

# DRAFT

## Marblehead Community Charter Public School Annual Report 2019-2020

### **Marblehead Community Charter Public School**

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## Introduction to the School

| <b><i>Marblehead Community Charter Public School</i></b>  |   |                      |  |
|---|---|----------------------|--|
| Type of Charter   | Commonwealth  | Location             | Marblehead, MA   |
| Regional or Non-Regional?   | Non-Regional  | Districts in Region  | NA   |
| Year Opened   | 1995  | Year(s) Renewed      | 2000, 2005, 2010, 2015, 2020                               |
| Maximum Enrollment  | 230   | Current Enrollment   | 220 as of June 30, 2020                                    |
| Chartered Grade Span  | 4-8   | Current Grade Span   | 4-8  |
| # of Instructional Days per school year   | 180-185   | Students on Waitlist | 75 students are on the 2020-21 waitlist as of July 1, 2020 |
| School Hours  | Regular hours:<br>7:45-3:15<br>Before school care:<br>7:00-7:45<br>After school programming:<br>3:15-5:30 | Age of School        | 25 years   |
| <b>Mission Statement</b>  |   |                      |  |
| MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are dedicated to involving, learning from, participating in, and serving our school community and the community at large. |   |                      |  |

## Letter from the MCCPS Board of Trustees

Marblehead Community Charter Public School (MCCPS) is in its 25<sup>th</sup> year of continuous operation and sets high standards for itself as an organization. This Academic Year is marked with change, adaptations and opportunism. Our dedication to our mission, core values, and the promises of our Charter remains active and strong. Our consistently meeting or exceeding all Accountability Plan Objectives over the course of this this year is evidence of MCCPS' continued success.

Our academic program has remained strong as measured by internal and external data. Both the Board and school are committed to academic excellence as its primary focus. During this academic year, Parent Satisfaction Surveys consistently rated the Education Program with high marks. The program satisfaction for this year are: Project Based Learning 89% satisfaction and integrated arts satisfaction rates were: Music 84%, Art - 91%, World Language - 79%.

A Sampling of comments from the Parent Satisfaction Surveys include:

- “We love Charter! The kids miss you all so much. Thank you all your hard work.”
- “I love the project-based learning.”
- “The first year of the school was exceptional for our child! She joined in December and had great transition to new school! All teachers and staff were very supportive!”
- “I was impressed with how MCCPS handled remote learning compared to other schools. It was flexible, agile, fast, and my child continued to learn. This was not the case in many other local and regional schools.”
- “I was very impressed with how quickly and thoroughly MCCPS pivoted to on-line teaching/learning and how high the expectations were for our child’s continued instruction/success/understanding of concepts.”
- “We love MCCPS! We have nothing but positive memories and can't wait to be back in the fall”

MCCPS remains true to the tenets of our Charter. Teachers play a leadership role throughout the school, serving on the Board as well as numerous committees. They participate in a highly collaborative environment, with regular time scheduled weekly to assess, reflect, and continually improve upon the quality and effectiveness of the academic program. The result is authentic and meaningful integration across all grade levels and curriculum areas.

Organizationally, MCCPS is in a position of stability in the key areas of financial management, governance, school leadership, and parent/community involvement. Our annual audit results are evidence of a solid financial and operational infrastructure. Strong parent and community involvement are evidenced by the number of parents and community members serving on the Board and its committees, leading Enrichment programs, and participating in the PTO.

The Board of Trustees is committed and engaged, and composed of parents, community members, and teachers as required in our Charter. This year, the Board devoted a substantial amount of time to the Charter Renewal and By-Laws Updates and continued to focus on the development of key

policies and procedures, Student Retention, Academic Programming, and Financial Oversight. As a Board, we are always looking to improve our practice.

Among the major accomplishments for the current charter period are:

- Hired a New Head of School - July 2019
- Completed the Charter Renewal Process
- Obtained a clean audit opinions
- Completed a new Strategic Plan

However, this year was not without its challenges. Chief among these was the impact of the Covid-19 pandemic. In March, 2020, MCCPS transitioned to a Remote Learning Model. This was not without challenges that were met and exceeded by Faculty, Staff, Students and Parents. The school closure resulted in the cancellations of 2 Public Exhibitions of the Students Projects and Music Extravaganza.

As we embark into our 6<sup>th</sup> Charter Term, we look forward to the opportunities the academic year will bring. This next school year will see a continued focus at the Board and School level on strategic planning, with the goal of moving the school to even higher levels of achievement. The best legacy we can leave is to foster a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential.

Sincerely,  
Arthur F Sullivan, III  
Chair, MCCPS Board of Trustees  
It's a Great Day to be a Navigator!

### **School Performance and Program Implementation**

There have been no programmatic or structural changes in the 2019-20 school year.

## Faithfulness to Charter

### **Mission and Key Design Elements**

#### **Mission, vision, educational philosophy and pedagogical approach:**

MCCPS fosters a community that empowers students to reach their highest potential. The faculty, staff, and administration, the parent body, community members, and students are all committed to this ideal, and enormous energy and passion are invested regularly in pursuing our mission.

#### **Key design elements:**

The key design elements of the school continued through this Charter Term: a student-centered learning environment that included frequent opportunities to engage in project-based learning, problem-solving, critical thinking, collaboration, creativity, and communication. All students presented to their parents and teachers, the wider community, and their peers during Public Exhibitions of Student Work in November and were set to do so in March and June prior to the COVID19 pandemic that forced the school to pivot to remote learning. Many students presented evidence of learning via video conferencing with teachers and classmates during the spring of 2020. The teachers exercised considerable autonomy regarding how and when the state frameworks were addressed. Their talents and expertise resulted in robust and highly effective learning experiences for the students. Parents were afforded opportunities to contribute substantively and meaningfully to the life of the school, including involvement in the curriculum, governance, enrichment, and PTO.

#### **Notes on Impact of Coronavirus/COVID19**

Our community was impacted by the COVID19 pandemic. On March 13, 2020 we closed the school and remained closed for the rest of the school year. On March 13, we were able to immediately share suggested learning activities for students. We navigated three phases of remote learning. We started with suggested learning activities during the first two weeks of the closure. We shifted to required assignments and remote learning activities for the next few weeks. For the months of May and June we introduced the power standards not yet addressed this year and increased our expectations on students.

We were able to hold 121 days of in-person learning prior to the COVID19 closure. We held 63 days of remote learning.

## **Examples of the Mission in Action**

### **Data Informed Decisions:**

During the 2019-2020 school year, MCCPS added universal use of the IXL program for math and literacy. Every student spent time in the program's diagnostic arena in the fall, winter, and spring. Additionally, IXL provided both targeted practice for students, as well as a supplement to learning when the school closed due to COVID19.

### **Strategic Plan Completion:**

A new strategic plan was completed. The plan outlines goals for students, faculty & staff, the community, and operations. These goals and this plan outline the work ahead for the next three years.

### **Continued Technology Integration:**

Access and equity of instruction and resources continues to be our top priority. During the in-person learning from August to March, all students had access to a Chromebook laptop as needed. Our teachers work hard to utilize the computer technology as a tool in the project-based classroom. When we were forced to shift to remote learning, we took steps to ensure that every student had access to a mobile device (chromebook) and reliable internet. We distributed Chromebooks to about 7% of our students who did not have a device at home. Throughout both in-person and remote learning, students and teachers utilized online tools such as Google Classroom, Google (docs, sheets, forms, slides), and IXL to enhance their delivery of instruction and assessment.

### **Service Learning:**

While community service learning is a component at each grade level, it is a prioritized area of focus for our 8<sup>th</sup> graders. Our 8<sup>th</sup> graders worked with the One Bead organization to identify issues in the community of importance to them. Students were then matched with local non-profits that were aligned to their interests. While COVID19 impacted some of this work, many of our students completed and delivered a pitch to an online audience via Zoom.

**Amendments to the Charter**

| Date          | Amendment Requested   | Pending or Approved? |
|---------------|---|----------------------|
| July 30, 2020 | We request to regionalize and include the Towns of Swampscott and Nahant in our Charter. Proposed Amendment is attached to this report and sent to DESE under separate cover. | Pending              |

Student Discipline  
 Access and Equity  
 2018-2019 Discipline Data

| Student Group              | Students | Students Disciplined | % In-School Suspension | % Out-of-School Suspension | % Expulsion | % Alternate Setting | % Emergency Removal | % Students with a School-Based Arrest |
|----------------------------|----------|----------------------|------------------------|----------------------------|-------------|---------------------|---------------------|---------------------------------------|
| All Students               | 236      | 13                   | 3.4                    | 2.5                        | 0.0         | 0.0                 | 0.0                 | 0.0                                   |
| English Learner            | 3        |                      |                        |                            |             |                     |                     |                                       |
| Economically disadvantaged | 34       | 3                    |                        |                            |             |                     |                     |                                       |
| Students w/disabilities    | 68       | 7                    | 8.8                    | 2.9                        | 0.0         | 0.0                 | 0.0                 | 0.0                                   |
| High needs                 | 93       | 9                    | 8.6                    | 2.2                        | 0.0         | 0.0                 | 0.0                 | 0.0                                   |
| Female                     | 105      | 2                    |                        |                            |             |                     |                     |                                       |
| Male                       | 131      | 11                   | 5.3                    | 3.8                        | 0.0         | 0.0                 | 0.0                 | 0.0                                   |
| Amer. Ind. or Alaska Nat.  | 2        |                      |                        |                            |             |                     |                     |                                       |
| Asian                      | 6        | 0                    |                        |                            |             |                     |                     |                                       |
| Afr. Amer./Black           | 16       | 3                    |                        |                            |             |                     |                     |                                       |
| Hispanic/Latino            | 9        | 1                    |                        |                            |             |                     |                     |                                       |
| Multi-race, Non-Hisp./Lat. | 5        |                      |                        |                            |             |                     |                     |                                       |
| Nat. Haw. or Pacif. Isl.   | 0        |                      |                        |                            |             |                     |                     |                                       |
| White                      | 198      | 8                    | 3.0                    | 1.0                        | 0.0         | 0.0                 | 0.0                 | 0.0                                   |

We have reviewed our school’s discipline data. There were five suspensions issued during the 2019-2020 school year. These suspensions were a significant decrease from the 17 suspensions in the previous year. This decrease was due, in part, to the school closure starting on March 13<sup>th</sup>, 2020. Even with school closure, there were six fewer suspensions at that point in the year compared to the previous year. The school made deliberate efforts to continue to support access and equity for our students. We incorporated PBIS elements into our classroom practices and our RTI process. We also partnered with ADL to run a professional development session for our educators on the topic of equity and bias related to discipline.

With six discipline offenses this year, the number of offenses was the same or fewer across all subgroups. The percentage of offenses across subgroups remained unchanged or was too small to



be reported. While the number of offenses is low, we are committed to an equitable discipline process for all students.

We use suspensions sparingly. Out of school suspension are appropriate for issues involving physicality or bullying. During in-school suspensions, the students work on the same materials as their classmates. We encourage students to reflect on their actions, learn from mistakes, and restore relationships. A vital step for all suspensions is a required reentry meeting that is attended by the members of the grade level team, a parent, and, most importantly, the student. This process is essential in helping students feel respected and supported as they return to class.

**Dissemination Efforts**

| <b>Best Practice Shared</b>                       | <b>Vehicle for Dissemination</b>  | <b>Who at the school was involved with the dissemination efforts?</b> | <b>Criteria that best aligns to the shared best practice</b> | <b>With whom did the school disseminate its best practices?</b>   | <b>Result of dissemination</b>   |
|---|---|---|--|---|--|
| Curriculum programming and project-based learning | Visits to other schools to both share and learn effective practices from each other.          | Head of School, teachers, parents, Board members                      | Shared with local schools about innovative school practices  | Francis Parker Charter Essential School, Salem Academy, Hill View Montessori Charter Public School, Advanced Math & Science Academy | Sharing of best practices and informing improvement goals for the future at our school |
| Project-Based Learning and Integration            | 1 Public Exhibition of Student Work at MCCPS (November)<br>Virtual showcases via Zoom in June | All faculty, staff, students, administrators and parents              | Presenting a professional conference                         | Local district and private school educators and the community   | Enhanced understanding of PBL, integration, and service learning                       |
| Integration of Community Service Learning         | One Bead zoom panel   | 8 <sup>th</sup> grade students and humanities teacher                 | Presented at zoom panel                                      | Non-profit leaders from area organizations  | Real-world experience for students   |

# Academic Program Success

## Student Performance

A. Marblehead Community Charter Public School's school report card (overview)  
<http://reportcards.doe.mass.edu/2019/DistrictReportcard/04640000>

B. Other performance data

| Overall Classification   | Accountability Percentile  | Progress Toward Improvement Targets        |
|--|--|--|
| 2019   | 2019   | 2019                                       |
| Not requiring assistance or intervention.<br><br>Reason for Classification: Moderate progress toward targets | Found Here:<br><a href="http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=04640000&amp;orgtypecode=5">http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=04640000&amp;orgtypecode=5</a> | Meeting 33 percent of improvement targets. |

## Program Delivery

While no substantial changes were made to the school's curriculum, or instructional model during the 2019-2020 school year, we did make the following adjustments to assessment tools and supports for students:

- Implementation of IXL as diagnostic tool and practice resource for students
- Expansion of English Learner services with hiring of ESL teacher/coordinator

|         |   |
|---------|---|
| Grade 4 | 7 students identified, based on ACCESS scores all will be FELs                |
| Grade 5 | 5 students identified, based on ACCESS scores 4 of 5 will be FELs             |
| Grade 6 | 4 students identified, based on ACCESS scores 2 of 4 will be FELs             |
| Grade 7 | 1 student identified, based on ACCESS scores 1 will continue with EL services |
| Grade 8 | 1 student identified, based on ACCESS scores 1 will continue with EL services |

## Organizational Viability

### Organizational Structure of the School

A new Head of School joined the organization. Our Assistant Head of School resigned in February. We have restructured the leadership team for 2020-2021 to include a principal position in place of the assistant head of school. A new Food Services/Nutrition Director was appointed in January 2020. All other positions remained the same during the 2019-2020 school year.

### Organizational Chart

|   |  |  |   |
|---|--|--|---|
| Board of Trustees   |  |  |   |
| Head of School, Peter Cohen (7/2019)                                    |  |  |   |
| Assistant Head of School,<br>Resigned in February, not replaced in FY20 | Business Manager,<br>Jeff Barry                                  | Director of Student Service,<br>Michael Condon | Director of Curriculum, Instruction, & Technology,<br>Matt Cronin |
|   | Food Services & Nutrition Director,<br>Danette Russo<br>(1/2020) |  | Department Chairs:<br>Ellen Lodgen,<br>Meghan Hale                |

### Network Structure or Multiple Campus Organizational Structure

- Not applicable

### Teacher Evaluation

- No change has been made.

**Budget and Finance**

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

|                         |                     |
|-------------------------|---------------------|
| Ordinary Income/Expense |                     |
| Income                  |                     |
| VACATION PROGRAMMING    | 7,250.00            |
| STATE ALLOCATION        | 3,025,960.00        |
| FEDERAL & STATE GRANTS  | 74,237.00           |
| SCHOOL LUNCH            | 71,518.73           |
| STUDENT ACTIVITIES      | 31,923.35           |
| INVESTMENT INCOME       | 110.81              |
| OTHER INCOME            | 49,481.28           |
| STUDENT SUCCESS FUND    | 17,210.25           |
| CONTRIBUTIONS           | 28,000.00           |
| PRIVATE GRANTS          | 1,585.00            |
| REIMBURSEMENTS          | 1,708.75            |
| MEDICARE REIMB.         | 2,346.74            |
| FUNDRAISING             | 20,404.71           |
| Total Income            | <u>3,331,736.62</u> |
| Expense                 |                     |
| PERSONNEL               | 2,268,365.93        |
| BENEFITS                | 342,923.13          |
| STAFF DEVELOPMENT       | 10,839.67           |
| SEARCH COSTS            | 1,687.81            |
| SUBSTITUTE              | 2,071.25            |
| DIRECT STUDENT SUPPORT  | 83,919.90           |
| STUDENT ACTIVITY        | 22,544.62           |
| SCHOOL LUNCH EXP        | 44,438.22           |
| OCCUPANCY               | 96,741.70           |
| OFFICE & ADMIN          | 220,942.07          |
| DEPRECIATION            | 95,716.68           |
| Total Expense           | <u>3,190,190.98</u> |
| Net Income              | 141,545.64          |

B. Statement of net assets forFY20 (Balance Sheet)  
As of June 30, 2020

**ASSETS**

|                          |                            |
|--------------------------|----------------------------|
| Current Assets           |                            |
| Checking/Savings         |                            |
| Total Checking/Savings   | 567,346.93                 |
| Other Current Assets     |                            |
| Prepaid Expense          | 34,226.93                  |
| Total Current Assets     | <u>601,573.86</u>          |
| Fixed Assets             |                            |
| 17 Lime Street           | 4,250,000.00               |
| Building Improvements    | 33,184.46                  |
| Fixed Assets             | 66,648.00                  |
| Accumulated Depreciation | (616,643.68)               |
| Total Fixed Assets       | <u>3,733,188.78</u>        |
| <b>TOTAL ASSETS</b>      | <b><u>4,334,762.64</u></b> |

## LIABILITIES & EQUITY

### Liabilities

#### Current Liabilities

##### Accounts Payable

|                  |          |
|------------------|----------|
| Accounts Payable | 2,651.26 |
|------------------|----------|

|                     |          |
|---------------------|----------|
| Accounts Payable FS | (175.00) |
|---------------------|----------|

|                        |                 |
|------------------------|-----------------|
| Total Accounts Payable | <u>2,476.26</u> |
|------------------------|-----------------|

##### Other Current Liabilities

|                     |            |
|---------------------|------------|
| Payroll Liabilities | (5,458.95) |
|---------------------|------------|

|                 |            |
|-----------------|------------|
| Accrued Payroll | 117,331.08 |
|-----------------|------------|

|                       |          |
|-----------------------|----------|
| Accrued Payroll Taxes | 3,989.63 |
|-----------------------|----------|

|                |           |
|----------------|-----------|
| MTRB Liability | 12,580.64 |
|----------------|-----------|

|                          |            |
|--------------------------|------------|
| Payroll Clearing Account | (6,835.40) |
|--------------------------|------------|

|                  |           |
|------------------|-----------|
| Accrued Expenses | 81,690.59 |
|------------------|-----------|

|                                 |                   |
|---------------------------------|-------------------|
| Total Other Current Liabilities | <u>203,297.59</u> |
|---------------------------------|-------------------|

|                           |                   |
|---------------------------|-------------------|
| Total Current Liabilities | <u>205,773.85</u> |
|---------------------------|-------------------|

#### Long Term Liabilities

|                          |              |
|--------------------------|--------------|
| East Boston Savings Bank | 3,719,677.01 |
|--------------------------|--------------|

|                             |                     |
|-----------------------------|---------------------|
| Total Long Term Liabilities | <u>3,719,677.01</u> |
|-----------------------------|---------------------|

|                          |                            |
|--------------------------|----------------------------|
| <b>Total Liabilities</b> | <b><u>3,925,450.86</u></b> |
|--------------------------|----------------------------|

### Equity

|                        |          |
|------------------------|----------|
| Opening Balance Equity | (294.76) |
|------------------------|----------|

|                   |            |
|-------------------|------------|
| Retained Earnings | 268,100.84 |
|-------------------|------------|

|            |            |
|------------|------------|
| Net Income | 141,505.70 |
|------------|------------|

|              |                   |
|--------------|-------------------|
| Total Equity | <u>409,311.78</u> |
|--------------|-------------------|

|                                       |                            |
|---------------------------------------|----------------------------|
| <b>TOTAL LIABILITIES &amp; EQUITY</b> | <b><u>4,334,762.64</u></b> |
|---------------------------------------|----------------------------|

C. Approved School Budget for FY21  
*FY21 Operating Budget*

**Revenue**

|                      |           |
|----------------------|-----------|
| STATE ALLOCATION     | 3,086,095 |
| OTHER INCOME         | 40,850    |
| STUDENT SUCCESS FUND | 18,000    |
| FUNDRAISING          | 45,000    |

**Total revenue** **3,189,945**

**Expenses**

|                        |           |
|------------------------|-----------|
| PERSONNEL              | 2,252,701 |
| BENEFITS               | 413,835   |
| STAFF DEVELOPMENT      | 7,500     |
| SEARCH COSTS           | 1,700     |
| DIRECT STUDENT SUPPORT | 65,700    |
| OCCUPANCY              | 117,250   |
| OFFICE & ADMIN         | 220,623   |
| DEPRECIATION           | 95,000    |

**Total expenses** **3,174,309**

**Net ordinary income** **15,636**

#### D. Capital Plan for FY20 (6/30/20)

| <b>Description</b>  | <b>Status</b> | <b>Est. Cost</b> | <b>Financing</b>  |
|---|---------------|------------------|-------------------|
| Space needs analysis of newly acquired space w/architect incl. plans, schematics, conceptual drawings and estimates | FY22          | \$10,000         | Operating capital |
| Final prints of above; architectural, structural, mechanical & technical  | FY23          | \$10,000         | Operating capital |
| Completion of build-out (7,321 sf @169.33/sf)   | FY25          | \$1,239,691      | Capital campaign  |
| Renovation of existing classrooms and offices (30,000 sf @ \$100/sf)  | FY25          | \$3,000,000      | Capital campaign  |
| Replacement of existing fire alarm panel  | FY22          | \$16,000         | Capital campaign  |
| Replacement of existing burglar alarm (completed FY20) incl. addition of exterior surveillance                      | FY22          | \$5,000          | Capital campaign  |
| New roof/roof repairs   | FY22          | \$275,000+       | Capital campaign  |
| Replace 1 rooftop HVAC unit   | FY22          | \$10,000         | Capital campaign  |
| New telephone system  | FY21          | \$13,000         | Capital campaign  |
| Replacement of kitchen floor  | FY22          | \$25,000         | Capital campaign  |
| <i>As of 6/30/20 the school did not have a separate Capital Campaign account.</i>                                   |               |                  |                   |

#### Technology

| <b>Description</b>                              | <b>Status</b> | <b>Est. Cost</b> | <b>Financing</b>  |
|---|---------------|------------------|-------------------|
| Student Devices                                 | FY21          | \$17,000         | Operating Capital |
| Staff Devices                                   | FY21          | \$5,000          | Operating Capital |
| Internal Network Connections (Switches, Router) | FY21          | \$5,000          | Operating Capital |
| External Network Connection ISP                 | FY22          | \$18,000         | Operating Capital |

## APPENDIX A

### Accountability 2019-2020

| Accountability Plan Goals   |                       |  |
|---|-----------------------|--|
|   | 2019-2020 Performance | Evidence   |
| <b>Objective:</b> MCCPS will facilitate the development of teacher leadership in the areas of curriculum, instruction, and assessment. KDE 1  |                       |  |
| <b>Measure:</b> Each year at least 80% of MCCPS teachers who have been employed for at least 2 years will lead at least one professional development or mentoring activity.   | <b>MET</b>            | 86% (25 out of 29) faculty, staff, and administration who have been employed at the school for at least 2 year led at least one PD or mentoring activity   |
| <b>Measure:</b> Each year, at least 80% of MCCPS teachers who have been employed for at least 2 years will achieve proficient or above on the Element IV-D-1 of the Professional Culture Standard on the Educator Evaluation Rubric | <b>MET</b>            | 100% of the teachers who have been employed for at least 2 years achieved proficient or above on IV-D-1.   |
| <b>Objective:</b> MCCPS will implement rigorous project-based learning that incorporates increasing levels of cognitive complexity. KDE 2   |                       |  |
| <b>Measure:</b> Each trimester at least 90% of teachers will collaborate with their colleagues to create project based learning experiences that include the development of higher order thinking skills.                           | <b>COVID19 IMPACT</b> | 100% of teachers collaborated with their colleagues to create PBL experiences that included the development of higher order thinking skills during the first and second trimesters. The school closure on March 13 was one week prior to our second exhibition, so this event was cancelled. |
| <b>Measure:</b> Each trimester at least 80% of students will achieve proficient or higher on  | <b>COVID19 IMPACT</b> | During the 1st trimester at least 80% of the students at   |



|   |                |  |
|---|----------------|--|
| project-based assessments that are aligned to grade level standards in the core subjects*.  |                | each grade level achieved proficient or higher on project-based assessments that were aligned to the grade level standards. The next two exhibitions were cancelled or held on a smaller scale, virtually.   |
| <b>Objective:</b> MCCPS will employ a portfolio system to document student achievement and growth. KDE 3  |                |  |
| <b>Measure:</b> Each trimester, at least 95% of students will document a project-based learning assessment and reflection for each of the core subjects*.                                       | <b>Not Met</b> | We did not successfully implement a portfolio system this year.  |
| <b>Measure:</b> Annually, at least 80% of students will achieve proficient or higher on the MCCPS Portfolio Rubric  | <b>Not Met</b> | We did not successfully implement a portfolio system this year.  |
| <b>Objective:</b> MCCPS will disseminate its practices regarding curriculum, instruction, and assessment to other schools in Massachusetts.   |                |  |
| <b>Measure:</b> By the end of the 2019-20 school year, MCCPS faculty will have executed at least 8 workshops for public school faculty in the areas of curriculum, instruction, and assessment. | <b>MET</b>     | <ol style="list-style-type: none"> <li>1. MASS CUE Conference, 10/15</li> <li>2. MASS Library Association, 8/16</li> <li>3. MASS CUE, 10/16</li> <li>4. DissemiNATION, 11/16</li> <li>5. MCPSA Principals' Convening, 9/16</li> <li>6. MASS CUE Conference, 10/17</li> <li>7. Project-Based Learning Workshop at MCCPS, 5/5/17</li> <li>8. MASS CUE Conference, 10/18</li> </ol> |

\*Core subjects: English language arts, math, science, global studies, foreign language, art, and music.

## APPENDIX B

### Recruitment Plan 2020-2021

#### Marblehead Community Charter Public School

##### 2019-2020 Implementation Summary:

The 2019-2020 Recruitment Plan strategies were successfully implemented. Enrollment was down in 2019-2020 with a high of 208 students enrolled in the school out of 230 seats. Our projections for 2020-2021 are to be north of 220 students. Our 7<sup>th</sup> grade class in 2019-2020 was comprised of 19 students. The district middle school in Marblehead serves students in grades 7 & 8, so this has been a year where trend data indicates the highest rates of attrition. The 7<sup>th</sup> grade class next year is projected to be at 48-50 students, a strong indicator that our recruitment efforts have been successful. The strategies we utilized throughout the year was to tell our story and spread the word about the strong teaching and learning at our school. The use of social media platforms increased significantly. Additionally, we communicated more effectively with local members of the press and with our current families. We continue to strive to utilize our parents and alumni as ambassadors for our school. Yard signs have also been part of our messaging plan. Our Open House events included student-led tours and these two events were well attended. This led to an increase in the total number of applications.

**General Recruitment Activities for 2020-2021:**

We have been and will continue to celebrate 2020, our 25<sup>th</sup> year as a Charter Public School. We will be upgrading our website with a complete redesign. The website will serve as the hub of information. As part of a larger communications initiative, we will also be rebranding the school with a new logo. We will be proposing an Amendment to our Charter to include the towns of Swampscott and Nahant in our region. If approved, we will be distributing marketing materials to these and all surrounding communities to publicize our Open House events and any other special events that we are able to schedule in this time of COVID. The school will continue to build our social media presence on Facebook, Instagram, and Twitter. We will also partner with local cable access to share videos curated by faculty and students that highlight what we do. A weekly newsletter will be distributed via email.

Per M.G.L. c. 71 § 89 (1), MCCPS will not make statements in writing, in meetings, on tours, or during open houses that are intended to discourage, or that have the effect of discouraging, students with disabilities, students with limited English proficiency, or any other protected group of students from submitting an application to the School.

**Recruitment Plan – 2020-21 Strategies**

**Special education students/students with disabilities**

| <b>(b) 2019-2020 Strategies</b>  |   |
|--|---|
| <p><b>(a) CHART data</b></p> <p>School percentage: 24.4%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 12.7%</p> <p>The school above CI percentages</p> | <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> <li>a. The Director of Special Education or a special educator will be present at each open house to answer questions and describe the program.</li> <li>b. The Director of Special Education will be available to meet with parents when requested - before, during, or after school. Email questions will be answered in a timely manner.</li> <li>c. All enrollment/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory, will communicate that children with disabilities are welcome, and that all will be supported at MCCPS.</li> <li>d. Members of the Special Education Parent Advisory Council will be encouraged to attend the open houses in order to answer questions and describe their experiences with the teachers and program.</li> <li>e. The SEPAC will meet monthly in order to support parent needs, and it will schedule parent learning activities at least two times per year.</li> <li>f. Opportunities to highlight the successes of students with disabilities will be explored.</li> </ol> |

|  |   |
|--|---|
|  | <p align="center"><b>(c) 2020-2022 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>   |
| <b>Limited English-proficient students/English learners</b>  |   |
| <p><b>(a) CHART data</b></p> <p><b>School percentage:</b><br/>1.5%</p> <p><b>GNT percentage:</b> 0.9%</p> <p><b>CI percentage:</b> 1.3%</p> <p>The school is at GNT percentages and above CI percentages</p> | <p align="center"><b>(b) 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> <li>1. Application materials will be available on the school’s website and in print in English, Spanish, French, and Russian. Translations in other languages will be made available upon request.</li> <li>2. All admissions/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory, will communicate that LEP/ELL students are welcome, and that all will be supported to reach their highest potential.</li> <li>3. Print ads will include text that welcomes LEP/ELL students.</li> <li>4. Flyers in English, Spanish, French, and Russian advertising the school and the application process will be distributed in the neighboring cities of Salem &amp; Lynn.</li> <li>5. Events and activities that honor various cultures and cultural identities will be included in the school’s calendar.</li> <li>6. The school will create connections with local churches and community groups that serve LEP/ELL students.</li> <li>7. Translators will be available at open houses.</li> <li>8. The school will leave translated copies of flyers and applications at adult ESL programs in Salem and Lynn.</li> </ol> <p align="center"><b>(c) 2020-2022 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>All additional strategies will be implemented during the 2018-19 school year. It is anticipated that 2-3 years may be needed to effectuate GNC/CI improvements.</p> <p>Of note is that we will now have a EL coordinator and teacher full time on staff from the start of the year. We have developed effective systems for identifying English Learners and providing required services.</p> |

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

|   |   |
|---|---|
| <p><b>(a) CHART data</b></p> <p>School percentage:<br/>14.1%</p> <p>GNT percentage: 5.4%</p> <p>CI percentage: 5.7%</p> <p>The school is above CI percentages</p> | <p style="text-align: center;"><b>(b) 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> <li>1. All enrollment/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory, will communicate that MCCPS does not discriminate for any reason, and will encourage students who are eligible for free or reduced lunch to apply.</li> <li>2. Access to the application for free/reduced lunch will be sent to all families in the summer mailing, and it will be posted on the school’s website at <a href="https://drive.google.com/file/d/1yLmZSKMbWeCC7G3rbwal1a9FXMwYFw7C/view">https://drive.google.com/file/d/1yLmZSKMbWeCC7G3rbwal1a9FXMwYFw7C/view</a></li> <li>3. The availability of scholarships for field trips and other school activities will be included in promotional information about the school.</li> <li>4. The guidance counselor will serve as a liaison for low-income families to ensure that they are aware of the resources that are available to them.</li> <li>5. No child will be excluded from a class trip or field trip due to an inability to pay.</li> <li>6. Each fall, the eligibility of all new students for free/reduced lunch will be checked by the Director of Food Services.</li> <li>7. Reminders for parents regarding the ability to apply for free/reduced lunch will be included in the school’s newsletters monthly.</li> </ol> <p style="text-align: center;"><b>(c) 2020-2022 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. With COVID19 situation we will more frequently reach out to families to raise awareness of this program so that all who may now qualify are able to access the benefits of the program.</p> |
| <p><u>Students who are sub-proficient</u></p>   | <p style="text-align: center;"><b>(d) 2020-2021 Strategies</b></p> <ol style="list-style-type: none"> <li>1. All enrollment/recruitment information will be non-discriminatory, will communicate that sub-proficient students are encouraged to apply, and that programs are in place to support them.</li> <li>2. Enrollment info will include descriptions of staffing (including inclusion specialists at each grade level), class size, student to teacher ratio, and the availability of additional instruction in math</li> </ol>   |

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|   | <p>and writing, Homework Club, and summer school.</p> <ol style="list-style-type: none"> <li>3. School-wide student growth as demonstrated by the MCAS tests will be communicated via the school’s website.</li> <li>4. Efforts to support all learners will be communicated to parents and the community and posted on the school’s website.</li> <li>5. Parents will be notified as soon as possible when concern arises about academic performance.</li> <li>6. An Academic Probation Plan will be created to address the needs of individual students who are in danger of not passing.</li> <li>7. Professional development for teachers will address strategies for optimizing student growth and achievement.</li> <li>8. Collaboration with successful colleagues at other schools will be pursued in order to share best practices.</li> <li>9. Of note is that this will be based on internal data, as there was no MCAS administration in 2019-20.</li> </ol> |
| <p><u>Students at risk of dropping out of school</u></p>                                | <p style="text-align: center;"><b>(d) 2020-2021 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Faculty, staff, and/or administrators will be available to meet with parents and students as needed to identify and implement appropriate supports, including academic, social/emotional, and/or health.</li> <li>2. The Student Support Team will monitor students of concern and will work with parents and grade level teams to address student needs.</li> <li>3. An engaging and student centered learning environment will emphasize that all students are welcome and valued.</li> <li>4. Non-academic offerings will foster feelings of success in students’ areas of strength/interest.</li> </ol>   |
| <p><u>Students who have dropped out of school</u></p>                                   | <p style="text-align: center;"><b>(d) 2020-2021 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Faculty, staff, and/or administrators will be available to meet with parents and students as needed to identify and implement appropriate supports, including academic, social/emotional, and/or health.</li> <li>2. The Student Support Team will meet with the student and his/her parents to develop a plan that will support the child in returning to school.</li> <li>3. Area health and counseling organizations will be involved when appropriate.</li> </ol>   |
| <p><b>OPTIONAL</b><br/><u>Other subgroups of students who should be targeted to</u></p> | <p style="text-align: center;"><b>(d) 2020-2021 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Faculty, staff, and/or administrators will work together continually, using data, observations, anecdotal reports, and other relevant information to identify and support students who need additional assistance, instruction, or other supports in order to eliminate</li> </ol>  |

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| <u>eliminate the achievement gap</u> | <p>the achievement gap.</p> <ol style="list-style-type: none"> <li>2. Remediation will be provided to identified students via RTI supports.</li> <li>3. Homework help will be available when requested or when required by a teacher.</li> <li>4. The cross-grade mentoring program will continue to support social, emotional, and academic needs.</li> <li>5. Training will be provided for teachers and students regarding transgender, gender identity, and other civil rights topics.</li> </ol> |
|--------------------------------------|---|

| <b>Overall Student Retention Goal</b>                      |  |
|--|--|
| <b>Annual goal for student retention (percentage): 90%</b> | Goal: Student attrition will be no greater than 10% for reasons other than family displacement or geographical concerns. |

## Retention Plan 2020-2021

**2019-2020 Implementation Summary:**

The district of Marblehead has a middle school that serves students in grades 7 and 8. This has led to the attrition rate being highest for our students following the 6<sup>th</sup> grade. We are working to differentiate our upper school (grades 6, 7, 8) from our lower school (grades 4 and 5) in order to provide our students with the middle school experience they are seeking and to avoid the upper grades feeling “too elementary” for our students and families. This new direction is based on surveys from families who have left. Additionally, the new Head of School met with parents of families who decided to transfer their students to gain more insight into areas for improvement at our school. The primary reasons given for student departures were: 1) social - the child wanted to be with friends; 2) the parent or child felt that moving to the district’s large 7th/8th grade middle school would be good preparation for high school; and 3) dissatisfaction with some aspect of the school or the child’s experience. Every effort is made to understand the reasons for attrition, so that adjustments can be made where appropriate.

| <b>Retention Plan – 2020-21 Strategies</b>                   |  |
|--|--|
| <b>Special education students/students with disabilities</b> |  |
| <u>(a) CHART data</u>  | <p style="text-align: center;"><b>(b) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>● The school will employ a full time Director of Student Services and a full time Guidance Counselor.</li> </ul> |

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| <p><b>School percentage:</b><br/>24.3%</p> <p><b>Third Quartile:</b><br/>5.3%</p> <p>The school's attrition rate is above third quartile percentages.</p> | <ul style="list-style-type: none"> <li>● There will be at least one full time Inclusion Teacher at each grade level.</li> <li>● A full time Speech &amp; Language Pathologist, a part time Physical Therapist, and a part time Occupational Therapist will be employed to meet the needs of students.</li> <li>● Student needs will be communicated to the Director of Student Services and/or Guidance Counselor as soon as a need/concern arises.</li> <li>● Teaching teams will meet weekly with the Director of Student Services and the Guidance Counselor.</li> <li>● The Director of Student Services and the Inclusion Teachers will be available to meet with parents as needed.</li> <li>● A strong special education program staffed by qualified professionals will be provided for all special education students.</li> <li>● Summer sessions will be offered to qualifying students.</li> <li>● All calls/emails will be responded to within 2 business days.</li> <li>● The Special Education Parent Advisory Council will seek additional parental participation, and will provide at least 2 learning opportunities for parents that will be open to the public and area educators.</li> <li>● The Student Success Team has been revamped to improve classroom teachers' ability to support students with diverse learning needs.</li> <li>● The SEPAC, Special Education Advisory Council, will present monthly meetings in the AM to support the parents of students with disabilities.</li> <li>● The SEPAC will present at least three evening events for parents designed to provide information/training in the areas of need determined by the group.</li> <li>● The school's administration will reach out to the parents of students with disabilities to determine additional supports for students and parents.</li> </ul> |
|   | <p style="text-align: center;"><b>(c) 2020-2021 Additional Strategies</b></p> <p><input checked="" type="checkbox"/> Above third quartile.</p> <ul style="list-style-type: none"> <li>● The School will hire a student adjustment counselor/ behavior specialist to help those students, and the teachers create an environment that best meets their needs</li> </ul> <p>All additional strategies will be implemented during the 2020-201school year. It is anticipated that 2-3 years may be needed to effectuate GNC/CI improvements.</p>  |
| <b>Limited English-proficient students/English learners</b>   |  |
| <p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 0%</p> <p><b>Third Quartile:</b> x.x%</p>   | <p style="text-align: center;"><b>(b) Continued 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● The school will cultivate an environment that values all languages.</li> <li>● Students will be encouraged to converse with their peers and teachers in languages other than English.</li> <li>● Teachers will be trained in SEI methods.</li> <li>● Materials will be provided in the home language as communicated via the <i>Home Language Survey</i>.</li> </ul>   |



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| <p>The school's attrition rate is below the third quartile percentages.</p>                | <ul style="list-style-type: none"> <li>● Systems of orientation, assessment, advising, registration, etc. will be kept simple/accessible to parents.</li> <li>● Translators will be made available when needed.</li> <li>● The Student Success Team will address needs and will communicate concerns to the appropriate adults. Remediation will be determined on an individual basis, progress will be monitored, and parents will be informed.</li> <li>● The Student Success Team at each grade level will meet weekly to identify, address, and communicate needs..</li> <li>● Additional instruction in Reading, Writing, Listening, and Speaking will be provided as needed.</li> <li>● Content support will be provided as needed.</li> <li>● Student mentors and peer leaders will provide social and academic support.</li> <li>● Current families will be made aware that MCCPS offers EL services.</li> <li>● At least one member of the administrative team will hold SEI endorsement (Currently 3 are endorsed.).</li> <li>● Language differences will be celebrated during Community Meetings.</li> <li>● Presentations during Exhibitions will include the use of French and Spanish.</li> <li>● Extra services will be provided to students who are not qualified ESL learners but whose backgrounds suggests that they are struggling due to English language learning.</li> <li>● All core teachers will earn SEI endorsement.</li> <li>● The school's administration will reach out to the parents of ELs in order to better understand and address the parents' and students' needs.</li> </ul> |
|  | <p style="text-align: center;"><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> <li>● All additional strategies will be implemented during the 2020-21 school year. It is anticipated that 2-3 years may be needed to effectuate GNC/CI improvements.</li> </ul>  |
| <b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b> |   |
| <p><b>(a) CHART data</b></p> <p>School percentage: 0%<br/>Third Quartile: x%</p>           | <p style="text-align: center;"><b>(b) Continued 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Applications for free/reduced meals will be made available to all students as part of the summer mailing and on the school's website at <a href="https://marbleheadcharter.org/about-us/food-service/">https://marbleheadcharter.org/about-us/food-service/</a>.</li> <li>● Student and parent privacy will be protected.</li> <li>● Food choices will be monitored to ensure a healthy diet that supports</li> </ul>  |

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| <p>The school's attrition rate is below the third quartile percentages.</p> | <p>learning.</p> <ul style="list-style-type: none"> <li>● The school will provide access to a counselor in order to identify additional services that are available in the area.</li> <li>● The school will provide reduced cost/free after school and Enrichment programming to qualifying students.</li> <li>● The Nutrition Director will ensure that as many students as possible are certified to receive free/reduced price meals through the direct certification method. She will perform the direct certification at least two more times throughout the school year to ensure that any students receiving benefits (ie. TANF or SNAP) are receiving free meals at school.</li> <li>● The Nutrition Director will contact families of those students who are not directly certified to ensure that they accurately complete a meal application as soon as possible at the beginning of the school year.</li> <li>● The Incident Management Team (comprised of the Assistant Head of School, Guidance Counselor, &amp; Nurse) will contact and/or involve outside services as needed including DCF, rent assistance, food bank, etc.</li> <li>● A "Little Free Pantry" is stocked regularly by school and community members in order to provide economically disadvantaged families with access to food 24/7.</li> <li>● The guidance counselor facilitates the collection and distribution of warm clothing and holiday gifts.</li> <li>● Parents will be reminded throughout the year via newsletters of the option to apply for free/reduced lunch. The application materials will be available on the school's website. The administration will be available to assist parents and families with the completion of paperwork relative to free/reduced lunch.</li> <li>● During the COVID19 closure, the school provided food boxes for families who qualified or were in need.</li> </ul> |
|   | <p style="text-align: center;"><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above the third quartile.</p>   |
| <p><u>Students who are sub-proficient</u></p>                               | <p style="text-align: center;"><b>(d)2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>● All educators (administrators, faculty, and staff) will make a concerted effort to know all of the children , so that any student can go to any adult in the building for help.</li> <li>● Additional instruction and/or support will be provided as needed.</li> <li>● Offer summer sessions to qualifying students.</li> <li>● A Response to Intervention/Student Support Team will meet weekly.</li> </ul>  |
| <p><u>Students at risk of dropping out of school</u></p>                    | <p style="text-align: center;"><b>(d) 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>● The counselor will meet with students and parents as needed.</li> <li>● An Academic Probation Plan will be created when needed.</li> <li>● Drop-in summer sessions will be provided for students.</li> <li>● A Response to Intervention /Student Support Team will meet weekly.</li> </ul>  |
| <p><u>Students who have dropped out of school</u></p>                       | <p style="text-align: center;"><b>(d) 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>● The counselor will meet with students and parents as needed.</li> <li>● Outside services will be activated as needed.</li> </ul>  |
| <p><b>OPTIONAL</b></p>  | <p style="text-align: center;"><b>(d)2019-2020 Strategies</b></p>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• A mentoring program will provide support for incoming 4<sup>th</sup> graders and new students.</li></ul> |
|--|--|

## APPENDIX C

### School and Student Data

Marblehead Community Charter Public School's student demographic enrollment data link:  
<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04640305&orgtypecode=6&>

| Student Demographic and Subgroup Information |               |                          |
|--|---------------|--------------------------|
| Race/Ethnicity                               | # of students | % of entire student body |
| African-American                             | 12            | 5.9                      |
| Asian  | 6             | 2.9                      |
| Hispanic                                     | 13            | 6.3                      |
| Native American                              | 0             | 0.0                      |
| White  | 169           | 82.4                     |
| Native Hawaiian, Pacific Islander            | 0             | 0.0                      |
| Multi-race, non-Hispanic                     | 5             | 2.4                      |
| Special education                            | 50            | 24.4                     |
| Limited English proficient                   | 3             | 1.5                      |
| Economically Disadvantaged                   | 29            | 14.1                     |

| ADMINISTRATIVE ROSTER FOR THE 2019-20 SCHOOL YEAR |   |            |          |
|---|---|------------|----------|
| Name  | Brief Job Description   | Start date | End date |
| Peter Cohen                                       | Head of School  | 7/2019     |          |
| Bill Sullivan                                     | Assistant Head of School  | 4/2015     | 2/2020   |
| Jeff Barry  | Business Manager  | 8/1995     |          |
| Michael Condon                                    | Director of Student Services  | 7/2012     | 6/2020   |
| Matt Cronin                                       | Director of Curriculum,<br>Instruction, & Technology;<br>Integrated Arts Department Chair | 8/2000     |          |
| Meghan Hale                                       | Humanities Department Chair<br>(& 8 <sup>th</sup> Grade Humanities Teacher)               | 8/2009     |          |

|                        |   |        |        |
|------------------------|---|--------|--------|
| Ellen Lodgen           | Math, Science, & Technology<br>Department Chair (& 8th Grade<br>Math/Science Teacher) | 8/2013 |        |
| Katherine (Boles) Koch | Office Manager  | 8/2016 |        |
| Susan Hauck            | Enrichment Coordinator  | 1/2017 |        |
| Laura Wood             | Food Services & Nutrition<br>Director   | 5/2008 | 1/2020 |
| Danette Russo          | Food Services & Nutrition<br>Director   | 1/2020 |        |
| Bob Erbetta            | Facilities Coordinator  | 8/1995 |        |

| <b>TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR</b> |  |  |   |  |
|---|--|--|---|--|
|   | <b>Number as of the<br/>last day of the 2019-<br/>2020 school year</b> | <b>Departures during<br/>the 2019-2020<br/>school year</b> | <b>Departures at<br/>the end of the<br/>school year</b> | <b>Reason(s) for Departure</b>                                   |
| Teachers  | 26   | 0  | 2   | Relocated to accept<br>position in another district,<br>resigned |
| Other Staff   | 21   | 2  | 3   | Resigned, Non-renewed,<br>retired                                |

**BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR**

| <b>Name</b>     | <b>Position on the Board</b> | <b>Committee affiliation(s)</b>   | <b>Number of terms served</b> | <b>Length of each term</b>        |
|-----------------|------------------------------|---|-------------------------------|-----------------------------------|
| Paul Baker      | Trustee                      | Governance Committee  | 1                             | June 2016 - June 2019             |
| Peter Cheney    | Trustee                      | Personnel Committee   | 1                             | May 2019 - May 2022               |
| Peter Cohen     | Head of School               | Academic Excellence, Strategic Plan, Communications and Community Relations, Finance, Development | Ex-Officio                    | NA                                |
| Richard Doron   | Trustee                      | Finance Committee   | 1                             | May 2019 - May 2022               |
| Fred Ferris     | Trustee                      | Strategic Plan Committee  | 1                             | May 2017 - May 2020               |
| Rodolphe Herve  | Treasurer                    | Finance Committee   | 1                             | May 2019 - May 2022               |
| Ian Hunt        | Vice Chair                   | Communications and Community Relations Committee  | 1                             | May 2017 - May 2020               |
| Ellen Lodgen    | Trustee                      | Development Committee, Academic Excellence  | 2                             | September 2017 - September 2020   |
| Karl Smith      | Clerk                        | Governance Committee  | 1                             | August 2019 - August 2022         |
| Arthur Sullivan | Chair                        | Personnel Committee   | 1                             | January 2018 - January 2021       |
| Rebecca Whidden | Trustee                      | Strategic Plan Committee  | 1                             | May 2019 - May 2022               |
| Stephen Veiga   | Trustee                      | Development Committee   | 1                             | February 2019- Resigned June 2020 |
| Jessica Xiarhos | Trustee                      | Academic Excellence Committee   | 1                             | May 2019 - May 2022               |

### Key Leadership Changes

| Position                               | Name                                | No Change/<br>New/Open Position |
|--|-------------------------------------|---------------------------------|
| Board of Trustees Chairperson          | Arthur Sullivan                     | No Change                       |
| Charter School Leader (Head of School) | Peter Cohen (as of July 1, 2019)    | New                             |
| Assistant Charter School Leader        | Bill Sullivan                       | No Change                       |
| Director of Student Services           | Michael Condon                      | No Change                       |
| MCAS Test Coordinator                  | N/A                                 | No Change                       |
| SIMS Coordinator                       | Matt Cronin                         | No Change                       |
| ELL Director                           | Peter Michaud (as of October, 2019) | New                             |
| School Business Official               | Jeff Barry                          | No Change                       |
| SIMS Contact                           | Matt Cronin                         | No Change                       |
| Nutrition Director                     | Danette Russo (as of January 2020)  | New                             |

### Facilities

The school continues to be located at its original address.

| Location                         | Dates of Occupancy |
|----------------------------------|--------------------|
| 17 Lime St, Marblehead, MA 01945 | July 1995          |

### Enrollment

| Action                       | 2019-2020 School Year Date(s) |
|------------------------------|-------------------------------|
| Student Application Deadline | February 15, 2020             |
| Lottery                      | February 26, 2020             |

#### Conditions -

Condition: By August 1, 2020, Marblehead Community Charter Public School will submit for Department of Elementary and Secondary Education (Department) approval a plan that ensures that enrollment from outside of Marblehead does not exceed 20 percent of the school's total population by June 30, 2025, and a corresponding charter amendment request for the school's maximum enrollment, enrollment policy, and any other relevant material terms. Alternatively, the school may submit an amendment request that reflects the school's actual enrollment pattern.

#### Complaints

No complaints were received.