



2021-2022 Annual Report

Version 2 submitted October 21, 2022



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INTRODUCTION TO THE SCHOOL

<i>Community Charter School of Cambridge</i>			
Type of Charter	Commonwealth	Location of School	Cambridge
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2005	Year(s) the Charter was Renewed (if applicable)	2010, 2015, 2020
Maximum Enrollment	420	Enrollment as of 6/30/2022	286
Chartered Grade Span	6-12	Current Grade Span	6-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of 7/15/2022	9
Number of Instructional Days during the 2021-22 School Year	180		
School Hours	8:30-3:25 M, T, Th, Fr 8:30-12:25 W	Age of School as of 2021-22 School Year	17 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

I'm proud to submit the 2022 Annual Report for Community Charter School of Cambridge (CCSC) on behalf of the CCSC Board of Trustees, faculty, staff and community. This report provides a high-level overview of significant changes at CCSC over the course of the 2021/2022 school year.

As I reveled in the electricity and fearlessness of the CCSC co-valedictorians' graduation speech in which they declared that no matter the obstacles, they and their classmates, gathered on stage behind them, would not be held back, I marveled at just how far they had come. During the 20/21 school year CCSC focused on the transition from online learning back to in-person and on-campus learning as our community worked towards a return to a "new normal." Despite all the operational, social, and cultural challenges, we successfully nurtured and educated our students and looked forward to more stability in the coming year. However, the first full year of in-person learning brought about its own challenges:

- The ongoing pandemic impacted student and staff attendance, which, in turn, impacted teaching and learning. In response, school leadership designed strategic and tactical staffing and curricular responses to maintain the quality of teaching and learning.
- CCSC encountered significant leadership changes. Although our principals remained in their positions for the duration of the school year, both principals—one who was in her first year in the role—announced that they would depart at the end of the year. School and board leadership have worked closely to manage the transition by engaging the school community in the succession and hiring process. CCSC now has one 6th-12th grade interim principal and an assistant principal, both of whom were hired internally and are long-term members of the community.
- Most importantly, CCSC has decided to regionalize. After analyzing overall student Cambridge district and charter enrollment trends CCSC school and board leadership has decided to apply for regionalization. School and board leadership have engaged with the school community in making this decision and have considered stakeholder input when designing the transition strategy.

Through all of these changes the CCSC Board and leadership staff, under the guidance of Head of School, Becki Norris, has remained focused on the quality of the instructional core: the well-being, growth, and learning of our students and the support, guidance, and development of our faculty and staff. As I stated in last year's letter, I believe our students' performance and community's strength amidst the challenging context speak to our team's effectiveness.

The year ahead is sure to be challenging. We will onboard two new principals even as we welcome our first cohort of students through the regionalization process. This internal change will sit within the broader context of COVID variants, domestic and geopolitical strife, and an ongoing environmental crisis. All of us at CCSC understand the importance and urgency of our work—especially in this heightened context. The high-quality education and support CCSC offers is essential to developing the future citizens, leaders, and change-makers that can withstand and resolve today and tomorrow's challenges—**indeed we will be adding two CCSC alumni to the Board this year.** The Board is committed to supporting the CCSC community in its continued efforts to nurture, educate, and guide tomorrow's leaders.

Sincerely,

Uche Amaechi

Chair, CCSC Board of Trustees

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION: FAITHFULNESS TO CHARTER

Mission and Key Design Elements

The CCSC mission, vision, and educational philosophy continued to guide CCSC's work during the 2020-2021 academic year: preparing our students for postsecondary success, providing students with challenging learning opportunities aligned to state standards, and developing and maintaining close relationships with students and their families to support their social-emotional, academic, and health needs during this difficult time.

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

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

High Academic Expectations for All

CCSC offers a challenging academic program and a robust system of academic supports to help students succeed. CCSC continues to use its schoolwide instructional vision to guide teacher planning and ensure that students receive challenging, high quality instruction. The CCSC instructional vision consists of 5 key components: a safe and supportive classroom climate; student participation and engagement; higher order thinking; targeted student support; and checking for understanding and feedback. Each of these components is associated with suggested and/or required "teacher moves" (such as using exit tickets or mini-white boards to check for student understanding). Each academic department at CCSC also has an instructional vision that defines the learning activities students should be engaged in as frequently as possible.

In 2021-2022 we updated this instructional vision in two important ways. First, we updated our instructional vision – particularly the classroom climate section – to reflect our transition to restorative justice. References to merits and demerits were removed and replaced with an emphasis on restorative practices – such as building relationships, using circles, and establishing and checking in on classroom expectations. Second, after updating the specific teacher moves to account for remote learning in 2020-2021, we made further updates in 2021-2022 given our return to in-person instruction. Some of the specific teacher moves we had added – such as the use of the chat or polling in zoom – were removed, but others remained, as teachers were still encouraged to use on-line learning or assessment platforms to check student understanding and promote student engagement.

CCSC's high academic expectations are not only reflected in its instruction, but also in its academic policies and supports. For example, the passing grade at CCSC remains a C-, which corresponds to a score of 70%. Students who fail a core academic course (such as math or humanities/English) are required to attend and demonstrate proficiency at summer school. CCSC offers a wide range of supports to help all students access its challenging academic program. Examples of these supports include small group interventions in both math and ELA during the school day, MCAS prep tutoring for high school students, and office hours after school where students can receive additional academic support.

Finally, in 2021-2022 CCSC expanded its programming in two important ways to provide students with more academic opportunities.

- First, we piloted a dual enrollment partnership with Cambridge College, with 10 seniors taking at least one dual enrollment class. This enabled those students to take courses that CCSC does not offer and earn college credit for their work. Looking ahead to 2022-2023, we intend to continue to provide dual enrollment opportunities for some of our students through Cambridge College and/or other partners.
- Second, we provided more opportunities for our students – particularly our middle school students – to take classes beyond math, humanities, and science. In 2021-2022, all middle school students took a full year of art – in past years middle school students only took one semester of art each year. For the first time, we also partnered with a language school (ROLA Languages) to provide after school classes in Chinese, French, and Spanish to interested students (previously CCSC only offered Spanish and those classes were typically only available to high school students). Looking ahead to 2022-2023, we plan to continue to provide our students with new academic opportunities, particularly in areas of computer science, drama, and/or music for our middle school students.

Roundtables: Year-End Portfolio Assessments

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

After canceling Roundtables in the spring of 2020, and conducting the majority of Roundtables on zoom in 2021, the vast majority of students conducted their Roundtables in person this year. Students are assessed based on their presentation skills (volume, diction and clarity, pacing, eye contact, gestures, and body language), their ability to answer content-based questions clearly and accurately, and their overall reflectiveness. Thirty three percent of students completed their Roundtables with honors (earning 93+% of all possible points on their Roundtable presentation). A small number of students did not pass their Roundtables on their first attempt, but redid their Roundtables after receiving additional time and support.

Advisory Program

Advisory is a core element of the CCSC program. This year, middle school and high school advisory met in the middle of the day, with differentiated structures and lengths for middle school and high school.

Advisory groups are composed of about 9-14 students of the same grade level, and faculty and staff serve as advisors. Advisors stay with their advisees throughout their years at CCSC to provide the student and the family with a consistent adult liaison and advocate at school. Advisors have four main roles:

- Partnering with advisees' families
- Coaching their advisees academically, socially, and behaviorally
- Guiding their advisees through the grade-level advisory curriculum and
- Leading their advisees through the Roundtable/Internship Exhibitions and college matriculation processes

The Advisory program is one of the ways the school engages families as true partners in the school community. Advisors partner with families in ways that are culturally competent, respectful, meaningful, and tied to student achievement. Advisors lean on the family's expertise on the student, celebrating and addressing academic, behavioral, social-emotional progress or concerns. Families and advisors have deep knowledge of each of their scholar's unique strengths and areas for growth. Families are encouraged to call, email, and text advisors with questions or concerns, and the advisor either fields the question directly or connects them with the staff member who can. Over the years, a high level of trust develops between advisors, advisees, and families. Advisors work with their advisees, their families, and the rest of the faculty and staff to ensure that their advisees have a successful and positive experience during their time at CCSC.

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

Advisors guided their advisees through a developmentally appropriate advisory curriculum with a series of circle lesson plans, which helped students identify their values and process their emotions. Advisors also designed lesson plans to process current events and worked with our school wide events team to prepare our students for our monthly community meetings focused on topics such as Hispanic/Latinx Heritage Month, Black Heritage Month and LGBTQ+ Pride Month. Advisory circle plans aim to develop students' emotional intelligence and build community. Lessons in high school also include discussing career planning, study skills, and the college application and transition process.

Finally, as mentioned above, advisors lead advisees through the Roundtable/Internship Exhibitions process. All 6th – 11th grade advisors prepare advisees for the Roundtable presentation, help advisees assemble the portfolio, and facilitate their advisees' presentations. 12th grade advisors prepare advisees for Senior Internship Exhibition presentations.

School-Family Partnership and Communication

CCSC engages families in many ways over the course of the year and throughout a student's career at CCSC. Much of the communication is channeled through advisors, though faculty and administrators are also in frequent contact. Families are contacted at least weekly during their initial summer and many have historically attended the event held at the end of Summer Academy which helps to establish early relationships with school staff and parents. For all of our families, we make a significant push during our August professional development to include opportunities for parents/guardians to give us feedback and

to incorporate that guidance in our professional development sessions such that we can better serve their students. We also hold an annual Back to School Night in early/mid October, which provides an opportunity for families to put teacher names to faces, meet with teachers individually to check-in on student progress, and learn about the curriculum and academic expectations.

Over the course of the past year, families had the opportunity to attend -- either in-person or remotely -- Coffee with the Principals during the critical transition back to in-person learning for all students this fall. Our Family Engagement Coordinator also held weekly virtual family support groups on Zoom for families to build community, ask questions, and share feedback. Family members also attended and participated in restorative circles when and where appropriate, and we held family meet-and-greet sessions for prospective teaching employees and included families on our hiring teams as we hired new administrators.

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

The Senior Internship Program at CCSC

A primary tenet of CCSC's mission is to prepare students for postsecondary success and productive citizenship through meaningful real world experiences. To this end, CCSC requires all seniors to complete a 100-hour service internship as a graduation requirement. Through the Senior Internship Program (SIP), CCSC seniors learn the responsibilities of the work site and develop one-on-one relationships with professional mentors. During the 2021-22 school year, 48 students interned with the following 29 unique organizations: Americode, Blackyard Arts, Breakthrough Greater Boston, Cambridge City Council, Cambridge Redevelopment Authority, Cambridgeport Children's Center, Central Source, CIC, Community Charter School of Cambridge, Community Exploration & Learning Lab (CELL @ Novartis), Davel Matthews Videography, Democrats for Education Reform, East End House, Inc., El Mundo, Family Engagement Office - CPS, Food for Free, Harvard Square Business Association, Law Offices of Arnold J. Lizana, Merck, MIT, Nurtury, One Gig Co., Other 1s, Side Hustle Design, St. Mary's Church Cambridge, Synlogic, TiE Boston Foundation, Inc, and Za and EVOO. Internships were a combination of in-person, hybrid, and remote opportunities. Due to ongoing impacts of the COVID-19 pandemic, some internship sites began later in the semester, so modifications to the hours requirements were made for some students. As part of the internship program, students are required to research and propose an internship project that supports or enhances the ongoing work of the host organization, in addition to writing reflective journals and presenting their projects at the Senior Internship Exhibition Night. This year's exhibition was held in-person at the Broad Institute in Cambridge. Seniors had to answer questions from judges about their projects and experiences. Some student projects included: pharmaceutical research, developing social media campaigns, creating databases, and putting together policy proposals.

Amendments to the Charter

None for 2021-2022.

Access and Equity: Discipline Data

The most recent, publicly available student discipline data can be found here (and presented in the table below):

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04360000&orgtypecode=5&=04360000>
&

2020-21 Student Discipline					
https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04360000&orgtypecode=5&=04360000					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	309	0	0%	0%	0%
English Learner	18	0	0%	0%	0%
Economically Disadvantaged	150	0	0%	0%	0%
Students with Disabilities	54	0	0%	0%	0%
High Needs	189	0	0%	0%	0%
Female	177	0	0%	0%	0%
Male	132	0	0%	0%	0%
American Indian or Alaska Native	1	0	0%	0%	0%
Asian	13	0	0%	0%	0%
African American/Black	219	0	0%	0%	0%
Hispanic/Latino	47	0	0%	0%	0%
Multi-race, Non-Hispanic/Latino	14	0	0%	0%	0%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
White	15	0	0%	0%	0%

Remote learning in 2020-21 presented a learning structure where we found little to no need to discipline that elevated to the level of suspensions and/or school removals. Although we have been more intentional with our efforts to identify asymmetries among different subgroups, 2020-2021 school year's data is likely not the most accurate representation of our efforts given the dynamics of how our students were being served was different compared to previous years and in the 2021-2022 school year. We feel that the data from 2020-2021 is an outlier compared to the previous years and the years to come. However, here is the current trend:

- All students disciplined: **14%** in 2018-2019, **7.6 %** in 2019-2020; **0%** in 2020-2021
- English Learners disciplined: **38%** in 2018-2019, **12%** in 2019-2020. **0%** in 2020-2021
- Multi-race, Non-Hispanic disciplined: **35%** in 2018-2019, **7%** in 2019-2020, **0%** in 2020-2021
- Students with disabilities disciplined: **22%** in 2018-2019; **16%** in 2019-2020; **0%** in 2020-2021
- Male students disciplined: **22%** in 2018-2019; **14%** in 2019-2020; **0%** in 2020-2021

As we returned to fully in-person learning in 2021-22, we implemented Restorative Justice and trauma informed practices, a new behavioral intervention model to support our students with re-learning how to be present, their social-emotional learning needs, and addressing the impacts of COVID. In addition to using Restorative Practices, CCSC continued efforts to decrease both overall discipline rates and disproportionality within subgroups during 2021-22.

We took several steps over the past three school years to revise our discipline policies and provide additional supports to meet the needs of diverse learners. These include:

- **2021-2022: Hiring a full-time Restorative Coordinator and Director of Culture:** As we embarked in determining the educational needs of our students during the pandemic, we realized that we needed a new approach to supporting our students. After conducting research around school models that integrate social-emotional learning practices that are anchored in trauma informed and culturally responsive practices, we landed on Restorative Practices. In 2021-2022, what had previously been the Associate Dean of Students was restructured as Restorative Practices Coordinator. We also hired a Director of School Culture to replace the Dean of Students position. The Director of School Culture is tasked with taking a more holistic view of our school culture and how various aspects of the school culture impact the discipline and behavioral culture of students, adults, and families.
- **2021-2022 forming a community wide Culture Team:** In the spring of the 2021-2022 school year, CCSC launched a school culture team that consists of students, parents/guardians, teachers, and administrators to help guide our long-term work around building a more inclusive, diverse, and equitable school culture. Team members are undergoing training around restorative practices, developing targeted data driven problems of practice, and working to develop theories of action to support CCSC in implementing research-based initiatives and strategies that are grounded in inclusivity, diverse perspectives, and equitable practices.
- **Implementing Restorative Justice (5 to 7-year transformation plan):**
 - *2021-2022 (year 1 updates):* CCSC is aware that we are in a transformation stage. Year one will focus on training leadership and staff. New members of the administrative leadership team are being trained on the foundations of Restorative Practices by the International Institute of Restorative Practice (IIRP), and returning members of the team were trained in 2020-2021 by the Suffolk University Center for Restorative Justice. The leadership team will use this training to lead training, provide support, and coach the staff with learning, practicing and implementing restorative practices with fidelity.
- **2021-2022: Changes to Student Support Teams:** In 2021-2022, the Middle School and High School Student Support Teams met on a weekly basis for one hour per team. The Team consisted of the MS or HS Principal, the Director of Student Support, the Guidance Department Chair, the School Psychologist, and various members of the counseling and culture team when possible. We continued to refer to quantitative data such as attendance, grades and discipline reports; however, we also analyzed qualitative data such as family input, teacher input from grade level team meetings, and conducted frequent observations of students of concern. Through the use of qualitative and quantitative data we were able to see and meet the whole student where they were in order to create effective tiered intervention plans. In addition, each member of the SST was assigned to a grade level team and attended Grade Level Team meetings to gain the perspective of the teachers and open up the channels for in person communication about student needs and MTSS.

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. Although the COVID pandemic continued to impact our ability to welcome as many visitors and external guests as in other years, CCSC still found ways to share best practices and engage with fellow educators and school leaders.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	With whom did the school disseminate its best practices?	Result of dissemination
School Council strategy	Monthly committee meetings	Ted Hirsch (Recruitment and Outreach Coordinator)	Cambridge Public Schools School Council Working Group (22 community members, including caregivers, district staff, and school staff)	The working group continued to improve a manual for School Councils
Restorative Justice Implementation	Phone call, email	Somaly Prak-Martins (Director of School Culture), Becki Norris (Head of School)	Staff from MATCH High School	MATCH is planning a visit to CCSC to see RJ in action
Setting and maintaining high academic and cultural expectations	School visit, debrief Zoom call	Becki Norris (Head of School)	Administration at Neighborhood House Charter School	Neighborhood House is making changes in response to visitors' suggestions
Advisory lesson plans re: racial violence	Files shared (Google Drive)	Becki Norris (Head of School)	Leaders from MCPSA New Charter Leaders Cohort 2	Circle plans adapted for use in other schools
Advisory lesson plans re: Ukraine attack	Files shared (Google Drive)	Becki Norris (Head of School)	Leaders from MCPSA New Charter Leaders Cohort 2	Circle plans adapted for use in other schools
Building a Gender Inclusive Student/Family Handbook	Inclusion in MA Commission on LGBTQ Youth's Annual Recommendations to all schools and other youth organizations in MA	Noelani Gabriel Holt (High School Principal) and Becki Norris (Head of School)	All MA K-12 schools, including local district	Schools across the state will use the Recommendations Guide to update their own handbooks as they recognize the need to be more gender inclusive
Roundtables at CCSC	School visits	Jeff Vogel (Director of Curriculum and Instruction)	Cambridge Public Schools, Lawrence Public Schools, Chelsea Public Schools, Wakefield Public Schools	Visitors can use their experience with CCSC's Roundtables to help their districts implement performance assessments
Senior Internships at CCSC	School visit	Noelani Gabriel Holt (High School Principal)	Cambridge Public Schools, Lawrence Public Schools	Visitors can use their experience with CCSC's internship program to help their districts to provide students with real world experiences and best prepare them for post-secondary options
Athletics	Middle school basketball tournament	Jake Friedman (Athletic Director)	Cambridge Public Schools	CPS and CCSC collaborated to plan and execute a MS basketball tournament

ACADEMIC PROGRAM SUCCESS

Student Performance

CCSC's DESE Report Card:

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

2021 Official Accountability Report – Community Charter School of Cambridge	
Overall classification	Not requiring assistance or intervention
Reason for classification	Meeting or exceeding targets
Progress toward improvement targets	76%
Accountability percentile	82%

While CCSC's AP performance and participation rates have dropped relative to those rates prior to the pandemic, many CCSC students continue to take and pass AP classes and exams. Nearly half of our 11th and 12th grade students (45%) took at least 1 AP exam. Sixty seven percent of CCSC's graduating seniors passed at least AP course, and 31% passed at least 1 AP exam (with several students passing 3 or more exams).

Academic Program

During the 2021-2022 academic year, CCSC continued to provide a high quality curriculum aligned with state standards and major external assessments. CCSC teachers aimed to teach students at least one year's worth of academic content and skills. Because many students had residual academic gaps from reduced learning in the 2020-2021 academic year, teachers often made adjustments to lesson plans and unit plans -- such as adjustments to the pacing of lessons or units -- while still ensuring that they taught priority grade level standards. Their goal was to accelerate student learning, providing short reteaches and remediation "just in time" so that students could access grade level material. CCSC students also continued to take quarterly benchmark assessments. These assessments allowed students to demonstrate their understanding of key content and skills and to prepare for external, high stakes tests; they also allowed teachers to identify academic gaps and make plans to address them. These plans sometimes included weekly math and reading lab courses, as well as MCAS Prep study groups offered in the months prior to MCAS exams.

One particular focus area during the 2021-2022 was the creation of a draft, schoolwide lesson planning template. The purpose of this initiative was to ensure that all teachers are creating high quality lesson plans and sharing them with those with whom they collaborate. Prior to 2021-2022, CCSC had schoolwide expectations for what was expected to be included in lesson plans, but did not have a schoolwide lesson planning template. In the winter of 2021-2022, the instructional leadership team worked collaboratively to create a new lesson planning template, which includes required lesson plan components (content objectives, language objectives, class expectations, activities with timing and supports, entry/exit routines, etc.), a list of quality check questions (ex. Engagement Check: What parts of the lesson will spark genuine student interest in the lesson?), and links to resources (such as CCSC's

instructional vision and resources for accommodations). Subsequently, several teachers piloted this template and we intend to implement it more broadly in the 2022-2023 school year.

During the 2021-2022 school year, we also continued to emphasize embedding topics around equity into our curriculum. This work was grounded in our equity and curriculum framework, which outlines five main components of an equitable curriculum: rigorous, standards-aligned; BIPOC and representation; BIPOC and counter-narratives; other historically excluded groups and representation; and other historically excluded groups and counter-narratives. During the summer of 2021, CCSC stipended several teachers to work on equity and curriculum projects, and those teachers included those projects in their courses. For example, students in one math class used their knowledge of angles to analyze wheelchair ramps at a nearby public space and determine whether that space was truly wheelchair accessible. Students in another math class examined how the health and economic impact of COVID-19 varied by race.

Finally, in the 2021-2022 school year, we aimed to provide students with more opportunities to publicly display and share their work. For many years, CCSC students have presented their work during end-of-year Roundtables and at Senior Internship Exhibition Night. And in the years prior to COVID-19, we held several other events at which students presented their work, including a humanities curriculum night where all middle school students made presentations to families, staff, and their peers and a 10th grade English action research project event at which students shared research and made proposals about social justice topics. There were fewer such events in the 2020-2021 school year due to COVID-19, but in 2021-2022 we were able to host several events. For example, our 7th graders used engineering principles and a fixed set of materials to build bridges, and then the entire grade came together to watch as the teacher tested the strength of each bridge to determine a winner. In June, CCSC also hosted an art show for students and families at which students displayed their work, and students and staff shared art, music, and poetry.

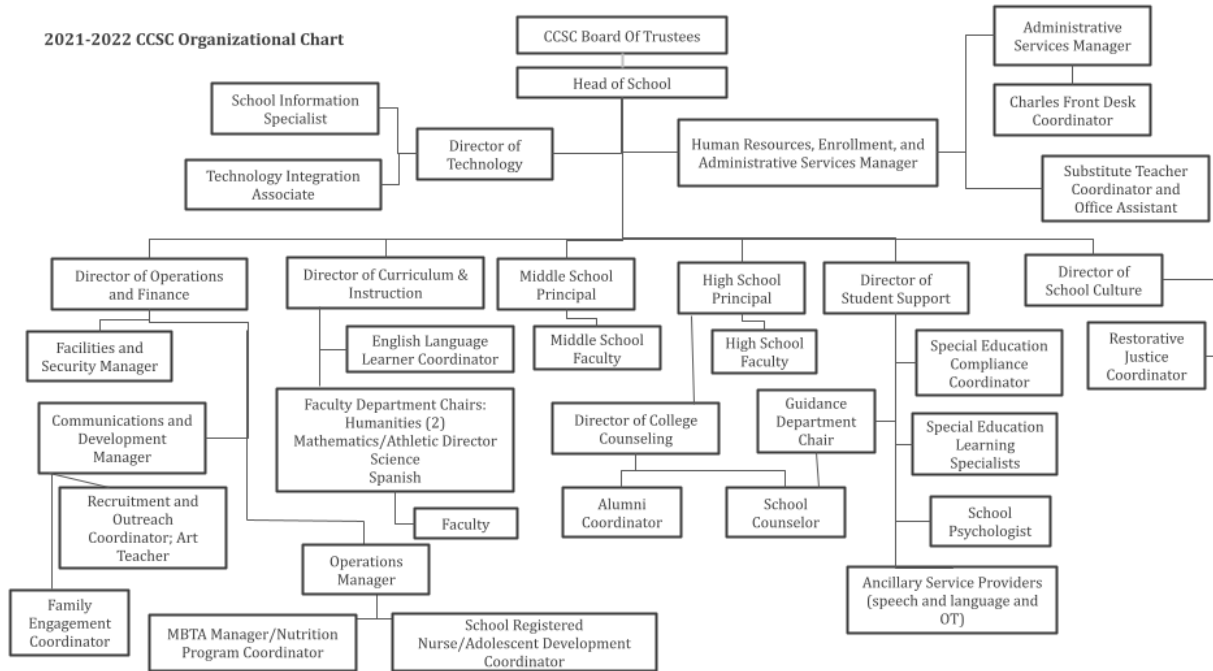
ORGANIZATIONAL VIABILITY

Organizational Structure of the School

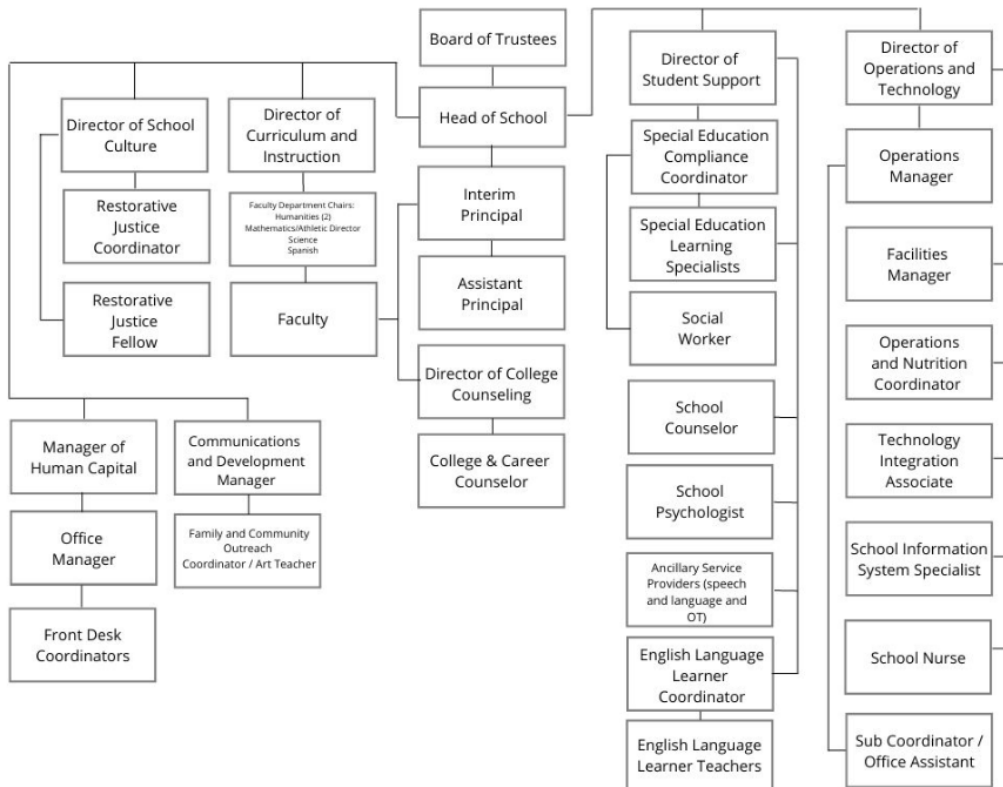
The following changes to the organizational structure for the coming year are:

- The following changes to the organizational structure of the coming year are:
 - MBTA/Nurtrition Coordinator will now be Charles Front desk coordinator/MBTA and Operations/Nutrition Coordinator
 - Director of Technology will now be the Director of Operations and Technology
 - High School principal will now be the Interim Principal
 - Middle school principal will now be the Assistant Principal
 - Administrative Services Manager will now be the Office Manager
 - Family Engagement Coordinator will now be the Family and Community Outreach Coordinator/Art Teacher
- New Roles:
 - RJ Fellow
 - Social worker

AY22 Organizational Chart



AY23 Organizational Chart



Budget and Finance

Unaudited FY22 statement of revenues, expenses, and changes in net assets (income statement):

OPERATING REVENUES:		
	State allocation-tuition	\$ 8,131,660
	Federal and state Grants	719,885
	Private grants and contributions	31,814
	Food service revenues	124,041
	Nonemployee pension contributions	
	Rental income	
	TOTAL OPERATING REVENUE	9,007,400
OPERATING EXPENSES:		
	Personnel	5,032,034
	Payroll taxes	152,275
	Fringe benefits	460,294
	Pension benefits	
	Advertising and recruiting	75,525
	Computer hardware and software	94,689
	Education	177,334
	Office and Administration	37,787
	Office supplies and expense	79,431
	General operating and maintenance	346,259
	Legal and accounting services	97,366
	Insurance	21,771
	Student activities	203,255
	Depreciation	327,409
	Food service	80,118
	Professional development	117,740
	Travel and meetings	3,043
	Rental of building and grounds	1,543,997
	Utilities	117,954
	Grants and contributions	
	TOTAL OPERATING EXPENSES	8,968,283
	OPERATING INCOME (LOSS)	39,117
NONOPERATING REVENUES (EXPENSES):		

	Investment income from interest, dividends ,and capital gains/(losses)	7,556
	Interest Expense	
	TOTAL NONOPERATING REVENUES (EXPENSES), NET	7,556
CHANGE IN NET POSITION		46,673
NET POSITION AT BEGINNING OF YEAR		9,162,647
NET POSITION AT END OF YEAR		\$ 9,209,320

Statement of net assets for FY22 (balance sheet):

ASSETS		
	Cash and cash equivalents	\$ 5,702,511
	Investments	
	Receivables,net of allowance for uncollectibles	233,824
	Other assets	2,349,154
	Total current assets	8,285,488
	Capital assets,nondepreciable	
	Capital assets,net of depreciation	1,483,086
	Total noncurrent assets	1,483,086
TOTAL ASSETS		9,768,574
LIABILITIES		
	Accounts payable	175,226
	Accrued payroll	384,030
	Unearned revenue	
	Bonds payable- Short term	
	Total current liabilities	559,255
	Bonds payable - Long term	

TOTAL LIABILITIES		559,255
NET POSITION		
Net investment in capital assets		1,483,086
Restricted for:		
	Liquidity Reserve	1,000,000
	Facilities Reserve	1,235,000
	Foundation building and property reserve	
Unrestricted		5,491,233
TOTAL NET POSITION		\$ 9,209,319

Approved school budget for FY23 (approved by Board of Trustees June 15, 2022)

Income	
50 Tuition	8,770,895
51 Federal & State Grants	641,080
60 Private Grants & Contributions	50,000
Food Service Revenues	120,000
Miscellaneous Income	-
Total Income	9,581,975
Expenses	
1 Personnel Compensation	5,633,640
101 1099 Personnel	50,000
102 Payroll taxes	199,994
103 Fringe	518,295
104 Advertising & Recruiting	50,000
105 Technology	125,000
106 Education Expense	165,000
107 Payroll/HR	50,000
108 Admin Expense	65,000
11 Legal & Accounting	95,000
12 Insurance	48,500
13 Student Activities expense	220,000
141 Food Service Expense	125,000
16 Staff Development	50,000
17 Travel & Meetings	5,000
18 Rent facilities	1,300,842
19 Utilities	114,000
20 Facilities Ops & Maintenance	340,000
21 Depreciation Expense	330,000

30 Contingency	-
Total Expenses	9,485,271
Net Operating Income	96,704

FY23 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	320
Number of students upon which FY23 budget tuition line is based	295
Number of expected students for FY23 first day of school	275
Please explain any variances: <i>In the spring of 2022, we were notified that several families were moving out of the Cambridge area due to rising housing costs, and that their students would no longer be able to travel to CCSC for the 2022-2023 school year.</i>	

Capital plan for FY23:

On June 15, 2022, the Board of Trustees approved a reserve of \$1,235,000 for capital expenses.

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2021-22

Faithfulness to Charter

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 1: By the time they graduate, all CCSC students will demonstrate problem solving and communication skills through an internship in the community.		
Measure 1.1: Each year, 97% of seniors will complete the 100-hour internship requirement and complete the internship project.	Not Met	While 70.8% of seniors completed the 100 hour requirement, a number of seniors (14 out of 48) were placed at internship sites that welcomed them after the official start date of the program or had to miss internship days due to COVID or other illness. The internship hour requirement was modified for these students. All students successfully completed an internship project.
Measure 1.2: Each year, 97% of students who have met the 100-hour minimum will pass their Senior Internship presentation with a grade of 80% or higher.	Met	98% of students completed and passed their Senior Internship Presentation either at the exhibition night or through another form of public presentation (one student, for example, designed and taught a lesson to a class of 7th grade students for their project and two students presented their projects outside of the exhibition night). The only student who did not formally present was a student who was required to complete a series of performance related tasks to receive presentation credit.
Objective 2: All CCSC students will publicly demonstrate their skills and knowledge in an annual ‘presentation of learning’ in order to be promoted to the next grade level.		
Measure 2.1: Each year, 93% of all students in grades 6-11 will complete the prerequisites for Roundtable presentations. Measure:	Met	As of July 2022, 97% of students in grades 6-11 had completed the prerequisites for Roundtable presentations.
Measure 2.2: Each year, 97% of all students in grades 6 through 11 will earn a passing score on their Roundtable.	Met	As of July 2022, 100% of students who presented their Roundtable earned a passing score. Most did

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		so the first time they presented their Roundtable; a few students who did not pass the first time passed after re-presenting.
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, 85% of CCSC students will report that at least one staff member knows them well. At least 85% of all students will complete the annual survey.</p>	Partially Met	<p>93% of CCSC students reported that at least one staff member knows them well.</p> <p>However, for the second year in a row, fewer than 85% of students completed the annual survey. This year only 43% of all students completed the annual survey. Looking ahead, we will rethink our system for collecting responses, possibly administering the survey a couple weeks earlier rather than during the last few days of school.</p>
<p>Measure 3.2: On an annual survey, 88% of responding parents/guardians will report that at least one staff member knows their child well. At least 75% of all students will have a parent/guardian who completes the annual survey.</p>	Partially Met	<p>92% of parents/guardians reported that at least one staff member knows their child well.</p> <p>Similar to the student survey response rate described above, for the second year in a row, fewer than 75% of all students had a parent/guardian who completed the annual survey. This year only 44% completed the survey.</p>
Objective 4: CCSC's learning environment will be safe and supportive.		
<p>Measure 4.1: On an annual survey, 75% of responding students will report that CCSC is a physically safe and supportive environment for students. At least 85% of all students will complete a survey.</p>	Not Met	<p>68% of CCSC students reported that CCSC is a physically safe and supportive environment for students, slightly below the 75% target. CCSC, like many schools, faced unique challenges this year as students returned in person after nearly a year of learning remotely and we are diligently working to make sure our systems and structures</p>

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		ensure that all students have a safe and supportive learning environment. As noted above, 43% of all students completed the annual survey
Measure 4.2: On an annual survey, 85% of responding parents/guardians will report that CCSC is a physically safe and supportive environment for students. At least 75% of all students will have a parent/guardian who completes the annual survey.	Not Met	84% of parents/guardians reported that CCSC is a physically safe and supportive environment for students, just below the 85% target. As noted above, 44% of students had a parent/guardian complete the annual survey.
Objective 5: CCSC's academic program will be challenging for every student.		
Measure 5.1: 100% of graduating seniors will gain admission to a 4-year college or university.	Not Met	35 out of 48 students from the Class of 2022 (73%) were accepted to at least one four-year college. This reflects an increased focus on college and career, and a decreased emphasis on 4-year college attendance alone.
Measure 5.2: 80% of graduating seniors will take and pass at least one AP course during their time at CCSC.	Not Met	67% of graduating seniors took and passed at least one AP course during their time at CCSC.

Dissemination

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 1: CCSC will actively share materials and practices related to curriculum, instruction, organizational structures and systems, and unique elements of our program (such as Roundtables and the Senior Internship Program) with schools – charter and district– both inside Massachusetts and beyond		
Measure 1.1: Each year, CCSC will share best practices, including information on the Roundtable process and our Senior Internship Program, with other schools at least ten times.	Met	Over ten visitors, from districts including Cambridge, Lawrence, Wakefield, and Chelsea, visited CCSC to learn more about Roundtables and Senior Internships. We also shared information about Restorative Justice,

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
This sharing may take the form of hosting visitors, sharing materials, or presenting externally.		including circle plans, with several other schools, and our gender-neutral handbook language was shared in recommendations for schools across the state. Please see the “Dissemination” section for more detail.
Measure 1.2: CCSC will proactively engage staff from Cambridge Public Schools, including members of the School Committee, at least three times each year. The nature of this engagement will center on the exchange of best practices and will include school visits.	Yes	Two visitors from Cambridge Public Schools came to CCSC to learn more about Roundtables, and one Cambridge staff attended Senior Internships. One staff member (Ted Hirsch) again participated in the School Council Strategy group with Cambridge Public Schools, with School Committee participation in the group. Finally, CCSC and CPS collaborated to hold a middle school basketball tournament for students from multiple area schools.

APPENDIX B: RECRUITMENT AND RETENTION PLAN TEMPLATE

RECRUITMENT PLAN 2022-23

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

2021-2022 Implementation Summary:

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

CCSC used the general recruitment activities laid out in the AY21 Annual Report as a guide and completed many of them. We continued to network with neighboring schools to make sure that our school was known as an alternative. We worked directly with the Cambridge Middle School Network, Elementary School Network and Reaching All You by attending these organizations' monthly meetings and to support and contribute to their work for the elementary, middle, and high school students of Cambridge. We attended Community Fairs put on by the Mayor of Cambridge and the Office of Family Engagement at CPSD. We partnered closely with the Benjamin Banneker Charter Public School, including visiting Banneker with recent Banneker students and having those students answer questions about what it was like to be a student at CCSC. We offered virtual student shadow days led by the Outreach Coordinator and held in-person building tours outside of school hours to students and families. At our seven Virtual Open Houses we had current students, including students with disabilities, describe their experience at CCSC, celebrating the support and their experience at CCSC. We have continued to think critically about brand awareness in the Cambridge area. In addition to student ambassadors and volunteer family members, CCSC has effectively used local print and digital advertising and social media to ensure that applications remain robust and CCSC is known widely as a viable option. CCSC continues to advertise in multiple languages, including Spanish, Haitian Creole, and Amharic. In order to meet new families in the community, we extended our School Market outreach (a free grocery market typically held monthly for CCSC students and families) to a local affordable housing development in North Cambridge. This event grew to serve nearly 100 unique households on a bi-weekly basis. During these events, we shared information about CCSC and its programming.

The challenges of the year and COVID made some of the outreach more difficult and there are several recruitment strategies (i.e., placing translated application materials in all Cambridge Public Library branches, paying bilingual and multilingual faculty and staff to work open houses and information sessions, or working with community organizations that serve non-English speaking populations in Cambridge) that we did not implement this past year but are planning to do so in the upcoming year.

For most of the year we continued to operate under the February 2017 BESE condition and our recruitment efforts remain exclusively focused on Cambridge, though we also worked to ensure that all families knew siblings would have preference regardless of the sending district.

Our recruitment efforts are led by CCSC's Outreach Coordinator who worked closely with our Communications and Development Manager. His work focused on student recruitment in Cambridge and spent time connecting directly with families in the community. The Outreach Coordinator also served as a

support for families as they navigated the application and enrollment process. CCSC held multiple 2022-23 lotteries in order to ensure various points of entry for families.

2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?
3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2021 SIMS report) will meet the comparison index or the school's gap narrowing targets.
 - a. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1st SIMS demographic information.
 - b. Please explicitly state if you would like further discussion with the Department regarding the school's rates of enrolling students with disabilities or English learners (EL) compared to the Comparison Index or gap narrowing targets.

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

General Recruitment Activities for 2022-2023:

In AY23, CCSC will focus on brand awareness in Cambridge and the neighboring communities who are below their charter cap. We will emphasize strategic outreach to various subgroups, to ensure that families know CCSC is an option for their children. We will continue our various media campaigns to ensure broad awareness and our admissions team will focus on student recruitment in Cambridge and surrounding districts, such as Chelsea, Everett, and Revere. The Outreach Coordinator will prioritize connecting with families whose students are receiving Special Education and EL services by participating in SEFAC and ELFAC groups at CCSC so that those families can share their experiences with folks from their neighborhoods and communities. We will continue to welcome the support of family volunteers in our recruitment work as we have found family participation in our virtual Open Houses was high leverage for recruitment. We will continue having regular Open Houses, varying between in-person and virtual to provide convenience for families. We saw success this year with having a personalized approach to recruitment including introducing prospective students and families to key staff or current students to help them make a decision about joining CCSC, including administrators. We will involve the Principal and Assistant Principal in recruitment efforts to support these high value conversations. In AY22, we invited prospective students and families to community meetings, athletic events, and curriculum nights to showcase the various positive aspects of our school culture. We will continue to have frequent lotteries.

Recruitment Plan – 2022-23 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage:

17.0%

GNT percentage: N/A*

CI percentage: 15.9%

The school is above CI percentages

* Note: There is no GNT because CCSC's baseline year (2011) is above the current Comparison Index, therefore the GNT would be a negative number.

(b) Continued 2021-22 Strategies

Met GNT/CI: no enhanced/additional strategies needed

- Starting in the AY20 school year, the Director of Student Support sits on the school's leadership team. CCSC will ensure that prospective families know and understand the extent to which the Director of Student Support has input into all facets of the educational program and experience. Additionally, CCSC will work to ensure that parents/guardians of students with disabilities serve as representatives for the school when we recruit families and engage with prospective students. Lastly, CCSC will promote SWD performance on MCAS and SATs, as well as AP participation rates, which are all strong and reflect the thorough supports in place for SWD. The school will share with prospective families a list of colleges and universities to which SWD have been admitted over the last three years, which include, but are not limited to: Clark University, Northeastern University, Emmanuel College, Lesley University, Montclair State University, Rochester Institute of Technology, Keene State College, and the University of Massachusetts's Amherst, Dartmouth, Lowell and Boston campuses.
- Include statistics, testimonials, and other information about our special education program and success of CCSC students with disabilities in our marketing materials
- Reach out to Special Education Coordinators at our feeder schools; ask them to share information with students and families about the supports we offer
- Continue to reach out to organizations that offer academic support to students with disabilities in Cambridge and share recruitment information with them
- Include family members of students with disabilities in recruitment events, e.g. open houses, where they will speak about CCSC's special education offerings and answer prospective families' questions (This begin in 2019-2020)
- When recruiting parents / guardians for our new Family Ambassadors program, specifically aim to hire at least one Ambassador who has a child (current CCSC student or alumnus/a) with a disability
- Host two open house events specifically for students and families with disabilities, which will include testimonials from students, families, alumni and learning specialists, as well as information regarding the curriculum, various levels of support, transition services, community partnerships. These events will also allow for significant Q & A time to answer specific questions about our programming and supports for SWD
- Reach out to feeder schools, specifically Banneker, to invite families from feeder schools to attend our SEPAC meetings in order to learn more about the community and support for SWD at CCSC

(c) 2022-23 Additional Strategy(ies), if needed

- Did not meet GNT/CI: additional and/or enhanced strategies needed.

Recruitment Plan – 2022-23 Strategies

List strategies for recruitment activities for each demographic group.

Limited English-proficient students/English learners

(a) CHART data

School percentage: **10.1%**

GNT percentage: **N/A***

CI percentage: **2.3%**

The school is **above** CI percentages

* Note: There is no GNT because CCSC’s baseline year (2011) is above the current Comparison Index, therefore the GNT would be a negative number.

(b) Continued 2021-22 Strategies

Met GNT/CI: no enhanced/additional strategies needed

In terms of continued strategies, CCSC will:

- Continue publicizing the academic progress of currently enrolled EL students. LEP students again made tremendous gains in 19-20 and their success can and should be shared widely.
- Continue monitoring local media outlets providing information to various local communities of immigrant families.
- Continue advertising in multiple languages, including Haitian Creole, Spanish, Arabic, Amharic, and Bengali. CCSC’s spending in this area continues to increase.
- Continue communicating in multiple languages with families and readily providing interpretive services at school events. Again, this commitment is reflected by continued year over year increases in spending in this area.
- Produce recruitment materials in multiple languages, post them online, and ensure their availability at all recruitment events.
- 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.
- Pay bilingual and multilingual faculty and staff to work open houses and information sessions.
- Work with the following community organizations that serve non-English speaking populations in Cambridge: the Community Learning Center, Cambridge Economic Opportunity Council, and the Cambridge Haitian Services.
- Continue working with a local organization to provide free food for families. At these events, CCSC will share translated materials. CCSC is working to expand the reach of the program so that local community members know they can also take advantage of the free food, which will, we hope, also attract prospective families with EL students.
- Identify non-library based adult ESL programs in Cambridge and distribute materials to organizations and participants.
- Continue to leverage the experiences of CCSC’s EL Coordinator and Teacher.
- Execute our planned media campaign – with highly visible billboards and MBTA advertisements in high-traffic locations -- to effectively ensure that CCSC is known by LEP families and students.

(c) 2022-23 Additional Strategy(ies), if needed

Did not meet GNT/CI: additional and/or enhanced strategies needed.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

Recruitment Plan – 2022-23 Strategies

List strategies for recruitment activities for each demographic group.

<p>(a) CHART data</p> <p>School percentage: 60.8%</p> <p>GNT percentage: 36.3%</p> <p>CI percentage: 38.1%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>(b) Continued 2021-22 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>CCSC’s AY21 low income/economically disadvantaged percentage is 45.4, which is above the comparison index and above Cambridge, our primary sending district. CCSC continues to offer free breakfast and lunch to all students through the CEP program. When recruiting students and advertising to families, CCSC will continue to emphasize this, and point out that our primary sending districts do not offer free breakfast and lunch to all students. CCSC continues to partner with local community organizations, such as Cambridge Workforce and Food for Free, which are located in or around the city’s low-income housing developments. CCSC’s Director of Student and Family Engagement continues to focus recruitment efforts on areas where there is a concentration of low-income families, including Rindge Towers, Newtowne Court/Washington Elms, and Roosevelt Place. Starting in 2020-2021, we also hold our Free School Food Market (through a partnership with Food for Free) at Rindge Towers monthly. We make our application available at the Boys and Girls Club on Windsor Street, as well as all Head Start centers city-wide: Frisoli Center, Jefferson Park, and the Windsor Center. The school continues to facilitate attendance at events by providing childcare when needed.</p> <p>The school will continue the new activities listed in the AY18 annual report, including distributing materials to specific local organizations and contacting people at community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) and WIC (Women, Infants and Children) food stamp programs. CCSC will again actively recruit at city-run camps/programs/ basketball tournaments, etc.</p> <ol style="list-style-type: none">1. Work closely with Find It Cambridge to ensure that CCSC is featured in materials that are distributed widely and accessible online.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.3. 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. <p>(c) 2022-23 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed.</p>
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Recruitment Plan – 2022-23 Strategies	
List strategies for recruitment activities for each demographic group.	
<u>Students who are sub-proficient</u>	<p>(d) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> ● CCSC continues to promote the school’s success in closing achievement and opportunity gaps for all students. This is stressed at all open house and orientation events and is a feature of the school’s promotional materials, which include MCAS scores. CCSC frequently shares SGP medians with families, which clearly demonstrate strong rates of student growth, including those who enter behind grade level. ● CCSC continues to feature the successful interventions in place at all open house and orientation events, such as learning specialist push-in and co-teaching, math lab, and one-on-one tutoring arrangements, and our After School Learning Centers, which are open daily, staffed by our faculty members, and provide excellent academic support for all students. ● CCSC has, for the third year, created and facilitated our own credit recovery / summer school program on site. Our teachers write the curriculum and the classes are taught by a mixture of CCSC teachers and teachers from the Sposato Graduate School of Education. The Summer School Principal is a veteran CCSC teacher with strong student and family relationships who keeps in close contact with our summer learning families.
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> ● Historically, the dropout rate at CCSC is very low. We believe this is due to the supports that are in place across the school to ensure no student falls through the cracks. We discuss and feature these supports to all families, including those who may be worried about drop-out (notably, as CCSC only enrolls new students in grades 6, 7, 8, and 9, the number for whom this is a concern remains low). In particular, emphasizing the school’s advisory program, which personalizes the student experience and ensures that all students are known well and have a strong advocate, helps address these concerns. Additionally, sharing information about the school’s tiered intervention system, managed by the Director of Student Support and principals who coordinate individualized interventions, helps convince families that CCSC is successful with this subgroup. Our guidance counselors and principals continue actively collaborating with the Department of Children and Families, the Department of Youth Services, Work Force (the Cambridge Housing Authority), the Home for Little Wanderers, the Cambridge Guidance Center, and various community intervention programs and agencies serving displaced youth. Using established contacts at these agencies, as well as others, CCSC continues to ensure that staff at these organizations are aware of our program. Similarly, the middle and high school principals continue to regularly work with the Cambridge Police Department’s Youth & Family Services unit, who sometimes spend time at CCSC.
<u>Students who have dropped out of school *only schools serving students who are 16 and older</u>	<p>(f) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> ● We ensure that sending districts are aware of our lottery deadlines and the opportunities for enrollment for students who have dropped out of school. CCSC continues to enroll students after the start of the school year, when there are available seats, and this is made known to interested families by all members of our admissions team.

Recruitment Plan – 2022-23 Strategies

List strategies for recruitment activities for each demographic group.

OPTIONAL¹
Other groups of
students who should
be targeted to
eliminate the
achievement gap

(g) Continued 2021-22 Strategies

- CCSC enrolls a highly diverse population of students and we continue to publicize our strong college acceptance and persistence rates, as has been the case historically. CCSC has, and will continue, sharing widely that members of the Class of 2022 will attend colleges including: Yale, Brown, and Bucknell. This list will surely help recruit students and families who want a rigorous academic environment that prepares them for post-secondary success.
- 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.

RETENTION PLAN 2022-23

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-22 Retention Plan.

2021-22 Implementation Summary:

CCSC's retention rate has remained steadily between 87.9% and 93.4% for the past four years, with levels of attrition from 2018 to 2022 of 10.5%, 9.8%, 10.8%, 6.6%, and 12.1% respectively. **We approached, but did not meet, our goal of 91% retention (no more than 9% attrition) in 2022.** However, the 2022 attrition percentage is significantly lower than the state median (13.2%).

The school continues to focus efforts on retention, both generally and with strategies targeting specific subgroups. This past school year, for the fifth consecutive year, the entire leadership team took on the responsibility of investigating reasons for potential student departures and acting in both general and student-specific ways to intervene quickly when presented with news that students or families are considering leaving the school during the year or during the summer. We continue to systematically collect and analyze data related to retention, which informs our programming and strategies.

The stability rate in AY21 (which is an unduplicated count of students in all grades who remained in the school in AY21 divided by the total number of students who attended CCSC at any time during the AY21 school year) was 98.7%, significantly higher than 95.5% in AY20 and the highest it has been for the past five years (97.6%, 92.7%, 95.8%, and 95.5% in AY17-20 respectively). This is higher than the statewide average (95.3%) and statewide median (92.5%), and it is also significantly higher than the stability rate in our top sending district (Cambridge: 92.5%). The trend in our stability rate since 2012 has been impressive and reflects a focus on improvement in this area that we take great pride in. It is the result of

¹ Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-22 Retention Plan.

myriad interventions, many targeted supports, and a lot of hard work on the part of the administration, faculty, and staff.

Overall Student Retention Goal

The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.

Annual goal for student retention (percentage):	91%
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Retention Plan – 2022-23 Strategies	
List strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 11.1%</p> <p>Third Quartile: 15.1%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2021-22 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • During FY16, the school focused on retention of this subgroup with a working group that formed in response to a school-wide goal that the faculty and staff decided on during August professional development. • The Middle and High School Principals were more actively involved during FY16 in special education-related work and played an even more active role tracking student progress and monitoring interventions in FY17. • CCSC will continue to emphasize curriculum and planning processes for all teachers that foster (and require) increased and higher quality, instances of co-planning, and collaboration between general education and Special Education teachers. • CCSC will continue with the co-teaching model in middle school humanities. • Teaching teams will again meet weekly to plan together, better ensuring that UDL principles are applied to unit maps and lesson plans. • Modifications and accommodations will now be a required components of Unit Plans. • Documentation from team meetings will also be required to increase accountability. • Evaluators will regularly attend, supervise, and provide feedback on these meetings.
	<p>(c) 2022-23 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 23.5%</p> <p>Third Quartile: 16.1%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p>(b) Continued 2021-22 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p>
	<p>(c) 2022-23 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • CCSC's EL Coordinator will focus more heavily on developing the ELPAC group (with the goal of holding 3 ELPAC meetings during the AY23 School Year) so that families of EL students have a voice in their needs at CCSC (1 year) • CCSC's EL Coordinator will work with the Enrollment Coordinator to assess why EL families left CCSC at a higher than usual rate during the summer of 2021, and will work with ELPAC to address these reasons (1 year) • CCSC is assessing its systems that mandate regular communication between the ELL teacher, advisors, and teachers

Retention Plan – 2022-23 Strategies

List strategies for retention activities for each demographic group.

	<p>of LEP students to determine where data gathering and accountability can be improved (2-3 years)</p> <ul style="list-style-type: none">● Principal check-ins with student’ advisors did not occur as frequently in 2021-2022 as they had in the past; the new Assistant Principal for 2022-2023 has committed to meeting biweekly with each advisor. EL students will be one focus of these conversations to ensure that their academic and social progress are tracked (1 year)● Our new Curriculum Accessibility Coach will work closely with the EL Coordinator to ensure that teachers are implementing language goals and SEI strategies with fidelity● The ELL Program Evaluation Team will continue to meet regularly and will assess how they can better use data to evaluate the program and monitor subgroup process (2-3 years)
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Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 15.9%</p> <p>Third Quartile: 16.1%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2021-22 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • CCSC will continue to identify external partners in the Cambridge area that can provide additional support to students who qualify for free or reduced lunch. • CCSC's tiered intervention system will continue to target issues of poverty for eligible students. • The Middle and High School Principals will continue focusing on troubleshooting obstacles to success for Tier 3 students. <p>(c) 2022-23 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> • CCSC publicizes SGP results and disseminates them to all families once the embargo on MCAS scores are lifted. • With families, through regular Advisor communication, CCSC will continue to explain the specific programs in place to support students who are sub-proficient: learning specialist push-ins and co-teaching, the integrated math sequence, Math Lab, and our reading intervention (including hiring two part-time reading specialists). These programs are designed to help students who are entering significantly below grade-level (as measured by diagnostic exams administered during orientation and other internal data). • CCSC's tiered intervention system will continue to push supports aimed at providing students who are sub-proficient with additional academic supports, including: tutoring, skill-based pull-out during the school day, mandatory after school learning centers, and more. • CCSC continues to run its own credit-recovery summer school program for all of its students who need it, grades 6-12. By no longer relying on external programs (whose quality and curriculum we do not supervise), we can ensure that we are targeting our instruction and interventions so that our most vulnerable students catch up on missing content and skills throughout the summer. <p>2022-23 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • CCSC has resurrected its CCSC @Night program and requires some students who are struggling academically to attend.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> • CCSC's Principals, Dean of Students, and Director of Family and Community Engagement all work closely with students who have been identified as being at-risk of dropping out and will continue doing so in AY23. Their work includes communication with students and families and targeted home visits when necessary.

	<ul style="list-style-type: none"> ● CCSC’s grade-level teams, which use protocols to identify struggling students and commit to strategies for better supporting them, met every other week and will continue doing so in AY23. ● We continue to hold biweekly one-on-one meetings between principals and advisors, as these are an effective tool in maintaining steady communication within the school about at-risk students and ensuring that parents and guardians are kept updated on progress and interventions. ● CCSC increased its counseling capacity for AY22 by hiring a new full-time School Psychologist to replace a departing part-time psychologist. CCSC will again augment existing FTEs in AY23, with a full-time School Social Worker. CCSC’s guidance department, through systems that effectively identify at-risk students, provide services that serve this sub-group. <p>2022-23 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● CCSC has resurrected its CCSC @Night program and requires students with excessive tardies or absences to attend to make up learning time.
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p>(f) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> ● Regularly communicating with parents and guardians, holding meetings with involved stakeholders, meticulously tracking attendance, and visiting students in their home environment or another one of their choosing. All of this is aimed at re-engagement. ● In the event that students do drop out, CCSC: <ul style="list-style-type: none"> ○ Makes counselors and staff available to students who have dropped out, including families, when appropriate, in this counseling; ○ 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 ○ Assists in finding more appropriate placements, if necessary. ○ Works to find online programs that allow seniors to earn the last credits required in order to receive their diploma from CCSC. <p>2022-23 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● CCSC has resurrected its CCSC @Night program and requires students with excessive tardies or absences to attend to make up learning time.
<p><u>OPTIONAL²</u> <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> ● The Middle and High School Principals continually monitor students’ academic and behavioral progress. Principals, as well as the Director of Curriculum and Instruction, push students to take advantage of honors and AP options. Often, this work is done with teachers and advisors who know students best.

² Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

	<ul style="list-style-type: none"> • Every single course at CCSC will again have an honors option available for all students. Principals will also communicate this to parents. • The Director of Curriculum and Instruction will continue to meet with individual students to ensure that a challenging, appropriate, and personalized course of study is implemented. • CCSC continues to closely examine internal assessment data as well as SGP data and use it to inform curricular decisions. • CCSC will continue to ensure that all courses are backwards planned from subject-specific external benchmark exams, such as the SAT, SAT subject tests, and AP exams. • Lastly, when applicable, CCSC will again enroll students in courses at the Harvard Extension School. <p>2022-23 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
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APPENDIX C: SCHOOL AND STUDENT DATA TABLES

Enrollment Data (2021-22)

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-22	
SCHOOL YEAR	
Race/Ethnicity	% of School
African American	70.8%
Asian	4.2%
Hispanic	15.6%
Native American	0.3%
White	5.2%
Native Hawaiian, Pacific Islander	0.0%
Multi-race, non-Hispanic	3.8%
Selected Populations	% of School
First Language not English	43.8%
English Learner	10.1%
Low-income	60.8%
Students With Disabilities	17%
High Needs	70.1%

ADMINISTRATIVE ROSTER DURING THE 2021-22 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Becki Norris, Head of School	Responsible for overall school administration and oversight.	July 1, 2019 (August, 2005)	N/A
Rachel Jean-Louis, Middle School Principal	Responsible for establishing school-wide systems and	July 1, 2019	June 30, 2022

ADMINISTRATIVE ROSTER DURING THE 2021-22 SCHOOL YEAR			
	monitoring middle school academic progress and discipline.	(August 19, 2015)	
Noelani Gabriel Holt, High School Principal	Responsible for establishing school-wide systems and monitoring high school academic progress and discipline.	July 1, 2019	June 15, 2022
Kyrk Morris, Director of School Culture	Develop and implement policies related to Community Responsibilities and Expectations and lead the school in Restorative Justice Work	July 1, 2021	October 25, 2021
Somaly Prak-Martins, Director of School Culture	Develop and implement policies related to Community Responsibilities and Expectations and lead the school in Restorative Justice Work	January 27, 2022	N/A
Katie O'Hara, Director of Student Support	Oversee the special education department and related service providers as well as the school-wide tiered system of supports.	July 1, 2019 August 14, 2014	N/A
Jeff Vogel, Director of Curriculum & Instruction	Oversee curricular policy and course planning	July 1, 2017	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2021-22 SCHOOL YEAR				
	Number as of the last day of the 2021-22 school year	Departures during the 2021-22 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	41	4	10	Employee chose to end employment (14)
Other Staff	24	5	7	Employee chose to end employment (11), Termination (1)

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members identified in the Board Member Management System as of August 1, 2022	10
Minimum number of board members in approved bylaws	5
Maximum number of board members in approved bylaws	19

Members of the Board of Trustees for the 2021-22 School Year

BOARD MEMBERSHIP DURING THE 2021-22 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Uche Amaechi	Chair	Governance, Development/Advocacy/Outreach	1	Elected 2016 Partial: 2016-2017 Term 1: 2017-2020 Term 2: 2020-2023 Term 3: 2023-2026
David Boghossian	Vice Chair	Finance	2	Elected 2014 Partial: 2013-2014 Term 1: 2014-2017 Term 2: 2017-2020 Term 3: 2020-2023
Amory Logan	Treasurer	Finance, Development/Advocacy/Outreach,	1	Elected 2017 Partial - 2017 Term 1: 2017 –2020 Term 2: 2020- 2023 Term 3: 2023- 2026
Eliza Anderson	Secretary	Development/Advocacy/Outreach	2	Elected 2013 Term 1: 2013-2016 Term 2: 2016 – 2019 Term 3: 2019 – 2022
Alexander Saltonsall	Trustee	Finance, Academic Accountability,	1	Elected 2017 Partial - 2017 Term 1: 2017–2020 Term 2: 2020- 2023 Term 3: 2023- 2026
Cynthia Link	Trustee	Development/Advocacy/Outreach	Currently serving 1st term	Elected 2019 Term 1: 2019-2022 Term 2: 2022-2025 Term 3: 2025-2028
Jacob Schneider	Trustee	Finance, Governance	Currently serving 1st term	Elected 2019 Term 1: 2019-2022 Term 2: 2022-2025 Term 3: 2025-2028

BOARD MEMBERSHIP DURING THE 2021-22 SCHOOL YEAR				
Elizabeth Bartle	Trustee	Governance, Development/Advocacy/Outreach	1	Elected 2014 Partial: 2014-2015 Term 1: 2015 -2018 Term 2: 2018 – 2021 Term 3: 2021 – 2024
Steve Vinter	Trustee	Academic Accountability	2	Elected 2013 Term 1: 2013 – 2016 Term 2: 2016 – 2019 Term 3: 2019 - 2022
Jose Juves	Trustee	Development/Advocacy/Outreach	1	Elected 2017 Partial - 2017 Term 1: 2017 –2020 Term 2: 2020- 2023 Term 3: 2023- 2026
Maria Victoria Rivera	Staff Trustee	Governance	Currently serving 1st term	Elected 2021 Term 1: 2021-2022
Matthew Pace	Staff Trustee	Academic Accountability	Currently serving 1st term	Elected 2021 Term 1: 2021-2023
Tamiko Moore	Family Trustee	Academic Accountability	Currently serving 1st term	Elected 2021 Term 1: 2021-2022
Lori Nelson	Family Trustee	Development/Advocacy/Outreach	Currently serving 1st term	Elected 2021 Term 1: 2021-2023

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-23 SCHOOL YEAR	
Date/Time	Location
Wednesday, 7/27/22, 5:30-6:30 PM	Zoom
Wednesday, 9/14/22, 5:30-7:30 PM	Zoom
Wednesday, 10/12/22, 5:30-7:30 PM	Zoom
Wednesday, 11/16/22, 5:30-7:30 PM	Zoom
Wednesday, 12/7/22, 5:30-7:30 PM	Zoom
Wednesday, 1/18/23, 5:30-7:30 PM	Zoom
Wednesday, 2/15/23, 5:30-7:30 PM	Zoom
Wednesday, 3/15/23, 5:30-7:30 PM	Zoom
Wednesday, 4/12/23, 5:30-7:30 PM	Zoom
Wednesday, 5/17/23, 5:30-7:30 PM	Zoom
Wednesday, 6/21/23, 5:30-7:30 PM	Zoom

COMMITTEE MEETING SCHEDULES FOR THE 2022-23 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Academic Accountability	8 AM, first Tuesday of the month	Zoom

COMMITTEE MEETING SCHEDULES FOR THE 2022-23 SCHOOL YEAR		
Committee of Chairs	8 AM Wednesdays, one week before each full Board meeting	Zoom
Development, Advocacy, and Outreach	8 AM, third Tuesday of the month	Zoom
Finance	5 PM, second Monday of the month, with no meetings in Nov., Feb., March	Zoom
Governance	8 AM, fourth Friday of the month	Zoom

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes for School Year 2022-23

Position	Name	Email Address	No Change/ New/Open Position for School Year 2022-23
Board of Trustees Chairperson	Uche Amaechi	uamaechi@ccscambridge.org	No Change
Charter School Leader	Becki Norris	bnorris@ccscambridge.org	No Change
Assistant Charter School Leader	Jeff Vogel	javogel@ccscambridge.org	No Change
Special Education Director	Katherine O'Hara	kohara@ccscambridge.org	No Change
MCAS Test Coordinator	Janiah Jamison	jjamison@ccscambridge.org	New
SIMS Coordinator	Marta Luczynska	mluczynska@ccscambridge.org	New
English Learner Program Director	Rene Alderete	ralderete@ccscambridge.org	New
School Business Official	Toni-Ann Parisi Squillante	taps@ccscambridge.org	New
SIMS Contact	Marta Luczynska	mluczynska@ccscambridge.org	New
Admissions and Enrollment Coordinator	Heshi Schreiber	hschreiber@ccscambridge.org	No Change

Facilities

No relocation or facility acquisition in 2021-2022.

Enrollment

Action	2022-23 School Year Date(s)
Student Application Deadline	January 18, 2023
Lottery	January 26, 2023

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

A. Conditions (*if applicable*)

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

Our projections, based on (a) enrollment trends, (b) attrition trends, (c) expected graduation of non-Cambridge students, and (d) Cambridge’s Near-Cap status, predict that CCSC enrollment will **not** reach 80% by our December 31, 2022 deadline. Therefore, CCSC plans to submit a request to regionalize by August 1, 2023.

B. Complaints (*if applicable*)

No complaints in 2021-2022.

C. Attachments (*optional*)

[Link to Roundtable Rubric](#)