

Marblehead Community Charter Public School

Annual Report

2020-2021

Marblehead Community Charter Public School

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Introduction to the School

Marblehead Community Charter Public School			
Type of Charter	Commonwealth	Location	Marblehead, MA
Regional or Non-Regional?	Regional	Districts in Region	Marblehead, Nahant, Swampscott
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	230	Current Enrollment	230 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	225 students are on the 2021-22 waitlist as of July 1, 2021
School Hours	Regular hours: 7:45-3:20 Before school care*: 7:00-7:45 After school programming*: 3:20-5:30 *Did not take place in 2020-2021 due to COVID-19	Age of School	26 years
Mission Statement			
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 26th year of continuous operation and sets high standards for itself as an organization. This Academic Year was marked with change, adaptations, and opportunism. Our dedication to our mission, core values, and the promises of our Charter remains active and strong. With the exception of objectives impacted by the COVID-19 pandemic, our consistently meeting or exceeding all Accountability Plan Objectives over the course of this year evidences MCCPS' continued success.

Our academic program has remained strong as measured by internal and external data. The Board and the 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 rates for this year were: Project Based Learning 89% satisfaction and integrated arts satisfaction rates were: Music 78%, Art - 84%, World Language - 88%.

A Sampling of comments from the Parent Satisfaction Surveys include:

- "I am so incredibly appreciative of how Charter has handled and managed the pandemic. I continue to be so impressed by the level of work as well as the content."
- "I would like to share a heartfelt thank you for all Charter has done to support my child throughout these challenging circumstances. I couldn't have been more proud to be a Charter parent this year."
- "Our family is grateful for the sense of community in this school. It has helped us through this difficult year."
- "Everyone did the best they could in a challenging time. I have a huge amount of respect for the entire staff at charter"
- "Thought the remote learning and phasing to in-person learning was handled extremely well."

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 is 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 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 - 2020
- Obtained a clean audit opinion - 2019-2020
- Updated By-Laws - 2020
- Charter amendment to incorporate students from Swampscott and Nahant as sending districts - 2021

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. These challenges that were met and exceeded by Faculty, Staff, Students and Parents. In January, the school implemented a phased return to in person learning, culminating in all students on campus by April.

As we embark into our 6th 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

The 2020-2021 school year was unique and full of challenges that we successfully navigated. In the summer of 2020, as directed by DESE, we developed three plans for reopening our school: a fully remote plan, a hybrid learning plan, and a plan for full, in-person learning. We began the year with ten days of professional development for our teachers. During this time, we reviewed health & safety protocols related to COVID19. We also learned new technology including, the Schoology learning management system, Google Meet, and the iReady assessment system.

We elected to begin the year in what we called a “Remote Plus” learning environment. We invited 65 students that we classified as high needs. This included students who were on an IEP or 504 plan, students who struggled during the school closure in the spring of 2020, and students of parents who were essential workers or public-school educators. We had between 50-60 students in person at the school, four days per week in this first phase. Mondays were remote learning days for all students. All other students learned remotely, at home during Phase One of our reopening process.

On October 20, we shifted to Phase Two of reopening, a Hybrid learning model. During the phase, the students who were in school for four days per week, remained as in-person learners Tuesday through Friday. Mondays remained remote learning days for all students. Students who began the year fully remote, either attended in-person learning Tuesday & Wednesday or Thursday & Friday. Gradually, during this phase, we increased the number of students who were in-person for four days. This was based on student performance and requests from parents.

On April 5, we held one additional professional development day to get ready for the return of all students to full time, five days per week of in-person learning. On Tuesday April 6 we welcomed back all students except for about 40 students who opted to remain fully remote. This number quickly reduced to fewer than 10 students who were fully remote at the end of the school year.

As a result of the additional professional development days and one true snow day, students ended up attending school for 176 days during the 2020-2021 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. In a year with unprecedented challenges and obstacles, we placed the immediate needs of students first. This meant that there was an emphasis on health & safety protocols and learning every day. While there was no learning loss, there is no doubt some unfinished learning that we will address in the coming school year with adjustments to curriculum maps and pacing guides. While we did not make as much progress toward objectives in our accountability plan, we remained committed to our overall mission. We are proud of the work of our team of educators, and we believe we outperformed most schools in our region with our reopening plans throughout the year.

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 March and again in June. The March presentations were conducted virtually. The June presentations were a combination of in-person and virtual. 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

There is not evidence of learning loss for our students during the pandemic. Rather, there maybe some unfinished learning that will be addressed in the coming school year.

Our community was impacted by the COVID19 pandemic. Throughout this school year we experienced three distinct phases of reopening our school; all leading toward a full, in-person learning experience for all who were comfortable to return to the school.

The year started with Phase One, which was geared toward getting all high needs learners into the school. We had approximately 60 students in person, four days per week. Monday was a fully remote learning day for all during this first phase. All other students were fully remote during phase one. On October 20, we entered Phase Two of reopening. During this phase the high needs learners continued to attend school in person, four days per week. Some additional students also returned to in person learning for four days per week. Most other students attended school in person two days per week and learned remotely the other days. All students learned remotely on Mondays in Phase Two. On April 5, we had a full day of professional development and training to get ready for Phase Three of reopening. On April 6, we had all but 20 students in person, five days per week. By the end of the school year, fewer than ten students remained fully remote learners.

Extended Professional Development Days for Teachers:

August 25, 26, 27, 28, 31

September 1, 2, 3, 8, 9

Phase One – September 10-October 19

Approximately 60 students in person, 4 days per week, Tuesday-Friday

Approximately 150 students remote

All students remote on Mondays

Phase Two – October 20-April 2

Increasing numbers of students in person 4 days per week, Tuesday-Friday

Some students in a Hybrid schedule – 2 days in person, 3 days remote

All students remote on Mondays

Phase Three – April 6-June 23

By the end of the phase, 9 students remained fully remote learners.

202 students in person, five days per week

Total School Days

176 School Days (In Person/Hybrid)

1 Snow Day

Examples of the Mission in Action

Data Informed Decisions:

During the 2020-2021 school year, MCCPS tackled the universal challenge faced by all schools, reopening during a global pandemic. Without MCAS data from 2020, MCCPS relied on other resources and assessment tools to ensure that there was not learning loss during this most challenging of school years. We continued our use of the IXL program for math and literacy. IXL was used primarily as a tool for targeted practice this year. In the Fall, Winter, and again in the Spring, all students participated in the iReady assessments. The iReady tool allowed us to identify student strengths and areas for growth. This informed both the use of IXL and the content and skill focus areas in our lessons and projects in the classrooms. We also designed a new universal screener for social/emotional measures for our students. The implementation of a new learning management system, Schoology, allowed us to improve the communication and organizational skills for students, as well as provide parents with the window into the classroom during all three phases of reopening: remote learning, hybrid learning, and in-person learning.

Strategic Plan Update:

The goals of our new Strategic Plan that was completed during the 2019-2020 school year were derailed by the pandemic. We will continue to monitor our progress toward those goals and we have decided to initiate focus groups and the initial stages of a new strategic plan in the late fall, early winter of 2021. This decision is based on the impacts of the pandemic, changes in school leadership, and the new direction for our school that have shifted during this unpredictable and unusual school year.

Technology Integration:

Prior to the pandemic, we were in good shape with our goal for equity and access to technology as a resource for every student. The pandemic has highlighted these issues for all school communities. We were able to provide every student with a Chromebook for use during all three phases of reopening our school during the 2020-2021 school year. Through grant money and donations from our community last spring, we updated our fleet of Chromebooks. We also upgraded our bandwidth capacity at the school, as we experienced some moments in the fall where our Wi-Fi was slow at the school during the initial stages of reopening. Throughout both in-person and remote learning, students and teachers utilized online tools such as Schoology, iReady, Google (docs, sheets, forms, slides), and IXL to enhance their delivery of instruction and assessment.

Service Learning:

While the pandemic prevented our students from getting physically out in the community, it did have one benefit. We quickly saw the exposure of the food insecurity issue for many of our families and families within the North Shore region. Back in the initial closure of the school, thanks to the efforts of our Director of Food Services, we began accessing and distributing boxes of food to families in need. As a result of this, our service learning has a clear focus across all grade levels. We are in the process of standing up a food pantry to supplement the efforts of other pantries in our town and region. We will also continue to distribute food to families in need. From our on-site garden, to this new food pantry, all students will learn about the food insecurity issue and develop ways to tackle this problem of our time.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
July 30, 2020	We requested to regionalize and include the Towns of Swampscott and Nahant in our Charter. Approved Amendment is attached to this report including DESE notification of approval and removal of condition.	Approved

Student Discipline Access and Equity: Discipline Data

2019-2020 Student Discipline					
https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04640000&orgtypecode=5&=04640000&					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	212	5	60	40	0
English Learner	18	1			
Economically Disadvantaged	37	0			
Students with Disabilities	56	2			
High Needs	98	2			
Female	98	1			
Male	113	4			
American Indian or Alaska Native	0	-			
Asian	6	0			
African American/Black	12	1			
Hispanic/Latino	13	0			
Multi-race, Non-Hispanic/Latino	5	0			
Native Hawaiian or Pacific Islander	0	-			
White	176	4			

We have reviewed our school's discipline data. There were five suspensions issued during the 2019-2020 school year and three suspensions during the 2020-21 school year. These suspensions were a significant decrease from the 17 suspensions in the 2018-2019 year. This decrease was due, in part, to school closure and remote learning. Even with remote learning, 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.

As the school shifted from remote to in-person learning, administration and teachers incorporated essential social-emotional learning strategies into our classroom practices and RTI process. The faculty participated in two professional development sessions on students' emotional regulation. Teachers incorporated strategies from those sessions in their classroom practice, including helping students identify their emotional level and apply techniques to regulate it. The overall effect improved student emotional regulation and decreased disciplinary events.

With three discipline offenses this year, the number of offenses was the same or fewer across all subgroups. In addition, the number of students disciplined across subgroups declined or was too small to be reported. While the number of offenses is low, we are still committed to an equitable discipline process for all students. We use suspensions sparingly and only as a final option. Given the low number of incidents, we evaluate each incident to ensure the process is fair and equitable. Out-of-school suspensions are appropriate for issues involving physicality, bullying, or significant disruptions to the learning environment. During 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 mandatory reentry meeting attended by the grade level team members, a parent, and, most importantly, the student. This process is essential in helping students feel respected and supported as they return to class.

Administrators also review the disciplinary data at the end of each school year to assess the outcomes of our disciplinary processes and procedures. Additionally, weekly RTI meetings allow administrators and teachers to discuss and implement strategies with students before they escalate. Again, given the low numbers of incidents, the school has strong indicators that our systems are working.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination
Curriculum programming and project-based learning	Participation in virtual conferences	Head of School, teachers	Shared with other schools about innovative school practices	MassCUE conference, Regional Charter Network meetings.	Sharing of best practices and informing improvement goals for the future at our school
Project-Based Learning and Integration	1 Virtual Public Exhibition of Student Work at MCCPS (March) 1 hybrid Virtual & in-person showcase via June	All faculty, staff, students, administrators and parents	Presenting a professional conference	The community	Enhanced understanding of PBL, integration, and service learning
Integration of Community Service Learning	Presentations to parents – each student pitched a cause to support.	8 th grade students and humanities teacher	Public speaking opportunity for students	The community	Real-world experience for students

Academic Program Success

Student Performance

A. Marblehead Community Charter Public School’s school report card (overview)
<https://reportcards.doe.mass.edu/2020/DistrictReportcard/04640000>

B. Other performance data

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2020	2020	2020
Not requiring assistance or intervention. Reason for Classification: Moderate progress toward targets	Found Here: http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04640000&orgtypecode=5	Meeting 34% of improvement targets.

iReady Data:

Literacy – 60% of students at or above grade level

Math 59% of students at or above grade level

As this is year one of iReady data, we will use this as a baseline to inform our academic program and Response to Intervention process in the 2021-2022 school year

Program Delivery

MCCPS was able to ensure the delivery of a high-quality academic program that met the needs of all students during the 2020-2021 school year. During the first phase of reopening, we were able to bring in nearly 60 students identified as “high needs” for in-person learning while the remainder of our student body started the year with synchronous, remote learning. The students who were in person in phase one included students on an IEP, 504 plan, children of essential workers, and those students who we identified as struggling during remote learning in the spring of 2020. By October, all students were either hybrid or remote learners. And by April, fewer than ten students remained remote learners as we were able to bring back full time, in person learning at that time.

As a school that is based in project-based learning and collaborative problem solving opportunities for students, the required social distancing presented obstacles to how we operate our classrooms. Our teachers were able to pivot and adapt their instructional practices through each phase of reopening. By the second trimester of the year, we were back to a full PBL program with a student exhibition of learning as the target for students in March and again in June. The iReady assessment program and IXL targeted practice for students helped ensure that we were measuring student progress and preventing learning loss. While there was some unfinished learning, as the pandemic impacted the pacing of our curriculum as compared with prior years, there was not learning loss, our students made progress.

In each phase of reopening, we maintained the physical distance in classrooms by removing classroom bookcases and standing up a centralized library. This created more space in our classrooms to spread out student desks/seating. We gradually brought more and more students back in order to do this safely and maintain at least three feet of distance between students in classrooms.

As we look ahead to the 2021, we will accelerate learning as needed across grade levels. We will rely on MCAS and iReady data as well as our curriculum maps to make adjustments to the scope and sequence of the curriculum at each grade level. These adjustments will be on going throughout the year based on real time data.

Organizational Viability

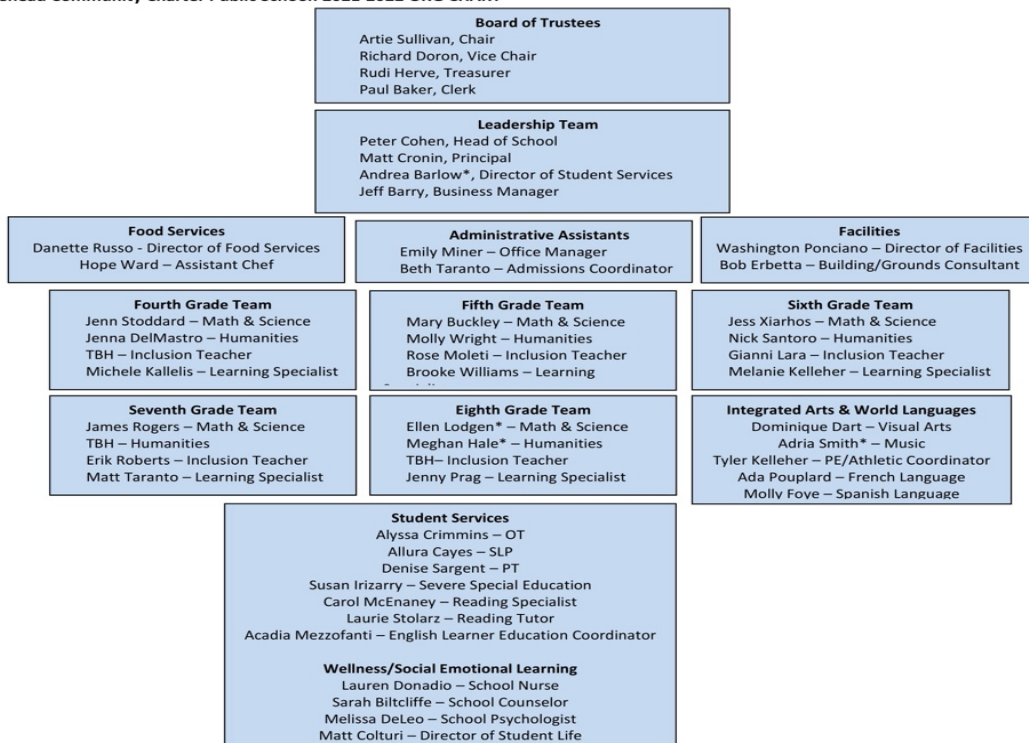
Organizational Structure of the School

We restructured the leadership team for 2020-2021 to include a Principal position in place of the Assistant Head of School position which was eliminated following the 2019-2020 school year.

Organizational Chart

Board of Trustees		
Head of School, Peter Cohen (7/2019)		
Principal, Matt Cronin (7/2020)	Business Manager, Jeff Barry (1995)	Director of Student Services, Andrea Barlow (7/2020)
Department Chairs: Ellen Lodgen, Meghan Hale	Food Services & Nutrition Director, Danette Russo (1/2020)	

Marblehead Community Charter Public School: 2021-2022 ORG CHART



*Department Chair

July 20, 2021

Network Structure or Multiple Campus Organizational Structure

- Not applicable

Teacher Evaluation

- No change has been made.

Budget and Finance

A. Unaudited FY21 statement of revenues, expenses and changes in net assets (income statement)

Ordinary Income/Expense

INCOME

STATE ALLOCATION	3,363,000.00
FEDERAL & STATE GRANTS	214,493.00
SCHOOL LUNCH	102,145.99
STUDENT ACTIVITIES	3,260.25
INVESTMENT INCOME	340.01
OTHER INCOME	28,210.26
STUDENT SUCCESS FUND	18,526.53
CONTRIBUTIONS	37,759.00
PRIVATE GRANTS	8,628.20
REIMBURSEMENTS	26,838.07
FUNDRAISING	13,591.94
	<u>\$</u>
Total Income	3,816,793.25

EXPENSES

PERSONNEL	2,417,175.44
BENEFITS	339,436.81
STAFF DEVELOPMENT	17,447.06
SEARCH COSTS	1,822.83
SUBSTITUTE	16,853.37
DIRECT STUDENT SUPPORT	155,501.74
STUDENT ACTIVITY	6,006.00
SCHOOL LUNCH EXP	56,553.10
OCCUPANCY	180,012.05
OFFICE & ADMIN	232,876.69
DEPRECIATION	94,668.00
	<u>\$</u>
Total Expenses	3,518,353.09
	<u>-\$</u>
Net Income	298,440.16

C. Statement of net assets for FY21 (Balance Sheet) As of June 30, 2021

ASSETS

Current Assets

Bank Accounts	<u>827,137.66</u>
Total Bank Accounts	\$ 827,137.66
Accounts Receivable	
Accounts Receivable	9,228.20

Grants Receivable	14,292.00
Total Accounts Receivable	<u>\$ 23,520.20</u>
Total Other Current Assets	<u>\$ 0.00</u>
Total Current Assets	\$ 850,657.86
Fixed Assets	
Building Improvements	45,684.46
Fixed Assets	66,648.00
17 Lime Street	4,250,000.00
Accumulated Depreciation	<u>-710,262.00</u>
Total Fixed Assets	<u>\$ 3,652,070.46</u>
TOTAL ASSETS	\$ 3,652,070.46

LIABILITIES AND EQUITY

Liabilities

Current Liabilities

Accounts Payable

Accounts Payable	<u>264.98</u>
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Accounts Payable	\$ 264.98
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Other Current Liabilities

Accrued Payroll	126,124.55
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Payroll Liabilities	-1,425.91
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403B	-200.00
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Accrued Payroll Taxes	3,478.57
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MTRB Liability	15,780.48
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Payroll Clearing Account	7,610.71
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Accrued Expenses	<u>81,690.59</u>
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Total Other Current Liabilities	<u>\$ 233,058.99</u>
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Total Current Liabilities	\$ 233,323.97
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Long-Term Liabilities

East Boston Savings Bank	<u>3,617,333.27</u>
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Total Long-Term Liabilities	<u>\$ 3,617,333.27</u>
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Total Liabilities	\$ 3,850,657.24
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Equity

Opening Bal Equity	-294.76
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Retained Earnings	353,925.68
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Net Income	<u>298,440.16</u>
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Total Equity	<u>\$ 652,071.08</u>
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TOTAL LIABILITIES AND EQUITY	\$ 4,502,728.32
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C. Approved School Budget for FY22
FY22 Operating Budget

Revenue	
STATE ALLOCATION	3,547,600
INVESTMENT INCOME	100
OTHER INCOME	24,750
STUDENT SUCCESS FUND	18,000
REIMBURSEMENTS	3,000
FUNDRAISING	50,000

Total revenue 3,643,450

Expenses	
PERSONNEL	2,458,648
PAYROLL TAXES	118,000
BENEFITS	438,665
STAFF DEVELOPMENT	30,000
SEARCH COSTS	1,825
DIRECT STUDENT SUPPORT	62,300
OCCUPANCY	105,000
OFFICE & ADMIN	244,694
DEPRECIATION	95,000

Total expenses 3,554,132

Net ordinary income 89,318

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	230
Number of students upon which FY22 budget tuition line is based	220
Number of expected students for FY22 first day of school	230
Please explain any variances: (We budget conservatively each year of 10-15 less than the expected students)	

D. Capital Plan for FY21 (6/30/21)

Description	Status	Est. Cost	Financing
Create a Facilities Task Force committee that meets monthly to assess needs for the physical plant and surrounding landscaping	FY21 ongoing	-	-
Replace 9 rooftop HVAC units	FY21-FY23	\$100,000	Operating Budget, Grant Funding, Capital Campaign
Replace roof of both sections of building	FY22-FY24	\$650,000	Capital Campaign
Space needs analysis of newly acquired space w/architect incl. plans, schematics, conceptual drawings and estimates	FY23	\$10,000	Operating capital
Final prints of above; architectural, structural, mechanical & technical	FY24	\$10,000	Operating capital
Completion of build-out	FY26	\$3,000,000-\$5,000,000	Capital campaign
Controlled Construction of small group and office spaces x 5	FY22	\$25,000	Operating Budget
Connect bathrooms on pump system to sewer line	FY22	\$20,000	Operating Budget, Grant Funding

Replacement of existing fire alarm panel	FY23	\$16,000	Capital campaign
Replaced 1 rooftop HVAC unit	FY21	\$13,000	Grant funded
Upgraded air circulation and HVAC system with iWave technology	FY21	\$20,000	Grant funded
Replaced phone system	FY21	\$13,000	Operating Budget
Replacement of kitchen floor	FY23	\$25,000	Capital campaign

As of 6/30/21 the school did not have a separate Capital Campaign account. The Board of Trustees did create a Board Restricted account that will be able to partially fund some of the above, as needed.

Technology

Description	Status	Est. Cost	Financing
Student Devices	FY22	\$17,000	Operating Capital
Staff Devices	FY22	\$840	Operating Capital
Internal Network Connections	FY22	\$1,000	Operating Capital
External Network Connection ISP	FY22	\$1,350	Operating Capital

APPENDIX A

Accountability 2020-2021

Accountability Plan Goals		
	2020-2021 Performance	Evidence
Objective (for KDE 1): MCCPS will implement a system that empowers teachers to support one another in the lesson design and implementation process while committing to take ownership of our pursuit toward a culture of continuous improvement.		
Measure: Each year an increasing number of teachers (minimum of 10 teachers in year one) will participate in the Dutch system of “Leerkracht” (Teaching Force) program ¹ that promotes collaborative lesson design, peer observations, and real-time feedback to participants. Teachers participating in this program will meet weekly. Teachers will observe peers and be observed by peers a minimum of once per month.	Delayed by COVID19	While 20 of our teachers participated in the Teaching Force program, we intentionally delayed the full implementation of the program due to COVID19. Teachers were introduced to the protocols of the program and worked collaboratively on lesson design. Much of the work was focused on designing and implementing lessons for a remote/hybrid learning environment. Peer observations were postponed until next school year.
Measure: Each year, each member of the faculty who are participating in the Teaching Force work will lead at least one professional development or mentoring activity. This work may be reflected in the teacher evaluation process.	Delayed by COVID19	The professional development opportunities were led by an outside consultant to assist our faculty in learning more about the Teaching Force program.
Objective (for KDE 2): MCCPS will implement rigorous project-based learning that incorporates increasing levels of cognitive complexity.		
Measure: Twice a year, teachers at each grade level will collaborate to create project-based learning experiences that include the development of higher order thinking skills. Recent past exhibitions have focused more on the product than the process of learning. This objective is driving our collective goal of upgrading the quality of the Exhibitions and the overall experience for both students and parents/community members.	MET	100% of teachers collaborated with their colleagues to create PBL experiences that included the development of higher order thinking skills during the second and third trimesters. The March Exhibition was mainly virtual and the June Exhibition was a hybrid in-person and virtual event.
Measure: Each semester at least 80% of students will achieve proficient or higher on project-based assessments that are aligned to the school’s Criteria for Excellence, which are aligned to NCTM , NAME , and MA Curriculum Frameworks	MET	During the last two trimesters at least 80% of the students at each grade level achieved proficient or higher on project-based assessments that were aligned to the grade level standards.
Objective (for KDE 3): MCCPS will employ a digital portfolio system to document student achievement and growth.		
Measure: Each trimester, 100% of students will document a project-based learning assessment and reflection for each of the core subjects of English language arts, math, science, global studies, world language, art, and music.	Some Progress	Our 8 th grade students were able to successfully curate and showcase a portfolio at the end of the last two trimesters. In other grade levels, some progress was made. Schoology was a new tool at the school this year. The other grade levels will be able to use the 8 th grade portfolios as exemplars to guide their portfolio development.
Measure: Each trimester, 100% of students will track their progress toward our criteria for excellence in each of	Delayed by COVID19	During the pandemic, the Criteria for Excellence was finalized. Implementation and progress monitoring will take place during the next school

¹ <https://hundred.org/en/innovations/leerkracht?filter=questions>

<p>the core subjects of English language arts, math, science, global studies, world language, art, and music. Students will identify strengths and areas for growth while reporting out their findings midway through the year in a student-led conference.</p>		<p>year.</p>
<p>Objective: MCCPS will disseminate its practicing regarding Project-Based Learning & Peer Observations to other schools in Massachusetts.</p>		
<p>Measure: By the end of the 2024-2025 school year, members of the faculty and administration will have shared effective practices in a project-based learning with colleagues from the sending district and at conferences.</p>	<p>Delayed by COVID19</p>	<p>COVID19 restrictions limited travel and conference attendance. Our focus was on implementing remote/hybrid instruction</p>
<p>Measure: By the end of the 2024-2025 school year, representatives of our school will present to at least two conferences each year on our system of peer observations (Teaching Force).</p>	<p>Delayed by COVID19</p>	<p>COVID19 restrictions limited travel and conference attendance. Our focus was on implementing remote/hybrid instruction</p>

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

APPENDIX B

Recruitment Plan 2020-2021

Marblehead Community Charter Public School

2020-2021 Implementation Summary:

The 2020-2021 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. Enrollment grew slightly but was still under capacity in 2020-2021 with 211 students enrolled. Our projections for 2021-2022 are to be north of 220 students and likely back to full enrollment. Our 7th grade class in 2019-2020 was comprised of 19 students. This class grew to 24 students graduating 8th grade in June of 2021. 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 7th 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. We sent out a marketing postcard to cities and towns in our region. Our Amendment to our Charter to include the towns of Swampscott and Nahant in our region was approved. By transitioning to a regional school that includes Marblehead, Swampscott, and Nahant, we expect to see an increase in applications from both Swampscott and Nahant. Applications from Lynn were way up this year and then Lynn was labeled and “at cap” district. We hope to see that change for next year. We have strong waitlists at each grade level and expect to be back at full enrollment in FY22. We upgraded our website with a complete redesign. The website now serves as the hub of information. As part of a larger communications initiative, we also rebranded the school with a new logo. Our efforts above led to an increase in the total number of applications.

General Recruitment Activities for 2021-2022:

As we are now in the early years of our second quarter century, with the 25th anniversary having been in 2020, we have been and will continue to celebrate 2020, our longevity as a Charter Public School. We will be distributing marketing materials annually to all surrounding communities to publicize our Open House events and any other special events that we are able to schedule. 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 continue to be distributed via email. For 2021-2022 we will double down on the efforts we made this past year that led to a successful application/enrollment period.

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

(a) CHART data	(b) 2020-2021 Strategies
<p>School percentage: 24.0%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 15.0%</p> <p>The school is above CI percentages</p>	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> The Director of Special Education or a special educator will be present at each open house to answer questions and describe the program. 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. 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. Members of the Special Education Parent Advisory Council will be encouraged to attend

	<p>the open houses in order to answer questions and describe their experiences with the teachers and program.</p> <p>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.</p> <p>f. Opportunities to highlight the successes of students with disabilities will be explored.</p>
	<p>(c) 2020-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Limited English-proficient students/English learners

	<p>(b) 2020-2021 Strategies</p>
<p>(a) CHART data</p> <p>School percentage: 8.7%</p> <p>GNT percentage: 1.5%</p> <p>CI percentage: 1.8%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 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. 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. 3. Print ads will include text that welcomes LEP/ELL students. 4. Flyers in English, Spanish, French, and Russian advertising the school and the application process will be distributed in the neighboring cities of Salem & Lynn. 5. Events and activities that honor various cultures and cultural identities will be included in the school’s calendar. 6. The school will create connections with local churches and community groups that serve LEP/ELL students. 7. Translators will be available at open houses. 8. The school will leave translated copies of flyers and applications at adult ESL programs in Salem and Lynn.
	<p>(c) 2020-2022 Additional Strategy(ies), if needed</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>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) 2020-2021 Strategies</p>
<p>(a) CHART data</p> <p>School percentage: 17.3%</p> <p>GNT percentage: 5.5%</p> <p>CI percentage: 5.8%</p> <p>The school is above CI percentages</p>	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 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. 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 https://drive.google.com/file/d/1yLmZSKMbWeCC7G3rbwal1a9FXMwYFw7C/view 3. The availability of scholarships for field trips and other school activities will be included in promotional information about the school. 4. The school counselor will serve as a liaison for low-income families to ensure that they are aware of the resources that are available to them. 5. No child will be excluded from a class trip or field trip due to an inability to pay. 6. Each fall, the eligibility of all new students for free/reduced lunch will be checked by the Director of Food Services. 7. Reminders for parents regarding the ability to apply for free/reduced lunch will be included in the school’s newsletters monthly.

	<p>(c) 2020-2022 Additional Strategy(ies), if needed</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>
<u>Students who are sub-proficient</u>	<p>(d) 2021-2022 Strategies</p> <ol style="list-style-type: none"> 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. 2. Enrollment information 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 and writing, Homework Club, and summer programming. 3. School-wide student growth as demonstrated by the MCAS tests will be communicated via the school's website. 4. Efforts to support all learners will be communicated to parents and the community and posted on the school's website. 5. Parents will be notified as soon as possible when concern arises about academic performance. 6. An Academic Probation Plan will be created to address the needs of individual students who are in danger of not passing. 7. Professional development for teachers will address strategies for optimizing student growth and achievement. 8. Collaboration with successful colleagues at other schools will be pursued in order to share best practices. 9. Of note is that this will be based on internal data, as there was no MCAS administration in 2019-20.
<u>Students at risk of dropping out of school</u>	<p>(d) 2021-2022 Strategies</p> <ol style="list-style-type: none"> 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. 2. The Student Support Team will monitor students of concern and will work with parents and grade level teams to address student needs. 3. An engaging and student centered learning environment will emphasize that all students are welcome and valued. 4. Non-academic offerings will foster feelings of success in students' areas of strength/interest.
<u>Students who have dropped out of school</u>	<p>(d) 2021-2022 Strategies</p> <ol style="list-style-type: none"> 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. 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. 3. Area health and counseling organizations will be involved when appropriate.
<u>OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p>(d) 2021-2022 Strategies</p> <ol style="list-style-type: none"> 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 the achievement gap. 2. Remediation will be provided to identified students via RTI supports. 3. Homework help will be available when requested or when required by a teacher. 4. The cross-grade mentoring program will continue to support social, emotional, and academic needs. 5. Training will be provided for teachers and students regarding transgender, gender identity, and other civil rights topics.

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

Retention Plan
2020-2021

2020-2021 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 6th grade. We are working to differentiate our upper school (grades 7 & 8) from our lower school (grades 4, 5, and 6) 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 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. Our retention rate is the highest ever from 6th to 7th grade with over 95% of this cohort staying at the school for grade 7.

Retention Plan – 2021-22 Strategies

Special education students/students with disabilities

(b) Continued 2020-2021 Strategies

(a) CHART data

School percentage:
26.4%
Third Quartile:
11.8%

The school’s
attrition rate is
above third
quartile
percentages.

- The school will employ a full time Director of Student Services and a full time School Counselor and add a School Psychologist and Director of Student Life.
- There will be at least one full time Inclusion Teacher at each grade level.
- A full time Speech & Language Pathologist, a part time Physical Therapist, and a part time Occupational Therapist will be employed to meet the needs of students.
- Student needs will be communicated to the Director of Student Services and/or counseling staff as soon as a need/concern arises.
- Teaching teams will meet weekly with the Director of Student Services and the counseling staff.
- The Director of Student Services and the Inclusion Teachers will be available to meet with parents as needed.
- A strong special education program staffed by qualified professionals will be provided for all special education students.
- Summer programming sessions will be offered to qualifying students.
- All calls/emails will be responded to within 2 business days.
- 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.
- The Student Success Team has been revamped to improve classroom teachers’ ability to support students with diverse learning needs.
- The SEPAC, Special Education Advisory Council, will present monthly meetings to support the parents of students with disabilities.
- 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.
- The school’s administration will reach out to the parents of students with disabilities to determine additional supports for students and parents.

(c) 2020-2021 Additional Strategies

Above third quartile.

- The School will hire a school counselor/ behavior specialist to help those students, and the teachers create an environment that best meets their needs

All additional strategies will be implemented during the 2020-2021 school year. It is anticipated that 2-3 years may be needed to effectuate GNC/CI improvements.

Limited English-proficient students/English learners

<p><u>(a) CHART data</u></p> <p>School percentage: 0%</p> <p>Third Quartile: x.x%</p> <p>The school's attrition rate is below the third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● The school will cultivate an environment that values all languages. ● Students will be encouraged to converse with their peers and teachers in languages other than English. ● Teachers will be trained in SEI methods. ● Materials will be provided in the home language as communicated via the Home Language Survey. ● Systems of orientation, assessment, advising, registration, etc. will be kept simple/accessible to parents. ● Translators will be made available when needed. ● 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. ● The Student Success Team at each grade level will meet weekly to identify, address, and communicate needs.. ● Additional instruction in Reading, Writing, Listening, and Speaking will be provided as needed. ● Content support will be provided as needed. ● Student mentors and peer leaders will provide social and academic support. ● Current families will be made aware that MCCPS offers EL services. ● At least one member of the administrative team will hold SEI endorsement (Currently 3 are endorsed.). ● Language differences will be celebrated during Community Meetings. ● Presentations during Exhibitions will include the use of French and Spanish. ● 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. ● All core teachers will earn SEI endorsement. ● The school's administration will reach out to the parents of ELs in order to better understand and address the parents' and students' needs. <hr/> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies 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"> ● 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.
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Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p><u>(a) CHART data</u></p> <p>School percentage: 0%</p> <p>Third Quartile: x%</p> <p>The school's attrition rate is below the third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● 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 https://marbleheadcharter.org/about-us/food-service/. ● Student and parent privacy will be protected. ● Food choices will be monitored to ensure a healthy diet that supports learning. ● The school will provide access to a counselor in order to identify additional services that are available in the area. ● The school will provide reduced cost/free after school and Enrichment programming to qualifying students. ● The Nutrition Director will ensure that as many students as possible are certified to receive free/reduced price meals through the direct certification method. The Director 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. ● 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. ● The Incident Management Team (comprised of the Principal, School Counselor, & Nurse) will contact and/or involve outside services as needed including DCF, rent assistance, food bank, etc. ● 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.
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	<ul style="list-style-type: none"> ● The counseling staff facilitates the collection and distribution of warm clothing and holiday gifts. ● 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. ● During the COVID19 closure, the school provided food boxes for families who qualified or were in need. <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above the third quartile.</p>
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d)2019-2020 Strategies</p> <ul style="list-style-type: none"> ● 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. ● Additional instruction and/or support will be provided as needed. ● Offer summer programming to qualifying students. ● A Response to Intervention/Student Support Team will meet weekly.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(d) 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● The counseling staff will meet with students and parents as needed. ● An Academic Probation Plan will be created when needed. ● Drop-in summer sessions will be provided for students. ● A Response to Intervention /Student Support Team will meet weekly.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(d) 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● The counseling staff will meet with students and parents as needed. ● Outside services will be activated as needed.
OPTIONAL	<p style="text-align: center;">(d)2019-2020 Strategies</p> <ul style="list-style-type: none"> ● A mentoring program will provide support for incoming 4th graders and new students.

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	11	5.3
Asian	15	7.2
Hispanic	46	22.3
Native American	1	0.2
White	125	56.7
Native Hawaiian, Pacific Islander	1	0.1
Multi-race, non-Hispanic	9	4.1
Special education	50	24.0
Limited English proficient	22	10.5
Economically Disadvantaged	76	36.6

ADMINISTRATIVE ROSTER FOR THE 2020-21 SCHOOL YEAR

Name	Brief Job Description	Start date	End date
Peter Cohen	Head of School	7/2019	
Matt Cronin	Principal	8/2000 (2020 first year in this role)	
Jeff Barry	Business Manager	8/1995	
Andrea Barlow	Director of Student Services	7/2020	
Meghan Hale	Humanities Department Chair (& 8 th Grade Humanities Teacher)	8/2009	
Ellen Lodgen	Math, Science, & Technology Department Chair (& 8th Grade Math/Science Teacher)	8/2013	
Katherine (Boles) Koch	Office Manager	8/2016	4/2021
Emily Miner	Office Manager	5/2021	
Susan Hauck	Director of Development	1/2017	5/2021
Beth Taranto	Enrichment Coordinator	7/2020	
Danette Russo	Food Services & Nutrition Director	1/2020	
Bob Erbetta	Facilities Coordinator	8/1995	

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR

	Number as of the last day of the 2020-2021 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	26	0	8	Relocated to accept position in another district, resigned
Other Staff	19	3	3	Resigned, Non-renewed, retired, relocated out of state

BOARD AND COMMITTEE INFORMATION

Number of commissioner approved board members as of August 1, 2021	12
Minimum number of board members in approved bylaws	9
Maximum number of board members in approved bylaws	15

BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term
Paul Baker	Vice Chair	Governance Committee, Development & Communications Committee	2	June 2016 - June 2022
Peter Cheney	Trustee	Personnel Committee	1	May 2019 - May 2022
Peter Cohen	Head of School	Academic Excellence, Strategic Plan, Development & Communications, Finance, Facilities Task Force, Personnel, Governance	Ex-Officio	NA
Richard Doron	Trustee	Finance Committee	1	May 2019 - May 2022
James Rogers	Trustee	Personnel Committee	1	January 2020-January 2023
Rodolphe Herve	Treasurer	Finance Committee	1	December 2019 - December 2022
Ian Hunt	Trustee	Development & Communications Committee	2	May 2017 - May 2023
Ndack Toure	Trustee	Development Committee, Academic Excellence	1	January 2020-January 2023
Karl Smith	Clerk	Governance Committee	2	August 2016 – Resigned June 2021
Arthur Sullivan	Chair	Personnel Committee	2	January 2018 - January 2024
Rebecca Whidden	Trustee	Facilities Task Force	1	May 2019 - Resigned June 2021
Jessica Gelb	Trustee	Development & Communications Committee, Facilities Task Force	1	May 2021-May 2024
Will Rockwell	Trustee	Facilities Task Force	1	June 2021-June 2024
Jessica Xiarhos	Trustee	Academic Excellence Committee	1	May 2019 - May 2022

Please insert the school's 2021-2022 board of trustee and committee meeting schedules below.

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	Location
Tuesday July 27, 2021, at 7:00pm	17 Lime Street, Marblehead, MA 01945
Tuesday August 31, 2021, at 7:00pm	17 Lime Street, Marblehead, MA 01945
Tuesday September 28, 2021, at 7:00pm	17 Lime Street, Marblehead, MA 01945
Tuesday October 26, 2021, at 7:00pm	17 Lime Street, Marblehead, MA 01945
Tuesday November 30, 2021, at 7:00pm	17 Lime Street, Marblehead, MA 01945
Tuesday December 21, 2021, at 7:00pm	17 Lime Street, Marblehead, MA 01945
Tuesday January 25, 2022, at 7:00pm	17 Lime Street, Marblehead, MA 01945
Tuesday March 1, 2022, at 7:00pm	17 Lime Street, Marblehead, MA 01945
Tuesday March 29, 2022, at 7:00pm	17 Lime Street, Marblehead, MA 01945
Tuesday May 3, 2022, at 7:00pm	17 Lime Street, Marblehead, MA 01945
Tuesday May 31, 2022, at 7:00pm	17 Lime Street, Marblehead, MA 01945
Saturday June TBD, 2022, at 9am (Annual Retreat)	17 Lime Street, Marblehead, MA 01945
Tuesday June 28, 2022, at 7:00pm	17 Lime Street, Marblehead, MA 01945

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance Committee	2021: July 21, August 18, September 22, October 20, November 19, December 15 2022: January 19, February 16, March 23, April 13, May 25, June 22 Meetings at 8:00AM	17 Lime Street, Marblehead, MA 01945
Governance Committee	2021: August 3, September 7, October 5, November 2, December 7 2022: January 4, February 1, March 8, April 5, May 10, June 7 Meetings at 7:00PM	17 Lime Street, Marblehead, MA 01945
Personnel Committee	2021: August 10, September 14, October 12, November 9, December 14 2022: January 11, February 8, March 15, April 12, May 17, June 14 Meetings at 7:00PM	17 Lime Street, Marblehead, MA 01945
Facilities Task Force	2021: July 20, August 17, September 21, October 19, November 16, December 20 2022: January 18, February 15, March 22, April 26, May 24, June 21 Meetings at 7:00PM	17 Lime Street, Marblehead, MA 01945
Academic Excellence Committee	Meeting Dates to be determined at August 27 th meeting	17 Lime Street, Marblehead, MA 01945

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR

Development & Communications Committee	Meeting Dates to be determined at August 23 rd meeting	17 Lime Street, Marblehead, MA 01945
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Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Arthur Sullivan	No Change
Charter School Leader (Head of School)	Peter Cohen	No Change
Assistant Charter School Leader (Principal)	Matt Cronin – principal (as of July 1, 2020)	New Role
Director of Student Services	Andrea Barlow (as of July 1, 2020)	New
MCAS Test Coordinator	Matt Cronin	No Change
SIMS Coordinator	Matt Cronin	No Change
ELE Coordinator	Peter Michaud (Acadia Mezzofanti as of August 2021)	Resigned July 2021
School Business Official	Jeff Barry	No Change
SIMS Contact	Matt Cronin	No Change
Nutrition/Food Services Director	Danette Russo	No Change

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	2020-2021 School Year Date(s)
Student Application Deadline	February 15, 2021
Lottery (Primary)	February 24, 2021
Secondary Lottery	June 15, 2021

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. **UPDATE: This is no longer a condition due to approval of amendment by DESE Commissioner and Board of Education February 23, 2021**

Complaints

No complaints were received.