculum to allow for a transition back to school if there has been a prolonged absence; and</i></p> <p>3. <i>assists in finding more appropriate placements, if necessary.</i></p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) 2018-2019 Strategies</p> <p><i>(modified slightly)</i></p> <ul style="list-style-type: none"> • <i>The Middle and High School principals continually monitor students' academic and behavioral progress. Principals, as well as the Director of Curriculum and Instruction, push students to take advantage of honors and AP options. Often, this work is done with teachers and advisors who knows students best.</i> • <i>Every single course at CCSC will again have an honors option available for all students. Principals will also communicate this to parents.</i> • <i>The Director of Curriculum and Instruction will continue to meet with individual students to ensure that a challenging, appropriate, and personalized course of study is implemented.</i> • <i>CCSC continues to closely examine internal assessment data as well as SGP data and use it to inform curricular decisions.</i> • <i>CCSC will continue to ensure that all courses are backwards planned from subject-specific external benchmark exams, such as the SAT, SAT subject tests, and AP exams.</i> • <i>Lastly, when applicable, CCSC will again enroll students in courses at the Harvard Extension School.</i>

Appendix C: School and Student Data Tables

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

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	217	62.5%
Asian	15	4.3%
Hispanic	78	22.5%
Native American	3	0.9%
White	19	5.5%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	15	4.3%
Special education	75	21.6%
Limited English Proficiency	9	2.6%
Economically Disadvantaged	162	46.7%

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Caleb Hurst-Hiller, Head of School	Responsible for overall school administration and oversight.	July 1, 2012 (August, 2005)	N/A
Becki Norris, Middle School Principal	Responsible for establishing school-wide systems and monitoring middle school academic progress and discipline.	July 1, 2011 (August, 2005)	N/A
Ali Nomani, High School Principal	Responsible for establishing school-wide systems and monitoring high school academic	July 1, 2015	N/A

	progress and discipline.		
Leonard Russ, Dean of Students	Oversee student discipline for all students.	August 7, 2017	N/A
Nicole Osei, Director of Culture	Oversee school culture vision and oversight, discipline, and Code of Conduct implementation.	July 1, 2017 (August, 2016)	N/A
Jeff Vogel, Director of Curriculum & Instruction	Oversee curricular policy and course planning	July 1, 2017	N/A
Devin Morris, Director of Student & Family Engagement	Oversee student recruitment, serve as a liaison to parent/guardians and the PGA, coordinate school-wide events and the Senior Internship Program	July 1, 2015 (August 2012 - June 2014)	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR				
	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	44	1	11	Contract not renewed (2); Graduate School (2); Other employment in K-12 Education (4); Personal (1); Relocation (3)
Other Staff	27	2	3	Employment outside education (1); Personal (4)

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2018	14
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	19

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Uche Amaechi	Trustee	Academic Accountability, Development	Currently serving first term	Elected 2016 Partial – 2016- 2017 Term 1 – 2017-2020 Term 2 – 2020- 2023 Term 3 – 2023- 2026
Eliza Anderson	Chair & Trustee	Governance, Development	1	Elected 2013 Term 1 - 2013-2016 Term 2 – 2016 – 2019 Term 3 – 2019 – 2022
Elizabeth Bartle	Secretary & Trustee	Governance (Chair)	1	Elected 2014 Partial - 2015-2015 Term 1 – 2015 -2018 Term 2 - 2018 – 2021 Term 3 - 2021 – 2024
Timothy Bianchi	Trustee	Facilities (Chair)	Currently serving first term	Elected 2016 Partial – 2016- 2017 Term 1 – 2017-2020 Term 2 – 2020- 2023 Term 3 – 2023- 2026
David Boghossian	Vice Chair & Trustee	Finance, Development	1	Elected 2014 Partial - 2013 -2014 Term 1 - 2014- 2017 Term 2 - 2017 -2020 Term 3 - 2020 - 2023
H Theodore Cohen	Trustee	Governance, Development	2	Elected 2009 Partial – 2009 – 2010 Term 1 – 2010 – 2013 Term 2 – 2013 – 2016 Term 3 – 2016 - 2019

Stefanie Dhanda	Treasurer & Trustee	Finance (Chair), liaison to CCSC Foundation Board	Resigned as of 8/25/2017	Elected 2012 Partial – 2012 – 2013 Term 1 – 2013 – 2016 Term 2 – 2016 – 2019 Term 3 – 2019 – 2022
José Juves	Trustee	Governance, Facilities	Currently serving first term	Elected 2017 Partial - 2017 Term 1 – 2017 – 2020 Term 2 – 2020- 2023 Term 3 – 2023- 2026
Kevin Kielbasa	Trustee	Development (Chair)	1	Elected 2015 Term 1 – 2015 – 2016 Term 2 – 2016 - 2019 Term 3 – 2019 – 2022
Amory Loring	Treasurer & Trustee	Finance (Chair), CCSC Foundation Liaison	Currently serving first term	Elected 2017 Partial - 2017 Term 1 – 2017 – 2020 Term 2 – 2020- 2023 Term 3 – 2023- 2026
Lisa Pullman	Trustee	Academic Accountability Committee, Facilities	Currently serving first term	Elected 2017 Partial - 2017 Term 1 – 2017 – 2020 Term 2 – 2020- 2023 Term 3 – 2023- 2026
Alexander Saltonstall	Trustee	Academic Accountability Committee, Finance	Currently serving first term	Elected 2017 Partial - 2017 Term 1 – 2017 – 2020 Term 2 – 2020- 2023 Term 3 – 2023- 2026
Gwen Thorne	Trustee	Academic Accountability Committee, Development	2	Elected 2009 Partial – 2009 - 2010 Term 1 – 2010 - 2013 Term 2 - 2013– 2016 Term 3 – 2016 - 2019
Steve Vinter	Trustee	Academic Accountability Committee (Chair)	1	Elected 2013 Term 1 – 2013 – 2016 Term 2 – 2016 – 2019 Term 3 – 2019 - 2022

Liz Zucker	Trustee	Clerk, Governance	Currently serving first term	Elected 2017 Partial - 2017 Term 1 – 2017–2020 Term 2 – 2020 -2023 Term 3 – 2023- 2026
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Appendix D: Additional Required Information

Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Eliza Anderson	No Change
Charter School Leader	Caleb Hurst-Hiller	No Change
Assistant Charter School Leader	Becki Norris	No Change
Special Education Director	Rosemarie Galvin	New
MCAS Test Coordinator	Lydia Ducharme	No Change
SIMS Coordinator	Mary Robbins	No Change
English Language Learner Director	June Woo	New
School Business Official	Joseph Reilly	No Change
SIMS Contact	Mary Robbins	No Change

Facilities

On April 11, 2018 the Community Charter School of Cambridge Foundation purchased the existing campus, which includes the buildings at 245, 247R, and 255 Bent Street. CCSC is now leasing space from the Foundation. The school is no longer a tenant of Lavery Lohnes Properties, from whom the Foundation purchased the campus.

Enrollment

Action	2018-2019 School Year Date(s)
Student Application Deadline	January 16, 2019; March 6, 2019
Lottery	January 23 2019; March 13, 2019