



2024-2025 Annual Report

Approved by Board of Trustees July 30, 2025

Approved by Department of Elementary and Secondary Education September 5, 2025



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INTRODUCTION TO THE SCHOOL

Community Charter School of Cambridge			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Cambridge
Regional or Non-Regional	Regional	Districts in Region (if applicable)	Cambridge, Revere, Everett, Chelsea
Year Opened	2005	Year(s) Renewed (if applicable)	2010, 2015, 2020, 2025
Maximum Enrollment	420	Chartered Grade Span	6-12
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.			

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

I am proud to present the 2024–2025 Annual Report for Community Charter School of Cambridge (CCSC) on behalf of the CCSC Board of Trustees. Each academic year at CCSC brings unique challenges, significant achievements, and unforgettable moments that reinforce our collective pride in being part of this extraordinary community.

I would first like to acknowledge our students, who have demonstrated impressive resilience and adaptability throughout an eventful and, at times, unpredictable high school experience. I had the opportunity to witness the fruits of these efforts when I attended Senior Internship Exhibition Night, where seniors shared what they accomplished and learned from their internships, and Roundtable Presentations, where middle to high school students presented some of their academic projects and learnings from the past year. These students were as inspiring as they were impressive and I'm eager to see their continued growth and development.

This year's senior class is, as always, extremely accomplished. Graduates were awarded early decisions and scholarships such as the Fidelity Scholarship at exceptional institutions such as Middlebury College, Howard University, and Northeastern University. The faculty, staff, and Board will follow these amazing students' continued growth and development, and anticipate the impact they will have on their communities. We remain committed to supporting their ambitions, in part, through our Alumni Persistence Program, which is growing in exciting ways, detailed in Criterion 1 of this Annual Report.

The school has also expanded its commitment to supporting multiple pathways for post-secondary success. This past year, the Board began work on an updated graduation policy that broadens opportunities for students to pursue not only four-year college degrees but also professional certification and licensure programs. This policy is closely aligned with our mission and strategic vision for the future.

Looking back on this year, several accomplishments are also noteworthy:

- **Strategic Planning:** This year marked significant progress on CCSC's most recent strategic planning process, resulting in a renewed mission, vision, and a set of strategic goals. This plan provides clarity and guidance for our path forward, with priorities including academic excellence,

the nurturing of a safe and supportive learning environment, fiscal responsibility, and enhanced Board governance.

- **Financial Health:** CCSC has maintained a sound financial standing despite ongoing uncertainties around public school funding. Prudent budget management, thoughtful strategic investments, and regular financial oversight continue to be priorities for the Board.
- **Charter Renewal:** CCSC's charter was successfully renewed for another five years without conditions. This accomplishment was the result of significant, collective effort and reflects the school's ongoing commitment to excellence.
- **School of Recognition:** In October, CCSC was recognized by the Massachusetts Department of Elementary and Secondary Education as a School of Recognition. This designation is a testament to the hard work of our students, faculty, and entire school community.
- **Student Recruitment and Access:** We saw a substantial increase in applications from our new regional communities of Chelsea, Everett, and Revere. Our new Student Recruitment Coordinator has played a vital role in strengthening relationships in these regions through persistent outreach, direct engagement, and proactive promotion of CCSC. Feedback from families in these communities has been exceedingly positive, with many citing our smaller school environment and strong sense of community as important factors in their decision to apply. To further promote both access and equity, we are exploring the possibility of providing transportation for students residing outside Cambridge, with a particular focus on those from Chelsea, Everett, and Revere. We recognize that transportation can pose a significant barrier, and we are committed to facilitating easier access to CCSC for all qualified students, while also remaining attentive to budget constraints as our enrollment grows.
- **School Culture and Community:** As captured in our recent strategic plan, CCSC continues to prioritize cultivating a vibrant and inclusive school culture. This year, we hosted events such as the Back to School Giveback and our first Wellness Week, both of which strengthened community bonds and contributed to increased student interest. We also undertook initiatives such as a voter registration drive and facilitated discussions surrounding current events, reinforcing our commitment to responsible and engaged citizenship. Board operations also evolved, with the election of six new board members (including two staff members) and continued efforts to broaden representation on the board.

An important ongoing initiative is our collective bargaining process with faculty and staff. Negotiations for our initial contract are progressing and the Board and school leadership are focused on achieving an agreement that is fair and equitable for all stakeholders while sustaining the needs of the school community. We anticipate that this process will be completed prior to the 2026–27 school year.

Our school continues to navigate an ever-changing context – socially, financially, and politically. The persistent complex legislative debates regarding charter schools and ongoing funding challenges highlight the importance of our mission. Despite these obstacles, CCSC remains committed to fulfilling our commitment to protecting, supporting, and valuing our entire community.

None of this amazing work would be possible without the brilliant effort of the various stakeholders in our school community. I'm thankful for our dedicated faculty, staff, students, families, and community partners. The strength, resilience, and care demonstrated by the entire CCSC community remain foundational to our ongoing success and continued growth. As we continue our essential work, guided by our new strategic plan, we remain committed to ensuring that CCSC remains a place where future leaders can learn, grow, and thrive.

Sincerely,
Uche Amaechi
Chair, Board of Trustees

FAITHFULNESS TO CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

The CCSC mission, vision, and educational philosophy continued to guide CCSC’s work during the 2024-2025 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 academic, social-emotional, and health needs.

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

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

Mission: Preparing Students for Post-Secondary Success

While our rigorous academic program and intensive college and career counseling program (described below) have a strong record of closing gaps for all students and expanding college access and opportunity, we know that if we are committed to helping our students achieve financial independence and security, our work must be broader than high school graduation and college matriculation. We are proud that most CCSC graduates matriculate to college the year after finishing high school; however, improving our college persistence and completion rates is a necessary component of our mission.

Recognizing this, we launched our Alumni Persistence Program in the 2022-2023 school year, drawing on best practices available through other charter public schools and in programs across the country. In reviewing this work and other research (see, for example, the 2023 Report “Coaching for Completion: Final Report for Success Boston Coaching” produced by Abt Associates for The Boston Foundation), it became clear that one of – if not the – most important component of success was investing in coaching, with regular, personalized check-ins being foundational to college persistence and completion.

The coaching component of our persistence program was initially managed by a single volunteer who had worked closely with our students in our Writing Center. Today, several Writing Center volunteers are continuing their volunteerism as Alumni Success Coaches, regularly checking in with students and engaging in quarterly purposeful and intentional communication to assess how students are doing and the type of follow-up interventions that may be helpful for their long-term success in college and/or career. While this work has been instrumental in helping our alumni navigate the transition to college, it is incredibly labor-intensive and we know that our current model is not sustainable and limited in scope. We are thrilled that the Cummings Foundation, Mifflin Memorial Fund, Moses Kimball Fund, and multiple private donors have contributed to our Alumni Persistence Fund so that we can hire a full-time Alumni Success Manager to turn our pilot program into a data-driven project that will guarantee long-term coaching, guidance, engagement, and outreach for our alumni. At the time of writing this Annual Report, we are actively recruiting for this new role.

Mission and KDE #5: High Academic Expectations for All

CCSC continues to offer a challenging academic program and a robust system of academic supports to help students succeed. CCSC uses 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). Observation feedback, teacher coaching, and professional development are all aligned to this schoolwide instructional vision. In addition, each academic department at CCSC has a vision statement that defines the learning activities students should be engaged in as frequently as possible, and the school has an AP Program vision statement that outlines core principles and teaching strategies for its Advanced Placement classes.

CCSC’s high academic expectations are not only reflected in its instruction, but also in its academic structures and policies. CCSC does not track students into perceived “higher” or “lower” ability level classes – we believe that all students are capable of grade level work, and that we are preparing all of our students for success in college and career. We provide honors assignments to students who are interested in completing more challenging work and we provide supports to help all students access our 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 (in math, ELA, and physics), and office hours after school where students can receive additional academic support. CCSC continues to refine these supports to better meet students’ needs. In 2023-2024, we introduced a new reading intervention program in middle school and made adjustments to the timing and frequency of MCAS prep tutoring for high school students. In 2024-2025, we created a new math intervention block for middle school students and increased the frequency of Learning Lab classes for some of our students with disabilities. Finally, 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.

In 2024-2025 CCSC continued to work to expand the types of academic opportunities it provided its students. Examples include:

- Continuing to provide opportunities for students to take dual enrollment classes, in this case through a partnership with Fisher College. This partnership enabled 11th and 12th grade students to take courses that CCSC does not offer – such as Psychology & Computer Animation – and earn college credit for their work. Looking ahead to 2025-2026, CCSC plans to continue its partnership with Fisher College as well as its past partnership with Bunker Hill Community College to provide more dual enrollment opportunities, with the specific goal of providing our students with access to a range of college level courses at no cost.
- Continuing to provide more opportunities for our middle school students to take classes beyond math, humanities, and science. In 2024-2025, we added a new weekly block to our middle school schedule called “X block.” During X block, middle school students could choose from a variety of elective classes, including: Computer Science, Theatre, Sign Language, and Debate.

KDE #2: 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. 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 community (such as board members, external partners, visitors from other schools, and other supporters of our students and our work).

The academic work that students present includes projects from three or more classes, quarterly report card reflections, and a Roundtable letter in which students reflect on their academic habits and performance during the year. Examples of 2024-2025 Roundtable projects included:

- An Algebra project in which students analyzed the costs and benefits of credit cards, and described how exponential functions affect credit card users.
- A Physics project in which students constructed junkyard cranes to demonstrate how electromagnetism works.
- A Humanities project in which students evaluated the effectiveness of checks and balances on limiting the powers of the presidency.

At their Roundtables, 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. Nearly thirty percent of students (more than 55 students in total) 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 and passed their Roundtables after receiving additional time and support.

KDE #3 & #4: 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 structures and lengths differentiated for older and younger students. 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 Exhibition 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, and 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 guide their advisees through a developmentally appropriate advisory curriculum with a series of lesson plans, which help students identify their values, reflect on life experiences, and process their emotions. Advisors also facilitate lesson plans to process current events and work with our School-Wide Events team to prepare our students for our community meetings focused on topics such as Hispanic/Latinx Heritage Month, Black History Month and LGBTQ+ Pride Month. Advisory 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/Senior Internship Exhibitions process. All 6th-11th grade advisors prepare advisees for the Roundtable presentation, help advisees assemble the portfolio, and facilitate their advisees' presentations. Twelfth grade advisors prepare advisees for Senior Internship Exhibition presentations.

KDE #3 & #4: 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 have access to teachers and administrators via email and a text-messaging software called TalkingPoints which translates messages into a family's preferred language. Families are contacted regularly 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.

In the past few years we devoted increased time to family-teacher conferences. During the 2024-25 school year, we held the first round of family conferences in October 2024 and a second round of family conferences in February 2025. The first round of conferences focused on providing an opportunity for families to put teacher names to faces, meet with teachers individually to check-in on students' initial progress, and learn about the curriculum and academic expectations. The second round of conferences allows for a deeper conversation about the students' progress academically. During the February conferences our grade level teams scheduled group conferences with a handful of families to ensure we were effectively partnering with families to support students who most benefit from a deepened partnership between the school and the family. For the 2024-25 school year, we included an academic awards ceremony during both the October and February evening conference events. During the February 2025 conferences we added a presentation after the award ceremony from our College and Career Counseling team, allowing families across all grades a chance to learn more about a key component of CCSC. We use School Cloud to give families easier access to scheduling. Families may schedule conferences in advance or show up during the drop-in window. For both rounds of conferences, we provide morning and evening options across multiple days to maximize families' ability to attend.

Over the course of the past year, we continued several initiatives to increase family engagement as well as adding new programming. During August PD, we scheduled time for teachers and advisors to contact families so that every family received a communication from their student's advisor and at least one teacher before the school year began. In those initial conversations we asked our advisors to gain insight from families on how to best support their student(s). We continued our Back to School Give Back event the Monday before school started. We also continued the practice of inviting family members to chaperone field trips. In addition to our Family Potluck in November, we added a fall Family Breakfast and a spring Wellness Event. We strengthened our School Council with some excellent family participation and our families participated in school improvement and strategic planning, as well as coordinating meals for staff during Educator Appreciation Week and family conferences. Finally, we continued a new tradition of a wonderful athletics banquet at the end of the year that brought many of our families into the school building.

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. Data for several questions related directly to families’ experiences of collaboration with the school are presented below (the questions are presented on a 5-point scale, with “Agree” and “Strongly Agree” included in the “% Agree” measure). More data are presented in the Accountability Plan section of this Annual Report.

	median	% agree
Teachers at CCSC listen to the concerns of parents.	5	93%
Teachers at CCSC do a good job communicating with parents.	5	94%
Teachers at CCSC show respect toward parents.	5	97%
Parents at CCSC are informed not only about their child’s misbehavior, but also about good behavior.	5	91%

KDE #1: 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 2024-25 school year, 37 students interned with 33 unique organizations, listed below. Internships were primarily in-person (with the exception of three remote internships). 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 Foundry in Cambridge. Seniors had to answer questions from judges about their projects and experiences. Some student projects included: constructing a tornado in a box, developing a marketing proposal for a local start-up; illustrating a fictional piece for an independent publishing firm; creating a research data sheet on the history of elected women in Massachusetts politics; drafting a tenant rights guide for Somerville residents; and planning healthcare literacy workshops to help patients better understand their diagnoses, treatment options, and follow-up care.

Senior Internship Sites 2025		
Allium Montessori School	Committee for Public Counsel Services	Parkour Generations Boston
Bel Image Hair Salon	Courtside Kicks	Phoenix Down Recordings
Blue Hill Observatory & Science Center Inc.	East End House - Middle School Program	Sasaki
Brigham and Women's Hospital	EF Education First	Simply Erinn's Unisex Hair Salon
Affirmative Investments	Hayden Consulting Group	StartUp Grind
Brigham and Women's Hospital - Department of Radiation Oncology	Last Hope K9 Rescue	Sword & Kettle Press
Cambridge City Council	Longwood Pediatrics	Sylvain Counseling Service
Cameron Micheroni and Silvia	Mayor's Office, City of Cambridge	The Burnley Committee
		The Clubhouse Network
		The Foundry Consortium

Senior Internship Sites 2025		
CCSC Athletics	Mercedes Benz of Boston	Undeniable Sound
Coldwell Banker Realty	Nurtury Early Education	West End House
	Other 1s Foundation	

CRITERION 2: ACCESS AND EQUITY

- [Enrollment by Race/Ethnicity \(2024-25\)](#)
- [Selected Populations \(2024-25\)](#)
- [2023-24 Student Discipline Data Report](#)

CRITERION 4: DISSEMINATION

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	With whom did the school disseminate its best practices?	Result of dissemination
Guiding questions for potential withdrawal	Conversation and emailed form	Principal	River Valley Charter School - Newburyport, MA	
Good practices for running an effective college and career fair	Conversation and files shared	Director of College and Career Counseling	Brooke Charter High School - Mattapan, MA & Excel Academy Charter High School - East Boston, MA	
Reducing Absenteeism	Workshop at DESE Charter Convening, 10/25/24	Head of School	South Shore Charter - Norwell; Community Day Charter - Lawrence; Pioneer Valley Chinese Immersion - Hadley	
Graduation and Alumni Scholarships	Email and form (emergency persistence fund) shared	Director of Communication and Development	MATCH Charter Public School	
Seal of Biliteracy Coordination	Emails, Links and Files shared	Spanish Teacher/ Department Chair	Easton Public Schools	
Advanced HS coursework and college / career planning	In-person visit followed by debrief	Head of School	Libertas Academy Charter School, Springfield	
Our support of the student body particularly with gathering information about Immigration	In a Zoom call with other foreign language educators, conversation	Spanish teacher/ Department Chair	Seven American Council on the Teaching of Foreign Languages schools from a variety of different states	

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	With whom did the school disseminate its best practices?	Result of dissemination
Rights				
Senior Internship Program	Google meet, files shared, continued conversation	Principal	Environmental Charter School (Pittsburgh): Curriculum & Professional Development AD - 6-12 Math and Science, Interim AP	
Chemistry Curricular content	conversation and files shared	Science department chair	Prospect Hill Academy charter school	
Seal of Biliteracy -How we put them on our School Transcript	Seal of Biliteracy Google Group- Via email	Spanish teacher/ Department Chair and Seal of Biliteracy Coordinator	PreK-12 World Languages Department Coordinator from Canton Public Schools PreK-12+ Curriculum and Instruction Coordinator for Unified Arts from Holliston Public Schools	
Curriculum development: curriculum resources we rely on and how we update curriculum over time	email	Director of Curriculum	Libertas Academy Charter School, Springfield	
Roundtables at CCSC	In-person visit to school / observation of program	Director of Curriculum and Instruction	Cambridge Public: School Committee Member; Andover Montessori: Teacher; MIT: Administrators; MIT: Teacher Licensure Program; MIT: Sloan; University of California: Faculty; Salem State University: Admin; Model UN: Teacher; EnergyTeachers: President	Staff from other schools and educational organizations report that Roundtables help them to plan their own performance-based assessments or work with schools and teachers who are planning performance assessments
Senior Internship Program	In-person visit to hear students' presentations at Senior Internship Exhibition Night	Director of Communications and Development, Principal, Student and Family Engagement Manager	We welcomed over 100 community guests to our internship presentations, include a member of constituent services in the Cambridge Mayor's Office, the Head of School at a Montessori school, EF Education First's Senior Director of Market	Staff from other schools and educational organizations report that Senior Internship Exhibition Night helps them to plan or hone their own internship programs

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	With whom did the school disseminate its best practices?	Result of dissemination
			Development, the Career Pathways Manager at West End House Boys and Girls Club, and the Director of STEM Education at Blue Hill Observatory.	
School schedule discussion (start / end times, teacher contracts)	In-person meeting	Director of Curriculum and Instruction	Cambridge Public Schools, Superintendent's Office	
Student-Specific Best Practices: Meeting the Needs of Students with Disabilities	Email and phone / Zoom communication	Principal, Director of Student Support	Cambridge Public Schools special education and regular-ed staff and administration	
Best Practices for Transition from Middle School to High School	In-person meeting / panel	Director of Curriculum and Instruction	Cambridge Housing Authority's WorkForce Program, Cambridge Rindge and Latin School Administrators	
Compiled Resources for Immigrant Families	Email and shared document	Director of Communications and Development	Office of Equity, Inclusion, and Belonging, Cambridge Public Schools	

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

[2024 School Report Card](#)

CRITERION 6: PROGRAM DELIVERY

During the 2024-2025 academic year, CCSC continued to provide a high quality curriculum aligned with state standards and major external assessments. Teachers shared lesson plans, unit plans, and major assessments with their department chairs on a regular basis; department chairs reviewed and provided feedback on those documents. This feedback cycle helps ensure that teachers provide a coherent, high quality curriculum aligned to state standards. In addition to this oversight by department chairs, the Director of Curriculum & Instruction and the Assistant Principal continued to conduct curriculum audits to identify strengths and areas for growth in the school's curriculum. These audits focused on curricular alignment to state standards and major external assessments, existence and quality of language objectives

and other required lesson planning components, and the extent to which curriculum materials were well organized. These audits helped to identify areas for growth in our curriculum, which then led to strategic curriculum work during the summer of 2024, the 2024-2025 school year, and (ongoing) the summer of 2025.

CCSC continues to use its instructional vision to define high quality teaching and promote student learning. That vision includes five main instructional categories: classroom climate, student engagement, higher order thinking, targeted student support, and checking for understanding/feedback. Each instructional category includes a description of excellence, as well as specific teacher moves that teachers can use to achieve that description. Given the continued academic gaps between general education students and students with disabilities, targeted student support was once again a priority focus area this year, and professional development often reflected this priority. Several professional development sessions focused on how teachers can best accommodate, modify, and/or shelter their instruction to meet the needs of students with disabilities and English language learners.

An additional focus area during the 2024-2025 school year was the continued use of data to drive instruction and several professional development sessions during the school year focused on looking at student work and/or using student assessment data to make adjustments to instruction. Across all subjects and grades, CCSC continues to administer benchmark exams aligned to state standards and major external assessments (at the end of 1st, 2nd, and 3rd quarters), and teachers continue to analyze the results of those exams by individual student, by subgroup, and by standard. In addition to this benchmark assessment cycle, CCSC administered the STAR reading assessment to all of its students three times during the 2024-2025 school year, and the i-Ready math assessment to all of its middle school students during the 2024-2025 school year. This additional data gave math and ELA teachers a better sense of students' overall progress, as well as better information about individual students' strengths and areas for growth. Students who struggled on these assessments were assigned to additional math and/or reading interventions. The math intervention – a weekly small group class – was new in 2024-2025, and we plan to continue it in 2025-2026 and beyond.

Finally, in the 2024-2025 school year, CCSC continued to provide students with 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. In 2024-2025, our 8th grade students once again used engineering principles to design their own rockets, and then the entire grade came together to watch the rockets blast off into the air and compete to stay in the air the longest. Our 10th grade students again completed action research projects, in which they learned about an important problem in our community and took action (e.g. fundraisers, public awareness campaigns) to address that problem. For the third year in a row, CCSC hosted an Art Show for students and families at which students displayed their work. And for the second consecutive year, CCSC hosted a student theater performance – this time by and for middle school students.

ORGANIZATIONAL VIABILITY

CRITERION 10: FINANCE

Unaudited FY25 Statement of Revenues, Expenses, and Changes in Net Assets

Operating Revenues:		
	State allocation-tuition	9,186,497
	Federal and state grants	392,724
	Contributions	46,985
	Food service revenues	117,794
	Misc income	(678)
	Total Operating Revenue	9,743,321
Operating Expenses:		
	Personnel	6,197,243
	Non-Employee	42,669
	Payroll taxes	216,058
	Fringe benefits	513,986
	Professional development	51,509
	Advertising and recruiting	48,773
	Technology	46,906
	Education	160,307
	Student activities	139,235
	Food service	96,635
	Office and Administration	103,986
	Legal and accounting services	55,437
	Insurance	29,906
	Rental of building and grounds	1,544,628
	General operating and maintenance	328,618
	Utilities	174,831
	Depreciation	225,225
	Total Operating Expenses	9,975,953
	Operating Income (Loss)	(232,632)
Other Income and Expense:		
	Investment income from interest, dividends, and capital gains	245,336
	Prior period adjustment	(9,932)
	Net Income	2,771
	Net Position at Beginning of Year	10,032,781
	Change in Net Position	17,914
	Net Position at End of Year	10,050,695

FY25 Statement of Net Assets (Balance Sheet)

	Unaudited Balance Sheet as of June 30, 2025	Community Charter School Of Cambridge
Assets:		
	Cash and cash equivalents	6,859,702
	Investments	-
	Receivables, net of allowance for uncollectibles	118,843
	Other assets	1,905,967
	Total Current Assets	8,884,512
	Capital assets, net of depreciation	1,166,183
	Total Non-Current Assets	1,166,183
	Total Assets	10,050,695
Liabilities:		
	Accounts payable	128,667
	Accrued payroll and other accrued expenses	560,936
	Total Current Liabilities	689,603
	Total Liabilities	689,603
	Net Position	
	Net investment in capital assets	1,166,183
	Restricted for:	
	Liquidity Reserve	1,000,000
	Facilities Reserve	1,235,000
	Unrestricted	5,959,909
	Total Net Position (Liabilities and Equity)	10,050,695

FY26 Approved School Budget

This budget was approved by the CCSC Board of Trustees on June 11, 2025.

Enrollment and Tuition	
Enrollment	259
Income	
Tuition	9,689,004
Federal & State Grants	235,000
Private Grants	70,400
Unrestricted Contributions	60,000
Restricted Contributions	103,283
Food Service	110,000
Other	-
Total Income	10,267,687
Expenses	
Personnel	6,420,946
1099 Personnel	30,000
Payroll Tax	224,091
Fringe	564,742
Advertising & Recruiting	51,500
Technology	56,253
Education Expense	140,707
Payroll/HR	43,260
Admin Expense	67,690
Legal & Accounting	70,000
Insurance	31,500
Student Activities	131,000
Food Service	110,000
Student Transportation	100,000
Staff Development	21,725
Rent	
Base Rent	1,300,841
Supplemental Rent	195,156
Rent Makeup Payments	48,631
Utilities	187,000
Facilities Ops & Maintenance	369,750
Depreciation	256,644
Contingency	50,000
Total Expenses	10,471,436
Net Operating Income (Loss)	-203,749
Interest Income	205,200
Net Income (Loss)	1,451

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 14, 2025 submission	289
Number of students upon which FY26 budget tuition line is based	259
Number of expected students for FY26 first day of school	262
<i>Please explain any variances:</i> Since our March 14th submission, we have learned of roughly 15 students who may not choose to return to CCSC for the 2025-2026 school year. Moreover, with regionalization so new to CCSC, we continue to find it difficult to model our recruitment and retention projections as accurately as we expect to be able to do once we have been regionalized for a few years. Finally, we budget very conservatively, with a hedge of several student FTEs.	

Capital Plan

Table: Current or Future Capital Plans				
Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Replace rooftop HVAC units at 245 Bent	In process	9/1/25	\$400,000	IVAQ grant funds and CCSC Foundation building reserve funds
Replace rooftop HVAC units at 247R Bent	Planned for FY27	9/1/26	\$480,000	CCSC Foundation building reserve funds
Modernize elevator	Planned for FY28	9/1/27	\$200,000	CCSC building reserve funds
Replace roof at 247R Bent	Planned for FY29	9/1/28	\$530,000	CCSC Foundation building reserve funds
Replace roof at 245 Bent	Planned for FY30	9/1/29	\$380,000	CCSC Foundation building reserve funds

**Add rows as necessary*

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2023-24

FAITHFULNESS TO CHARTER

	2024-25 Performance M (Met) / NM (Not Met)	Evidence
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.	Met	37/37 (or 100%) of CCSC seniors completed the 100 hour senior internship requirement and 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	36/37 (or 97.3%) of CCSC seniors passed their internship presentation with a score of 80% or above. One student did not successfully pass their presentation the first time, but ultimately successfully defended their presentation the second time through to a group of CCSC leaders and staff members.
Objective 2: All CCSC students will publicly demonstrate their skills and knowledge in an annual ‘presentation of learning’ in order to be promoted to the next grade level.		
Measure 2.1: Each year, 93% of all students in grades 6-11 will complete the prerequisites for Roundtable presentations.	Met	As of July 2025, 98% of students in grades 6-11 had completed the prerequisites for Roundtable presentations.
Measure 2.2: Each year, 97% of all students in grades 6 through 11 will earn a passing score on their Roundtable.	Met	As of July 2025, 100% of students who presented their Roundtable earned a passing score. Most did 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.		
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.	Part 1 of measure: Met Part 2 of measure: Not Met	88% of CCSC students reported that at least one staff member knows them well. However, fewer than 85% of students completed the annual survey. This year’s student response rate was 60% – down from 72% and 67% the previous two years, and below the 85% target. In 2025-2026, we plan to administer the student survey earlier to give us more time to follow up with students who initially do not complete the survey.
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.	Part 1 of measure: Met Part 2 of measure: Not Met	93% of parents/guardians reported that at least one staff member knows their child well. However, 64% (i.e. fewer than 75%) of families completed the annual survey. In 2025-2026, we plan to increase our efforts to follow up with families who do not complete the

	2024-25 Performance M (Met) / NM (Not Met)	Evidence
		survey during the original survey administration window.
Objective 4: CCSC's learning environment will be safe and supportive.		
Measure 4.1: On an annual survey, 75% of responding students will report that CCSC is a physically safe and supportive environment for students. At least 85% of all students will complete a survey.	Part 1 of measure: Met Part 2 of measure: Not Met	75% of CCSC students reported that CCSC is a physically safe and supportive environment for students. As noted above, 60% of all students completed the annual survey. In 2025-2026, we plan to administer the student survey earlier to give us more time to follow up with students who initially do not complete the 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.	Part 1 of measure: Met Part 2 of measure: Not Met	89% of parents/guardians reported that CCSC is a physically safe and supportive environment for students, exceeding the 85% target. However, as noted above, 64% of families completed the annual survey. In 2025-2026, we plan to increase our efforts to follow up with families who do not complete the survey during the original survey administration window.
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	29 out of 37 students from the Class of 2025 (78%) were accepted to at least one four-year college. To some extent, this reflects our increased focus on college and career, and a decreased emphasis on 4-year college attendance alone. We are using a different measure of college readiness for our next 5-year accountability plan.
Measure 5.2: 80% of graduating seniors will take and pass at least one AP course during their time at CCSC.	Not Met	78% of graduating seniors took and passed at least one AP course during their time at CCSC. Based on students' draft schedules for the 2025-2026 school year and the past academic performance of the Class of 2026, we anticipate meeting this target in 2025-2026.

DISSEMINATION

		2024-25 Performance M (Met) / NM (Not Met)	Evidence
Objective: 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. This sharing may take the form of hosting visitors, sharing materials, or presenting externally.	Met		Visitors, including those from Cambridge Public Schools, Andover Montessori, MIT, University of California, and Salem State, visited CCSC to participate in Roundtables and Senior Internship Exhibition Night. We also shared best practices with River Valley Charter, Brooke Charter, Excel Charter, South Shore Charter, Community Day Charter, Pioneer Valley Chinese Immersion, MATCH Charter, Prospect Hill Academy, Environmental Charter in Pittsburgh, Canton Public, Holliston Public, Easton Public, Libertas Charter, and seven American Council on the Teaching of Foreign Languages schools from a variety of different states. See the Dissemination section of this Annual Report for more details.
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.	Met		We hosted a member of the CPS School Committee for Roundtable presentations, shared scheduling information with CPS, participated in a panel with Cambridge Rindge and Latin school administrators and Cambridge families, and collaborated on student-specific best practices with school staff.

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2025-26

RECRUITMENT PLAN 2025-26

2024-25 Implementation Summary:

Please list the successes and challenges of implementing the school's recruitment strategies from the 2024-25 Recruitment Plan.

CCSC used the general recruitment activities laid out in the AY24 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 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 graduates and having those students answer questions about what it was like to be a student at CCSC. We also visited Fletcher Maynard Academy (FMA) with recent FMA graduates. In addition, our Recruitment and Outreach Coordinator and several CCSC high school students volunteered at FMA's monthly Free School Markets and their International Dinner of Thanks. Our Student Recruitment Coordinator has built strong relationships with many community partners in Chelsea, Everett, and Revere – working diligently to find ways to support their events and to be seen as a true community partner and participant. In the fall, they held a well attended event at the Parlin Memorial Public Library in Everett that brought together many of our Everett families and helped build community among existing students, as well as serving as a welcome for students and families who were new to the school this year. Our Student Recruitment Coordinator continues to spend at least one day a week in Chelsea, Everett, and Revere and has served as a key point person and liaison for families coming from these districts – including providing critical information about transportation options and communicating concerns and challenges faced by families from these sending districts to members of leadership so that the school is able to address barriers and challenges families may face in attending CCSC. We look forward to continuing to deepen these existing relationships and continue building new ones.

We offered student shadow days led by the Recruitment and Outreach Coordinator and Student Recruitment Coordinator and held in-person building tours to students and families. We held 3 in-person open houses, all of which were incredibly well attended. Current students were invited to these open houses and had the opportunity to give tours to prospective students and families and share more about their experiences at CCSC.

We have continued to think critically about brand awareness in our sending districts. 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 in the communities we serve. CCSC continues to communicate with families in multiple languages, including Spanish, Haitian Creole, Amharic, and Portuguese, and our enrollment application is available in 10 different languages. We also placed translated recruitment materials in local public library branches, public parks, and youth / community centers.

We continue to volunteer at local School Markets (a free grocery market) that are open to the public and have continued to support food distribution efforts at a local affordable housing development in North Cambridge. Current CCSC students regularly volunteer at these events alongside our staff, as we work to be seen as a school in and of the community and a true community partner.

Our recruitment efforts are led by CCSC's Recruitment and Outreach Coordinator and Student Recruitment Coordinator, both of whom work closely with our Director of Communications and Development. In addition to their recruitment work, both serve as a support for families as they navigate the application and enrollment process.

CCSC held multiple 2025-26 lotteries in order to ensure various points of entry for families. After each, we re-branded our Orientation to be an Accepted Students Day, which created a more celebratory experience for our new families. During this event, students and families had the opportunity to hear directly from current students

(including many middle school students) about their learning and to showcase their work. Several classrooms had student projects on display providing a jumping off point for our current students to discuss and reflect on their learning – skills that are core to the CCSC experience. In addition, we instituted a monthly email in the spring to all newly accepted families, sharing key information, inviting them to CCSC events, and generally welcoming them to the CCSC community.

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

General Recruitment Activities for 2025-26:

In AY26, CCSC will continue to focus on deepening our existing relationships and partnerships in Cambridge and will continue working to build and further develop our relationships with community partners in Chelsea, Everett, and Revere.

- Our full-time Student Recruitment Coordinator will continue to focus extensively on outreach and recruitment efforts in Chelsea, Everett, and Revere, spending at least two days minimum every week in these communities.
- 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 (buses, bus shelters, subway, social media, etc.) to ensure broad awareness and post recruitment fliers in multiple languages in public parks, libraries, community centers, and other key community locations.
- The Recruitment and Outreach Coordinator and Student Recruitment Coordinator will continue to prioritize connecting with families whose students are receiving Special Education and EL services by working closely with our Director of Student Support and relevant family stakeholder groups at CCSC so that those families can share their experiences with family and friends from their neighborhoods and communities.
- We will continue to attend community events in Cambridge, Chelsea, Everett, and Revere and work to build and strengthen our partnerships with community organizations
- We will again host regular in-person Open Houses and offer weekly tours and shadow visits throughout the school year.
- We will continue to work to build community and connection among our families, as we have found family participation is one of our most successful ways of connecting with new families and new communities. We will continue to hold family gatherings in the districts we serve and continue to listen to families to learn more about how best to conduct outreach efforts in their communities.
- As was true in the past, we saw success this year with having a personalized approach to recruitment including introducing prospective students and families to current students and families to help them make a decision about joining CCSC. We will continue to do so in the upcoming year.
- We will continue to involve the Principal, Director of Student Supports, and Dean of Students, among others, when and where possible in our recruitment efforts to support these high value conversations. We will also work closely with various Grade Level Leaders and other key school personnel as we welcome prospective and new students and families to our community.
- This year, we began a monthly spring email communication to newly accepted families to share updates about what was happening at CCSC, invite them to school events (including community meetings, public exhibition nights, athletic events, and others that showcase the various positive aspects of our school culture), and to generally help them feel welcomed as part of our CCSC community. We will continue this practice in AY26.
- We will also continue to hold welcome pizza party events in the spring for students who are coming to CCSC from the same sending school(s). We have found this helps build community and excitement – including as sometimes students weren't aware which of their classmates were going to be joining them! It also has allowed current CCSC students to reconnect with students from their elementary school and be a leadership point person for these new students.
- As has historically been the case, we will continue to hold frequent lotteries.

Recruitment Plan – 2025-26 Strategies	
Students with disabilities	
(a) Charter School Dashboard data School percentage: 21.9% CI percentage: 11.5% The school <u>at/above/</u> CI percentages	(b) Continued 2024-25 Strategies ☒ <u>At or Above</u> 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 four 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, Fitchburg State, Framingham State, 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) - 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) 2025-26 Enhanced/Additional Strategy(ies), if needed n/a
English learners	
(a) Charter School Dashboard data School percentage: 10.8% CI percentage: 17.6% The school is <u>below</u> CI percentages	(b) Continued 2024-25 Strategies ☐ <u>At or Above</u> CI: no enhanced/additional strategies needed Strategies here from last year's approved Annual Report: - Continue publicizing the academic progress of currently enrolled EL students. - Continue monitoring local media outlets providing information to various local communities of immigrant families. - Advertise and translate recruitment materials into the most prevalent languages of our four regional districts: Spanish, Amharic, Chinese, Arabic, Haitian Creole, Bengali, Japanese, Hebrew, and Portuguese. CCSC's spending in this area continues to increase.

Recruitment Plan – 2025-26 Strategies

- 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) 2025-26 Enhanced/Additional Strategy(ies), if needed

☒ **Below** CI: list additional and/or enhanced strategies needed.

- Increase our outreach and presence into newly approved regions. Our Student Recruitment Coordinator is fluent in Portuguese and has deep connections with the Brazilian American community in these regions. We will leverage these connections and increase our visibility and accessibility. We expect to see increasing percentages of ELs annually for the next three years due to this strategy.
- In addition, in order to attract more students from Chelsea, Everett and Revere which statistically have a higher population of English Language Learners, CCSC will be providing transportation for students from those regions. We expect to see increasing percentages of ELs annually for the next three years due to this strategy.
- CCSC will invest in **more** multilingual outreach materials including but not limited to Haitian Creole, Portuguese, Spanish, Arabic, Amharic, and Bengali. We expect to see increasing percentages of ELs annually for the next three years due to this strategy.
- Develop contacts with library and non-library based adult ESL programs in Chelsea, Everett, and Revere and distribute materials to organizations and participants.
- Organize and publicize community resources gathered from Chelsea, Everett and Revere social media
- Facilitate recruitment events in multiple languages in Chelsea, Everett, and Revere
- Continue to volunteer, support, and collaborate with organizations in Cambridge, Chelsea, Everett, and Revere for cultural events such as Nepal Day, Juneteenth celebrations, and Ethiopian Family Day.
- Attend places of worship where languages other than English are the primary language

Recruitment Plan – 2025-26 Strategies	
	- The EL Coordinator, in conjunction with the Director of Student Support and other appropriate stakeholders, will strengthen family engagement with current EL Families by conducting surveys and community celebration to create a welcoming space for EL families. - The EL Coordinator and the Recruitment Team will maintain constant communication to ensure best practices are implemented when welcoming and supporting EL families.
Low income	
(a) Charter School Dashboard data School percentage: 56.2% CI percentage: 53.9% The school is at/above CI percentages	(b) Continued 2024-25 Strategies ☒ At or Above CI: no enhanced/additional strategies needed - CCSC's AY24 low income/economically disadvantaged percentage is 57.5, which is above the comparison index and above Cambridge, our primary sending district. CCSC continues to offer free breakfast and lunch to all students through the CEP program. When recruiting students and advertising to families, CCSC will continue to emphasize this. 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 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. - 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. - Work closely with Find It Cambridge to ensure that CCSC is featured in materials that are distributed widely and accessible online. - Participate in Cambridge's Middle School Network, attending regular meetings with those who run various programs for school-based and non-school based families.
	(c) 2025-26 Enhanced/Additional Strategy(ies), if needed n/a
	(d) Continued 2024-25 Strategies - 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, our CCSC@ Night program, and our Office Hours, which are open three times a week,

Recruitment Plan – 2025-26 Strategies	
	staffed by our faculty members, and provide excellent academic support for all students. CCSC has, for the sixth year, created and facilitated our own credit recovery / summer school program on site. Our teachers write the curriculum and the classes are taught by CCSC teachers. The Summer School Principal is a veteran CCSC counselor with strong student and family relationships who keeps in close contact with our summer learning families. 2025-26 Additional Strategy(ies), if needed n/a
<u>Students at risk of dropping out of school</u>	(e) Continued 2024-25 Strategies 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 6-10, 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 multi-tiered systems of support, managed by the Director of Student Support and principal who coordinate individualized interventions, helps families to know that CCSC is successful with this subgroup. Our guidance counselors and principal 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 principal continues to regularly work with the Cambridge Police Department's Youth & Family Services unit, who sometimes spend time at CCSC. 2025-26 Additional Strategy(ies), if needed n/a
<u>Students who have dropped out of school</u> <u>*Only schools serving students who are 16 and older</u>	(f) Continued 2024-25 Strategies 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 enrollment team. 2025-26 Additional Strategy(ies), if needed n/a
OPTIONAL¹ <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2024-25 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 2025 will attend Howard, Middlebury, Northeastern, Mount Holyoke, Bentley, Wentworth, Rutgers, University of Hartford, Clark, UMass Boston, UMass Lowell, Salem State, Framingham State, Fitchburg State, SNHU, MCLA, Bunker Hill CC, and Roxbury CC.

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.

Recruitment Plan – 2025-26 Strategies	
	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 college-level courses, paid for by CCSC, if students place out of existing course 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. 2025-26 Additional Strategy(ies), if needed n/a

RETENTION PLAN 2025-26

2024-25 Implementation Summary:
Please list the successes and challenges of implementing strategies from the 2024-25 Retention Plan. - Our 2025 retention percentage of 79% did not meet our goal, and our attrition percentage (21%) is much higher than the comparison region rate (7.4%). - The school continues to systematically collect and analyze data related to retention, which informs our programming and strategies. We hear from many families that, while they are concerned about the quality of district middle school options, they are more willing to leave CCSC for high school and are especially attracted by the larger, newer facilities at the local district high school and the broader range of curricular and extracurricular options afforded by its larger size. - Because our data show us that families are particularly vulnerable to attrition between 8th and 9th grade, this year we implemented even more focused programming helping 8th grade families know what CCSC's high school program has to offer and how strong our results are for our graduates. This is the second year of this effort, including the addition of 1:1 conversations this year between 8th grade families and school administrators. Attrition data at the end of this summer will help us to know whether this new effort is bearing fruit. - We are particularly gratified that our attempts with decreasing attrition for students with disabilities are showing some success. This attrition rate was 25% two years ago and, while we still plan to work on decreasing it even more, it has remained below 20% for the past two years and was below the all-student rate for 2025. - Although summer attrition continues to be a challenge, stability during the school year is a success. CCSC's stability rate in 2024 was 95.8% and its churn rate was 6.3%. By comparison, our regional districts (Cambridge, Chelsea, Everett, Revere) all had lower stability rates (91.9%, 87.5%, 87.0%, and 90.2% respectively) and higher churn rates (14.2%, 21.1%, 21.2%, and 16.6% respectively). Our high stability and low churn rates year-after-year reflect a focus on improvement in this area that we take great pride in. They are the result of myriad interventions, many targeted supports, and a lot of hard work on the part of the leadership, faculty, and staff.

Overall Student Retention Goal	
<i>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.</i>	
Annual goal for student retention (percentage):	85%

Retention Plan – 2025-26 Strategies	
Students with disabilities	
(a) Charter School Dashboard data School percentage: 19.5% 1 Standard Deviation: 16.44% The school's attrition is <u>above</u> 1 standard deviation.	(b) Continued 2024-25 Strategies ☐ At or below 1 standard deviation: no enhanced/additional strategies needed • 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. • Teaching teams will again meet weekly to plan together, better ensuring that UDL principles are applied to unit maps and lesson plans. • Targeted Student Supports will continue to be a required element on content area teachers' lesson plans. These supports are also a required talking point in weekly meetings between all teachers and their coaches. • Documentation from teaching team meetings will continue to be required, and spot-checked by the Director of Student Support, to increase accountability. • As needed, coaches attend, supervise, and provide feedback on teaching team meetings. • The Student Support Team will continue to meet regularly and will assess how they can better use data to evaluate the program and monitor progress for this subgroup • CCSC will continue to increase its professional development on UDL for all teachers. • CCSC will continue to incorporate UDL principles from CAST into our Instructional Vision. • In AY23, CCSC contracted an education advocate to create a Special Education Family Resource Guide in collaboration with members of the SEFAC. In AY26, CCSC will continue to actively promote this resource, which we are translating into several languages, to families of students with disabilities.
	(c) 2025-26 Enhanced/Additional Strategy(ies), if needed ☒ <u>Above</u> 1 standard deviation: list additional and/or enhanced strategies needed. • For the 2025-2026 school year, CCSC has hired 2 additional full time inclusion support specialists to support students with disabilities in the general education classroom. We anticipate to see an improvement in retention data within two years. • Student Support Leadership is enrolled in the Social Emotional Behavioral Academy to better support students with disabilities and will provide training to faculty over the course of the next two years. With implementation of new social emotional supports, staff professional development, and an increase in student/family awareness, we anticipate to see a decrease in attrition within three years. • For the 2025-2026 school year, intentional consultation time will be part of the PD calendar and occur at least 20 times per year, this will

Retention Plan – 2025-26 Strategies	
	enable teachers and staff members to collaborate and efficiently in order to better support students with disabilities. With dedicated collaboration time and focus on student support and performance, we anticipate a positive change in data within two years. The Director of Student Support will work closely with the Special Education Coordinator to increase family and student awareness of programs and supports available to students in grades 9-12 at CCSC by focusing on the middle school families/students and will see a positive change in retention data within the next year.
English learners	
(a) Charter School Dashboard data School percentage: 31.3% 1 Standard Deviation: 19.08% The school's attrition is <u>above</u> 1 standard deviation.	(b) Continued 2024-25 Strategies ☐ <u>At or below</u> 1 standard deviation: no enhanced/additional strategies needed. - CCSC's EL Coordinator will continue focus more heavily on developing the ELPAC group (with the goal of holding 4 ELPAC meetings during the AY26 School Year) so that families of EL students have a voice in their needs at CCSC - CCSC will continue to assess its systems that mandate regular communication between the EL teacher, advisors, and teachers of LEP students to determine where data gathering and accountability can be improved - The Student Support Team will continue to meet regularly and will assess how they can better use data to evaluate the program and monitor progress for this subgroup
	(c) 2025-26 Enhanced/Additional Strategy(ies), if needed ☒ <u>Above</u> 1 standard deviation: list additional and/or enhanced strategies needed. - For the 2025-2026 school year, The Director of Student Support will work closely with the EL Coordinator to gather feedback from families and English Language Learners about EL Programming and associated supports/services. With the focus on family feedback, we will be able to make changes that result in a reduction in attrition within two years. - The Director of Student Support will work closely with the EL Coordinator to analyze data from the family and student feedback and create strategic goals/actionable steps to address family concerns and improve retention of English Language Learners at CCSC within three years.
Low Income	
(a) Charter School Dashboard data School percentage: 18.3% 1 Standard Deviation: 21.2%	(b) Continued 2024-25 Strategies ☒ <u>At or below</u> 1 standard deviation: no enhanced/additional strategies needed - 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 will continue to provide a free food market program to families who need this support.

Retention Plan – 2025-26 Strategies	
The school's attrition rate is at/below 1 standard deviation.	• CCSC's Student Support Team will continue to target issues of poverty for eligible students. • The Student Support Team will continue focusing on troubleshooting obstacles to success for Tier 3 students. • We have ramped up our Alumni Persistence Program fundraising (over \$200,000) and are hiring a full-time Alumni Success Manager. One part of our Alumni Persistence Program is an emergency fund for alumni that provides micro-grants to help them with college-related expenses. We will promote this programming to our low-income families in particular so they know that the supports offered by CCSC extend beyond high school.
	(c) 2025-26 Enhanced/Additional Strategy(ies), if needed n/a
<u>Students who are sub-proficient</u>	(d) Continued 2024-25 Strategies • 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 a full-time reading specialist). 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 Multi-Tiered Systems of Support 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 help, 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. • CCSC strongly encourages some students who are struggling academically to attend its CCSC @Night program.
<u>Students at risk of dropping out of school</u>	(e) Continued 2024-25 Strategies • CCSC's Student Support Team works closely with students who have been identified as being at-risk of dropping out and will continue doing so in AY26. Their work includes communication with students and families and targeted home visits when necessary. • CCSC's grade-level teams, which use protocols to identify struggling students and commit to strategies for better supporting them, met every other week and will continue doing so in AY26. • We continue to hold regular one-on-one meetings between leaders in the Principal's Office 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 in AY22 by hiring a new full-time School Psychologist to replace a departing part-time psychologist. CCSC again augmented existing FTEs in AY23, with a full-time School Social

Retention Plan – 2025-26 Strategies	
	Worker. CCSC’s counseling department, through systems that effectively identify at-risk students, provide services that serve this sub-group. • CCSC requires students with excessive tardies or absences to make-up learning time, including through its CCSC @Night program.
<u>Students who have dropped out of school</u> <u>*Only schools serving students who are 16 and older</u>	(f) Continued 2024-25 Strategies • CCSC aims to re-engage students who have dropped out through communicating with families, holding meetings with involved stakeholders, meticulously tracking attendance, and visiting students in their home environment or another one of their choosing. • In the event that students do drop out, CCSC: - o Makes counselors and staff available to students who have dropped out, including families, when appropriate, in this counseling; - o 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 - o Assists in finding more appropriate placements, if necessary. - o Works to find programs that allow seniors to earn the last credits required in order to receive their diploma from CCSC.
OPTIONAL <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2024-25 Strategies • The Principal and other members of their office continually monitor students’ academic and behavioral progress. The Principal, as well as the Director of Curriculum and Instruction, push students to take advantage of honors and AP options. Often, this work is done with teachers and advisors who know students best. • Every single course at CCSC will again have an honors option available for all students. The Principal 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 local colleges.

APPENDIX C: SCHOOL DATA TABLES

ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2024-25 School Year			
Name	Title	Start Date in Current Role	End Date (if no longer employed at the school)
Becki Norris	Head of School	July 1, 2019	
Jake Friedman	Principal	July 1, 2022	6/30/2025
Jeff Vogel	Director of Instruction and Curriculum	July 1, 2017	
Katie O'Hara	Director of Student Supports	July 1, 2021	6/30/2025
Elizabeth Debraggio	Director of Communications and Development	July 1, 2023	
Neal Landry	Director of Operations and Technology	July 1, 2023	
Heshi Schreiber	Director of Human Capital	July 1, 2023	

Teacher and Staff Attrition for the 2024-25 School Year				
	Number employed as of the last day of the 2024-25 school year	Number of departures during the 2024-25 school year	Number of departures following the end of the 2024-25 school year through July 31 st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	37	0	6	5 resigned, 1 not renewed
Other Staff	33	1	5	5 resigned, 1 not renewed

INFORMATION ABOUT THE BOARD OF TRUSTEES

Board Membership During the 2024-25 School Year					
Name	Position on the Board	Committee Affiliation(s)	Number of Terms Served on the Board	Length of Each Term (start and end date in MM/YY format)	Final Year of Service Possible Based on Term Limits in Bylaws
Uche Amaechi	Chair	Governance, Development/Advocacy/ Outreach	3	Elected 12/16 Partial: 12/16-6/17 Term 1: 7/17-6/20 Term 2: 7/20-6/23 Term 3: 7/23-6/26	2026
Alexander Saltonsall	Treasurer	Finance	3	Elected 5/17 Partial - 5/17-6/17 Term 1: 6/17-6/20 Term 2: 7/20- 6/23 Term 3: 7/23- 6/26	2026
Cynthia Link	Secretary	Development/Advocacy/ Outreach	2	Elected 6/19 Term 1: 6/19-6/22 Term 2: 7/22-6/25 Term 3: 7/25-6/28	2028
Jose Juves	Trustee	Development/Advocacy/ Outreach	3	Elected 3/17 Partial - 3/17-6/17 Term 1: 7/17 -6/20 Term 2: 7/20-6/23 Term 3: 7/23- 6/26	2026
Kim Scheltz	Vice Chair	Student Success	1	Elected 6/22 Term 1: 6/22-6/26	2031
Farhan Altaf	Trustee	Finance	1	Elected 9/22 Partial Term: 9/22-6/23 Term 1: 7/23-6/26	2026
Christy Felix	Trustee	Student Success	1	Elected 9/22 Partial Term: 9/22-6/23 Term 1: 7/23-6/26	2026
Myra Forrester	Trustee	n/a (elected end of June)	1	Elected 6/24 Term 1: 6/24-6/27	2033
Laurie McIntosh	Trustee	n/a (elected end of June)	1	Elected 6/24 Term 1: 6/24-6/27	2033
Kathleen Ofsthun	Trustee	n/a (elected end of June)	1	Elected 6/24 Term 1: 6/24-6/27	2033
Rob Shapiro	Trustee	n/a (elected end of June)	1	Elected 6/24 Term 1: 6/24-6/27	2033
Emma Stellman	Trustee	n/a (elected end of June)	1	Elected 6/24 Term 1: 6/24-6/27	2033
Courtney Burns	Teacher Rep	n/a (elected end of June)	1	Elected 6/24 Term: 6/24-6/26	2026
Elon Fyfield	Teacher Rep	n/a (elected in October)	1	Elected 10/24 Term: 6/24-6/25	2025

[Board of Trustee and Committee Meeting Notices](#)

APPENDIX D: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

Complaints:

[Board of Trustees Contact Information](#)

Date	Summary of Complaint	Summary of Complaint Resolution
June 12, 2025	A parent contacted the Board about a decision to not renew the contract for an employee. They requested the school to reconsider and rehire that employee.	CCSC's Board Chair encouraged the parent to speak to school leadership and also spoke with CCSC's Head of School directly about the issue. They determined that this was a valid management decision and did not warrant further Board involvement.