



## South Shore Charter Public School

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### 2020-2021 Annual Report August 1, 2021

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#### Introduction to the school

<b>Name of School: South Shore Charter Public School</b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	<b>Commonwealth</b>	<b>Location</b>	<b>Norwell, MA</b>
<b>Regional or Non-Regional</b>	<b>Regional</b>	<b>Districts in Region</b>	Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, Whitman
<b>Year Opened</b>	<b>1995</b>	<b>Year(s) Renewed</b>	<b>2000, 2005, 2010, 2015, 2020</b>
<b>Maximum Enrollment</b>	<b>1,075</b>	<b>Current Enrollment</b>	<b>1013 as of 6/16/2021</b>
<b>Chartered Grade Span</b>	<b>K-12</b>	<b>Current Grade Span</b>	<b>K-12</b>
<b># of Instructional Days during the 2020-2021 school year</b>	<b>174</b>	<b>Students on Waitlist</b>	<b>464 as of 6/30/2021</b>
<b>School Hours</b>	<b>8:15am-3:00pm</b>	<b>Age of School</b>	<b>26 years</b>
<b>Mission Statement: Inspiring every student to excel in academics, service, and life</b>			

## From the Chairman of the Board of Trustees

July 2021

On behalf of the Board of Trustees, I am pleased to present the 26th Annual Report of the South Shore Charter Public School. This year's Annual Report indicates and outlines how the School continued to fulfill its core academic mission and the objectives described in the School's plan for Organizational Viability and Faithfulness to the Charter under the extraordinary circumstances created by the COVID-19 pandemic. The South Shore Charter Public School was able to establish a Reopening Plan which outlined all parameters of in-person, online, and hybrid learning. The School was able to effectively transition between learning models and successfully complete its 26th school year educating students from over 26 sending districts throughout the south shore.

Founded in 1995, the School remains one of the oldest charter schools in the Commonwealth of Massachusetts. Although there have been changes over the decades, and even more this year due to the COVID-19 pandemic, the School has remained committed to the mission of inspiring every student to excel in academics, service, and life. Illuminated within this Annual Report, as well as the School Reopening Plan, is the commitment to providing every student with the most cohesive and comprehensive education despite the challenges of the past school year. The South Shore Charter Public School remains committed to full inclusion and has continued to serve as a model school for other charter schools and districts. The English Language Learner population continues to grow, enriching our school community with many cultures and languages. Our college preparatory curriculum continues to attract students from twenty-six sending districts whether the instruction be full remote, hybrid, or in-person. Within this year's report are these educational milestones:

- Established a 1:1 technology program for every student.
- Wrote and implemented a School Reopening Plan through collaboration of eleven task force teams of teachers, staff members, school administrators, and families.
- Developed and implemented professional development to support remote and hybrid learning.
- Implemented anti-racist professional development for all faculty and staff.
- Developed and implemented professional development for all health and safety protocols for the school year.
- Continued to meet the social-emotional needs of students through ongoing student support and counseling services throughout the entirety of the pandemic and difficult national events.
- Began the school year with full in-person learning for all students K-1.
- Remained ahead of the state's planning to implement full in-person learning in the spring of 2021.

Throughout the spring the School has been engaged in planning for full in-person learning that was phased in and will be for the upcoming school year. Much of this planning includes summer school and steps toward remediation of any possible learning gaps created by health and safety protocols during the COVID-19 pandemic.

The South Shore Charter Public School community remains committed to working to end systemic racism and injustice. The School has continued its Open Circle Curriculum and Advisory Curriculum to cover indispensable topics such as bystander behavior and becoming an ally. This work has continued throughout the school year. Teachers have developed anti-bias curriculum and classroom activities for the school year that support inclusion and social justice.

Our school community is relieved by the apparent end to the COVID-19 pandemic. This was a year of challenges never before faced by our school community. As we approach our 27th year, the future of our School holds much promise. We remain a school of choice throughout the south shore. Although much of the School's model of project-based learning and service learning have been tested over the past year, we remain committed to our guiding principles and look forward to the great moments to come.

Respectfully submitted,  
Edwin Rivera

## Faithfulness to the Charter

### Charter School Performance Criteria Relating to Faithfulness to Charter Mission, Vision, and Educational Philosophy

The South Shore Charter Public School (SSCPS/the School) has held fast to its mission and educational philosophy of inspiring every student to excel in academics, service, and life. This year the first priority of the School quickly became providing a safe and healthy learning environment for all students, teachers, and staff. Over the summer, the School established eleven task force committees to address the challenges created by the ongoing COVID-19 pandemic. Using data gleaned from the committees, the School drafted the School Reopening Plan to provide the school community with a blueprint for reopening in the fall deploying three modes of instruction: in-person, remote, and hybrid.

Throughout the summer of 2020 teachers, parents, staff, trustees, and school administrators worked on task force teams to establish school guidelines to dovetail with the recommendations and guidance put forward by the Massachusetts Department of Education and Governor Baker. Each task force looked at the scope of their assignment through the lens of social-emotional health and physical safety as well as instructional integrity. The School reopened to full in-person and full remote learning for kindergarten students on September 9, 2020. The School reopened to in-person, remote, and hybrid learning for students in grades 1-12 the following day, September 10.

Prior to reopening all faculty and staff received professional development on integrated technology, health and safety protocols, and anti-racist teaching. The first week of school reopening included distribution of materials and technology to provide access for students and families to Google Suite, web-based resources, and other instructional technology. As students, teachers, and families worked together to navigate all learning models, the School continued to refine hybrid and distance learning which included multiple levels of support for students in need.

As the COVID-19 pandemic worsened, transitions to full remote learning occurred when sending districts were identified as “red” statewide. Transitions to full remote learning occurred twice; October 9 through November 9 and for three school weeks surrounding winter break, December 18 to January 19. During all learning model transitions, the School remained focused on continuing the learning standards identified by the Instructional Leadership Team (ILT), the faculty, and DESE. Once the return to in-person learning occurred, full in-person was again offered to all students in grades K-1. Full in-person learning became available to all students in grade 2 on March 1, 2021. Students in grades 3-5 returned to full in-person learning on April 5, 2021. Students in grades 6-8 returned to full in-person learning on April 28. High school students returned to full in-person learning on May 3, 2021, three weeks earlier than the statewide mandate. Families were encouraged to attend the School’s learning model information sessions to assist in making the decision between full in-person or full remote learning.

Despite the pandemic, the School’s mission of supporting every student to excel in academics, service, and life, remained on the forefront. Students found creative ways to hold morning meetings at the high school. High school students continued to participate in the School’s governance model. High school students elect a governing student body, two representatives to the School Council, and a student representative who is a voting member of the Board of Trustees. The School supports college and career readiness by ensuring that each senior completes a college course requirement prior to graduation, takes Ethics, and this year provided a financial literacy program for high school students. While internships were interrupted for many seniors due to the pandemic, some students reported being able to work in some placements. The School continued its dual enrollment program with Massasoit Community College and held SAT and PSAT exams as scheduled.

The COVID-19 pandemic struck at the core of who we are as a school community. Yet the reminders of our school identity remained constant. We were able to hold Exhibitions of Mastery on many levels. Students were provided with opportunities to create, produce, defend their work, collaborate in teams, and serve specific student roles through service learning and Exhibitions of Mastery. At SSCPS students learned about the importance of teamwork,

communication, service, and organization. Thanks to the ingenuity and hard work of teachers, and the support of families, the work continued irrespective of the learning model.

The South Shore Charter Public School community is looking forward to a year of minimal disruption and uninterrupted learning as the COVID-19 pandemic fades from view. We remain grateful for the support of our families, faculty, and staff, and for the ongoing commitment from our trustees whose assistance we relied upon as conditions unfolded. The work ahead lies in ensuring that every student feels safe, supported, and ready for social support, developmental growth, and academic learning throughout the upcoming school year.

**Amendments to Charter**

There have been no amendments requested during the 2020-2021 school year.

**Access and Equity: Discipline Data**

A. South Shore Charter Public School’s student discipline data:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04880000&orgtypecode=5&=04880000&>

B. Data for Student Discipline for the 2019-2020 school year as published on the Department of Elementary and Secondary Education website:

<b>2019-20 Student Discipline</b>					
<a href="http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04880000&amp;orgtypecode=5&amp;=04880000&amp;">http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04880000&amp;orgtypecode=5&amp;=04880000&amp;</a>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
All Students	1,026	14	0.4	1.4	0
EL	152	0			
Economically Disadvantaged	269	5			
Students with Disabilities	206	9	1.0	4.4	0
High Needs	550	12	0.7	2.2	0
Female	491	5			
Male	532	9	0.4	1.7	0
American Indian or Alaska Native	4	0			
Asian	54	1			
African American/Black	336	1			
Hispanic/Latino	64	1			
Multi-race, Non-Hispanic/Latino	64	1			
Native Hawaiian or Pacific Islander	2	0			
White	505	10	0.8	2.0	0

**Student Discipline data for the 2020-2021 school year:**

<b>2020-21 Student Discipline</b>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
All Students	1013	12	0.2	1.0	0
EL	119	0			
Economically Disadvantaged	356	5	0.3	1.1	0
Students with Disabilities	205	5	1.0	1.5	0
High Needs	529	8	0.4	1.1	0
Female	496	3	0.2	0.4	0
Male	513	9	0.2	1.5	0
Nonbinary	4	0			
American Indian or Alaska Native	4	0			
Asian	56	0			
African American/Black	362	5	0.3	0.8	0
Hispanic/Latino	64	0			
Multi-race, Non-Hispanic/Latino	64	2			
Native Hawaiian or Pacific Islander	0	0			
White	463	4	0.2	0.6	0

C. Please describe what the school is doing to reduce the use of in- and out-of-school suspensions rates and address disparities of rates among subgroups. Please describe how the school monitors its student discipline systems and processes. If applicable, please describe any recent changes in the school’s approach to student discipline.

At South Shore Charter Public School we believe that relationships are central to the building of a strong school community. The COVID-19 health crisis only strengthened that belief as teachers worked hard to connect with students that they sometimes could only see through a screen. SSCPS strives to establish policies and procedures that handle harm and misbehavior in a way that strengthens relationships rather than weakening them. The faculty and staff at SSCPS have continued to do significant work to find effective ways to address disciplinary infractions without excluding students from school. The expanded implementation of restorative justice is central to this work. Restorative practices acknowledge that when a person does harm, it impacts the people they hurt, the community, and themselves. The goal of a restorative process is to give voice to those who have been harmed and to provide an offending student the opportunity to make things right for victims and the school community while teaching students problem-solving skills.

The implementation of restorative justice practices remains a priority, but the circumstances of the pandemic have impacted this work. The majority of teachers taught in a hybrid setting for the majority of the school year. While teachers did an excellent job of creatively using available tools to build classroom community and form relationships with their students, there is no replacement for in person classroom interactions. The School is planning to begin the 2021-2022 school year with a variety of community-building initiatives to help strengthen relationships between students and adults and between peers. Teachers and administrators are especially focused on strategies to help

students who elected full remote learning in 2020-2021 reacclimate to full in-person school. The social-emotional impact of the pandemic on the social interactions of children is a significant one. Closer analysis of the disciplinary data shows that the vast majority of disciplinary infractions recorded took place in April, May, and June when students were back in person full time and were the result of challenges navigating the social scene after months of separation and isolation.

Disciplinary concerns were considered as the School prepared its plan for reopening in the summer of 2020. SSCPS teachers and administrators took a proactive approach to heading off the problematic behavior they anticipated with the increased reliance on technology this school year. Teachers used time during Advisory in grades 5-12 and Open Circle in grades K-4 to discuss digital citizenship and the social-emotional aspect of navigating school online. Specifically, teachers used the digital citizenship curriculum from Common Sense Media as the basis for lessons in this area. This work will continue into the 2021-2022 school year as teachers continue to use the digital tools that have proven to be effective during the pandemic.

### Dissemination Efforts

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts?</b> (Title)	<b>With whom</b> did the school disseminate its best practices? (Partners and Locations)	<b>Result of dissemination</b> (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Supporting students with High Needs transition from High School	Shared with all LS staff of students ages 14 and up in SSCPS new Transition Inventory (TPI 3) to help begin to develop best practice for all students on IEPs ages 14 and up. All LS staff in level 4 and the high school participated in Transition P.D. through Amanda Greene at DESE. Further PD regarding developing interagency teams provided through DESE.	Michelle Gallagher, Learning Service Teacher and HS SPED Coordinator, Matthew Tondorf, Director of Learning Services	Regular conversations with DDS to help gain the most information possible to help guide parents through the transition process.  Best Buddies Pre-Employment division.	Developed a plan for transitional planning and increased the programming for aging out students at SSCPS.  Worked directly with Best Buddies Pre-Employment program to provide a class option for students outside of the school day to access pre-employment training and practice.
Supports charter schools in southeast area in building necessary supports for students with low incidence disabilities and ELL needs	Bi-monthly	Matthew Tondorf, Director of Learning Services	Southeastern MA Cluster Partnership Group	Building and development of necessary staffing, fund allotment, and programming for students with low incidence disabilities and ELL needs
Best Practices in Sustaining Learning and Transitioning between Learning Models during COVID-19	Brockton Schools Roundtable Discussions with Mayor Robert F. Sullivan via Zoom February 4, 2021 March 11, 2021	Alicia Savage, Executive Director	Working group consisting of leadership from charter and Catholic schools serving students who reside in Brockton to inform Brockton Public Schools of best practices	Provided information to Mayor Sullivan regarding best practices for increased in-person learning, health and safety protocols, air quality, staffing, and testing during the COVID-19 pandemic.
Spoke about designing Inclusive practices and supporting sending district in developing professional development opportunities.	Meet monthly with 15-35 special education directors to discuss policy and hot topics in special education. South Shore Special Education Directors Network	Matthew Tondorf, Director of Learning Services	North River Collaborative	Designing inclusive programming and designing professional development for special education staff. Sharing of best practices, development of documentation tools for parents.

## Academic Program Success

### Student Performance

A. South Shore Charter Public School's School Report Card:

<https://reportcards.doe.mass.edu/2020/04880550>

B. Additional Evidence of Academic Progress:

The 2020-2021 school year saw continued expansion of the Advanced Placement program at SSCPS. The school saw another substantial increase in course enrollments. During the 2020-2021 school year SSCPS had a total of 120 Advanced Placement course enrollments. This was a 15 percent increase from 104 course enrollments in the 2019-2020 school year. Course offerings in the building included AP® Statistics, AP® Calculus AB, AP® Calculus BC, AP® English Language and Composition, AP® English Literature and Composition, AP® Computer Science Principles (alternate years), AP® Physics (alternate years), AP® Politics & Government, AP® US History (alternate years), AP® World History: Modern, AP® Chemistry, and AP® Biology. The School introduced AP® World History for the 2020-2021 school year, the first course geared toward sophomore students. Introduction of the course generated a great deal of student interest. This year's score distributions are noted in the following table.

Advanced Placement Course	Number of Exams	Mean Score	Range
Biology	15	2.67	2-4
Chemistry	13	1.38	1-5
Calculus, AB	7	2.14	1-4
Calculus, BC	4	2.5	1-3
Statistics	16	2.0	1-4
Language and Composition	13	2.77	1-4
Literature and Composition	11	2.73	2-4
World History: Modern	28	2.5	1-5
US Politics and Government	12	2.73	1-5

SSCPS modified its high school testing calendar as a result of the pandemic. The School offered the SAT school day exam to Seniors in September to provide them with an opportunity to test prior to completing college applications. Sixty-eight out of 73 or 93% of Seniors took advantage of this opportunity. The School administered the PSAT to Juniors in January with 55 out of 72, or 76%, students testing. Juniors took the SAT in April with 56 out of 72 students, or 78% testing. Students opting out of testing due to health and safety concerns impacted the participation rate this school year. In the aggregate students scored below state averages this school year, with the exception of Seniors on the Reading and Writing subtest. These results were likely impacted by the widespread test cancellations and the majority of colleges and universities going test optional. A more selective group of students took this year's SAT exams across the state and the nation.

Despite the challenging climate, all graduating SSCPS high school Seniors met the college acceptance requirement. Students were admitted to an outstanding list of colleges and universities, the most prestigious list in our School's history.

## Class of 2021 College Acceptances

Adelphi University	Iona College	Princeton University
Anderson University	Johnson and Wales University	Providence College
Ana Maria College	Louisiana State University	Quincy College
Assumption College	Loyola University - Maryland	Quinnipiac University
Barry University	Loyola University - New Orleans	Regis College
Bentley University	Mass College of Liberal Arts	University of Rhode Island
Boston University	Massachusetts Maritime Academy	Roger Williams University
Brandeis University	Massachusetts Institute of Technology (MIT)	Saint Anselm's College
Brigham Young University	MCPHS	St Michael's College
University of Bridgeport	University of Massachusetts - Amherst	St Peter's University
Bridgewater State University	University of Massachusetts - Boston	Salem State University
Bryant University	University of Massachusetts - Dartmouth	University of San Francisco
Clark Atlanta University	University of Massachusetts - Lowell	Salve Regina University
Clark University	Massasoit Community College	Spelman College
University of Connecticut	Merrimack College	Smith College
Curry College	University of New England	University of Southern Texas
Dean College	University of New Hampshire	St Joseph's College
Elon University	University of North Carolina at Greensboro	Stonehill College
Emmanuel College	University of North Dakota	Suffolk University
Endicott College	Northeastern University	Temple University
Fitchburg State	Northwestern University	United States Air Force
Fisher College	University of Pittsburgh	University of Tampa
Florida Memorial University		University of Lynchburg
Fordham University		University of Virginia
Framingham State University		Wentworth Institute of Technology
Hampshire College		Westfield State University
Hampton University		Wheaton College
University of Hartford		Worcester Polytechnic Institute
Harvard University		Yale University
Hofstra University		

## Program Delivery

### *Curriculum, Instructional Model, Assessment*

#### **English Language Arts**

Wit & Wisdom is now fully implemented from Kindergarten through 8th grade. The newly assigned 7th grade ELA teacher expressed complete satisfaction with the curriculum and excitement at how positively her students responded to the books and art contained in the modules. Heggerty Phonemic Awareness is a program for K-3 with 35 weeks of daily lessons that focus on recognizing, identifying and manipulating the sounds in words. The program teaches essential foundational reading skills. Our teachers have adapted to its demands and with a full year of teaching already completed they will be skilled practitioners for FY22.

The School will continue to use Amplify for FY22, and in addition, will now use the DIBELS 8th Edition as a screener for benchmark assessments and progress monitoring in reading. This battery of fluency measures also has improved validity as a dyslexia screener. Professional Development in the handling of reading data will be offered to teachers in the fall. This year the School administered DIBELS to all students K-4. The assessments were conducted mid-year and end of year. Data gleaned from this year's assessment will be used as a baseline for further assessment during the 2021-22 academic year. Although the data is non-conclusive, the School is offering summer programming and an accelerated academic program to address some of the preliminary results from DIBELS data this year.



At the high school, 9th graders have achieved much with the College Board Pre-AP® English 1 program. This year we taught the Pre-AP® English 2 program to 10th graders. The program focuses on essential reading and writing skills and offers an eclectic mix of texts to our students. 12th graders have been offered an exciting, new elective: World Literature. The course will explore identities across cultures and will ask how the stories we tell can shape identities rather than perpetuate stereotypes. Students will examine culturally significant texts and media from Asia, Africa, North and South America and Europe.

In what has been a challenging year for all teachers, the ELA teachers have risen to the challenge and offered high quality learning opportunities to their students. They have taught with the skill and compassion they possess in abundance. Looking forward, summer school learning opportunities will be available for students during the month of July and an Acceleration Academy in early literacy for rising first and second graders will be offered to students in August in preparation for the upcoming school year.

### **Mathematics**

Math teachers began the school year ready to address student needs resulting from a spring of remote learning. They began the year with assessments that helped them to identify learning gaps and worked in collaborative grade level teams to prioritize the standards for instruction in each grade. In some grades this required the reteaching of extensive material from the previous year and significant curricular modification. Uneven learning in the spring of 2020 made this system of assessment and curriculum modification critical to keeping students moving forward while filling in learning gaps caused by the pandemic. Teachers used flexible time in the schedule at each level to keep students on pace despite the necessary remediation.

The primary focus of the 2020-2021 mathematics curriculum was to create or make adjustments to our instructional strategies, ensuring that all students are receiving a rigorous and engaging learning experience. Professional development this year focused on identifying and prioritizing math standards at each grade level while making adjustments away from traditional assessment methods. In addition, teachers completed several professional development hours to get accustomed to many online instructional tools.

The acquisition of Edpuzzle and Nearpod was critical to our success this year and will remain an essential part of the mathematics instructional plan moving forward. Both platforms gave teachers the ability to create and customize online video lessons that promote active learning and engagement. Through these online tools, all math teachers utilized various communication methods that required less material. Edpuzzle and Nearpod will also enable us to better support students who struggle or are absent from school by providing access to daily lessons and activities with support. We completed our second year of implementing PreAP® Algebra 1 in the 8th and 9th grades, AP® Calculus BC, and Quantitative Reasoning for our 12th graders.

In grades K-7, teachers continued to provide instruction using the Eureka Math curriculum from Great Minds. In addition, teachers found ways to reinforce many classroom lessons and activities in fun and engaging ways utilizing digital tools such as ST math, Kahoot, Delta Math, and BrainPop. Teachers in grades K-6 implemented the ST Math program, providing students with an additional tool to further their math learning. The digital platform proved to be especially helpful during Focused Instructional Time (FIT) as it provided teachers with a self-directed outlet for students, allowing them to focus on small intervention groups. Moving into the 2021-2022 school year, the School continues to need a digital platform for math remediation and acceleration. While teachers have done an excellent job of keeping student learning on track, the need for small group targeted instruction remains significant, especially in the early grades. SSCPS will shift from using ST Math to using IXL. The IXL platform is customizable, allowing teachers to create individualized programs for students that address their needs as identified by assessment. The program is also easier for students to navigate independently allowing for teachers to have uninterrupted instructional time.

This year, teacher collaboration was more important than ever as everyone was navigating a new teaching environment. Teachers in grades K-8 met by grade level regularly to plan collectively, working hard to stay in the

same place in the curriculum throughout the school year. Teachers used the Google Workplace platform to share curricular materials and track pacing. This proved to be especially important in grades K-4, where family-elected shifts in learning mode would place a child in a different class with a different teacher.

Throughout the school year teachers identified not only the standards for prioritization, but the students who required additional support. Teachers provided some of that support to their students directly, using FIT time in grades K-12 and Office Hours at the high school level. The School expanded its after school tutoring program, offering remote tutoring to students in grades 2-8 from November through May. The School dramatically expanded its summer programming for 2021 to provide identified students with opportunities for both acceleration and remediation in math.

Teachers in grades 8 and 9 continued implementation of the PreAP® Algebra I curriculum, with two additional teachers attending training in the summer of 2020. Ninth grade students in PreAP® courses benefit from the shared instructional practices and routines that encourage the strengthening of the critical thinking skills key to math achievement throughout high school, post-secondary education, and career. The Advanced Math Decision Making (AMDM) course for 12th grade students, now in its second year, expanded its engagement of Seniors in financial literacy with the implementation of a financial literacy fair. This fair, in partnership with the History and Social Studies department, provided students with a comprehensive day of financial literacy exploration. Moving into next year, the School hopes to continue this initiative with an in-person financial literacy fair planned for the spring.

We look forward to the return of our math clubs next year to enhance the students' learning experience. In the 8th grade, the School will continue to run the Mathcount club, which offers fun and engaging activities while also providing students the opportunity to participate in math competitions. At the high school, the School will run the high school math club to engage students in exploring advanced topics in a fun way. The goal of the high school math club is to recruit more members and for its members to use their math knowledge to benefit our school community while also participating in local competitions.

### **Science and Engineering**

During the 2020-2021 school year, Levels I and II temporarily suspended the implementation of the *Full Option Science System* (FOSS) science curriculum. While the hands-on nature of the curriculum has proven to be engaging for students and effective in promoting mastery of the science Curriculum Framework for our youngest students, concerns about shared materials during the pandemic and the effective delivery of the curriculum in a hybrid or remote setting pushed the team to seek alternatives for this unique school year.

Level I teachers delivered the science curriculum through our partnership with Holly Hill Farm in Cohasset. Through lessons delivered by South Shore Charter Public School teachers with the support of Holly Hill Farm educators during weekly visits to the farm in the spring and fall and in school winter programming, students developed the skills needed to engage in scientific inquiry. This included opportunities for students to raise questions, use models, conduct investigations, analyze data, and decide when to use different types of information while learning about sustainability and seasonality. Moving as much instruction outdoors was an important aspect of the School's health and safety plan, which allowed for students in grades K-1 to have access to in-person learning for most of the school year and students in grade two to return to full in-person learning in March. This outdoor education model for delivery of the science curriculum proved to be both engaging for students and effective for student learning. Classes continued to use science note booking to document their engagement with science and engineering practices.

After two years of block scheduling, Level II made changes to allow for instruction in both science and social students throughout the school year. Restrictions due to the COVID-19 pandemic and the pressures of hybrid teaching pushed teachers to explore digital tools for delivery of the science curriculum. Teachers used platforms such as Pear Deck and Nearpod for direct instruction, supplementing those lessons with materials from platforms such as Mystery Science to provide all students across learning modes with readings, videos, simulations, questions and investigations tied to the science standards.

Teachers in grades 5-12 made significant changes to their practice in order to both maintain health and safety in the building and to teach in a challenging hybrid environment. COVID restrictions on the sharing of materials combined with the large numbers of secondary students choosing remote learning during the first part of the year proved to be especially difficult for science teachers at SSCPS who are accustomed to a hands-on approach to science learning. Science teachers enriched lessons in their hybrid classrooms using resources from SmartScience, Flinn Digital Dissections, Legends of Learning, and Labster. Many of these tools proved to be valuable, though they are not a replacement for in-person lab work. As we emerge from the pandemic, the science teaching team is working to identify the tools and practices that are worth continuing once restrictions are lifted.

High school teachers continued implementation of the PreAP® Biology curriculum for all students in grade nine. Two additional science teachers attended PreAP® training in the summer of 2020 and began to use the materials in their classrooms. PreAP® Biology teachers continued the work of fully aligning the curriculum with the science curriculum framework to ensure that students are well prepared for the Biology MCAS exam.

### **History and Social Studies**

The history and social studies department implemented additional digital tools to accommodate the shift to hybrid learning in a one-to-one setting. Teachers in middle school and high school used Google Classroom as the primary digital platform, but they also engaged and assessed students by creating interactive lessons focused on developing content knowledge and building literacy skills that foster inquiry and analytical and critical thinking. Throughout the school year, teachers worked to further develop and implement inclusive and culturally responsive curriculum materials intended to elevate mastery of standards from the *Massachusetts History and Social Studies Curriculum Framework*.

On Level I, teachers used digital tools, including *Studies Weekly*, to capture students' interest and teach them about civics, economics, community, and history. Additionally, they used supplementary literature and digital media to help students understand important events. Several members of the National Honor Society connected with Level I students through virtual meetings or recordings to share thoughts about relevant topics, such as building community and using timelines.

Level II teachers used digital resources and interactive experiences to teach students about Massachusetts history and the regional history and geography of the United States. For instance, representatives from the Commonwealth Museum virtually visited classrooms to host trivia games and share information about museum exhibits. Additionally, teachers used project-based learning to demonstrate students' standards mastery. Many students created brochures about their towns or cookbooks featuring regional recipes. Because they studied social studies throughout the year rather than alternating with science units, teachers were able to teach all of the standards despite shifts in the learning environment.

Middle school teachers adapted projects and crafted dynamic lessons for hybrid learning, and the eighth grade civics classes participated in an action project and a portion of an MCAS pilot. As part of their civics action project, eighth graders explored community, identified issues, researched a focus issue, and created persuasive essays and videos to share with their classmates.

Despite the demands of hybrid teaching and learning, high school students successfully conducted research and wrote informative papers on topics of interest. Students in grades 9 and 10 studied United States History in order to accommodate the shift in the 2018 curriculum framework. Next year, the rising sophomores will study world history. Several students successfully completed the AP® U.S. Government and Politics and AP® World History: Modern courses and took the exams. The AP® U.S. Government and Politics course involved a civics action project featuring an election simulation. AP® World History: Modern was a popular course and the first Advanced Placement® course for many sophomores. Juniors and seniors participated in a digital financial literacy fair, and seniors completed an Ethics course that featured senior debates.

## **World Languages**

During the 2020-2021 school year, the world language department expanded to include French III, as well as an honors level class for each level of Spanish and French. We had 20 students in grades 9-12 test for the Massachusetts Seal of Biliteracy program, which recognizes high school graduates who attain proficiency in two or more languages by high school graduation. Qualified students will receive a seal on their high school transcript to signify the award along with a certificate of achievement. We have four seniors who have earned the Seal in Spanish this spring, with several test results still pending.

This school year we continue to transform our curriculum to be proficiency based. With a proficiency based world language program, students learn to use the language instead of learning about the language, communicative activities are given priority, grammar is taught in the context of other meaningful activities, students examine authentic cultural resources, instruction is planned using backward design and teachers regularly provide appropriate feedback. The world language department had the opportunity to attend the American Council on the Teaching of Foreign Language this fall, where teachers took part in workshops on teaching proficiency, authentic materials, implementing culture, integrated performance assessments and technology. Many of our teachers have completed and/or are currently enrolled in graduate level courses. These courses include Digital Tools in the World Language Classroom, The 5 C's and 3 Modes of Language Learning, Advanced Spanish Conversation and Culture and New Literacies and Emerging Technologies Across the Content Areas. This summer, the level 1 Spanish and French curriculum will continue to be developed, to be implemented in the 2022-2023 school year.

## ***Supports for Diverse Learners***

SSCPS believes that students learn with a variety of modes. SSCPS faculty and staff members are expected to deliver instructional and support services that will be the most effective in helping students achieve their maximum level of success in school. SSCPS continues to provide a continuum of services through the Learning Services Department and frequently assesses and fine tunes its programs to best meet the needs of the current population. SSCPS remains committed to maintaining fully inclusive programming.

The Learning Services Department continues to comply with all Federal and State Special Education Laws and Regulations and remains committed to meeting the individual needs of all students in the least restrictive setting. SSCPS increased staffing in the occupational therapy, speech and language, and School Psychology department. These additional supports proved instrumental in continuing to provide support both in-person and remotely in these areas. Three Learning Services teachers are working on completing their final MTELs and have worked this past year under the supervision of a licensed Special Education teacher; these three teachers did receive an emergency licensure for the school year. All other Learning Services staff and ancillary service providers are certified, licensed, and/or highly qualified in the State of Massachusetts. The Learning Services department added a High School Special Educational Coordinator to the administration team. This role assists the Director of Learning Services with the creation, development, and implementation of high school programming, the evaluation of high school Special Education faculty, and management of the day-to-day High School operations.

To identify English Language Learners (ELL), SSCPS assesses language proficiency for all new students whose families are identified as speaking a language other than English on the Home Language Survey. SSCPS uses the ACCESS testing to identify the amount of support and level of proficiency for each of the identified ELL students. ELL teachers provide service to students through a combination of in class and small group pull-out support. The ELL Learning Services team is continually adjusting its model of delivery to meet the needs of this rapidly growing population at SSCPS. The ELL department continued to offer an after school virtual support program for Title III students and continued to expand the ELL summer institute to provide additional support during the summer. EL teachers utilized the National Geographic Curriculum in grades 1-6 and grades 7-12 worked with Language Live to support continued language development.

The Learning Services team continues to work to support the growing special education population at SSCPS. Pushing into common planning time and collaborating with the general education teachers helps support the School's dedication to inclusive education. To help increase Tier 1 and Tier 2 supports, special education teachers, general

education teachers, and ELL teachers work diligently to provide these supports during FIT time for all students. The scheduling of the FIT blocks allows for K-12 service providers to have time slots to service Special Education and ELL students during multiple blocks, reducing the amount of time these students spend away from general education coursework. The high school vocational and transitional program continued to provide programming this school year despite not being able to participate in-person with some of our partner programs (i.e. Best Buddies, Savers, Cardinal Cushing, and Good Life Kitchen). This year the high school learning services team worked to continue to strengthen transition services for all students. The Transition Planning Inventory 3 was adopted by the department starting with middle school and the high school. Several seniors utilized Best Buddies Pre-Employment class outside of school hours to help them prepare a resume and learn interview skills. Best Buddies also supplied the high school transition class with weekly meetings that included virtual job shadowing. To further assist families in developing transition plans, The High School Special Education Coordinator worked with the Department of Developmental Services and assisted in connecting families to Independent Living Center (IA) in East Bridgewater and Boston to begin to access services outside of school that assists with transition planning working on such skills at career exploration, driver education, and MCAS tutoring.

The Learning Services department worked tirelessly to offer all high needs students full in-person learning from the start of the school year. The school had a four-week closure from October 9th through November 9th during this time the Learning Service department continued to provide in-person learning to all high needs students. Additionally, for families that elected to remain remote, an effective and substantial virtual learning environment was provided. Service providers were able to provide small group and individual virtual instruction in all areas during this time. The counseling, Occupational Therapy, and Speech and Language department provided teletherapy and were able to maintain the sessions throughout the building closures. Additionally, the counseling department maintained sessions all year long including during school vacation weeks and after the end of the school year. The EL and SPED teachers stayed in constant contact with all the families of their students and continuously adjusted their virtual or in-person instruction to meet the individual needs of the students. The special education and ELL teams documented changes to students learning with individual learning plans. These individual learning plans helped parents and students by defining a schedule and explanation of the supports being offered, while parents opted to move between Hybrid, Remote, and full in-person options.

### ***Social, Emotional, and Health Needs***

The South Shore Charter Public School remains committed to both the physical health and safety and the social and emotional health needs of the students, faculty, and staff. This commitment was only strengthened as a result of the COVID-19 pandemic and the current events that have brought to the forefront the systemic bigotry and racial injustice that have plagued our country. The School has made the social and emotional needs of both students and staff a top priority as it plans for the recovery of our community.

The work of eleven task force teams in the summer of 2020 prepared the community for a safe return to school in September. Those task force teams put an extensive system of health and safety protocols in place that included systems for hand washing, distribution of materials, breakfast, snack, lunch, mask breaks, passing in the halls, arrival, dismissal, recess, specialist transitions, health office visits, parent meetings, small group work, events, and the appropriate use of PPE. They created policies and procedures for identification of cases, isolation, contact tracing, travel, and testing. Teams created schedules that allowed for cohorting of students in small groups and maximized the use of limited space. The School revisited these systems, routines, policies, and procedures throughout the school year as guidelines, mandates, and the circumstances of the pandemic evolved. During professional development prior to the start of school all staff members participated in extensive health and safety training. This training was revised and repeated throughout the year during Friday professional development meetings. During the first weeks of school teachers trained students in these procedures. Teachers repeated this instruction throughout the year as systems changed to allow for greater numbers of students in the building and in the outdoor tent classrooms used by K-1 students in the latter part of the year as their primary learning space. The faculty, staff, and students showed an unwavering commitment to the health and safety of the entire community throughout the crisis, allowing for in-person learning for the majority of the school year.

The School enrolled in both the Abbott BinaxNOW and the pooled testing programs as soon as these testing programs became available through the Massachusetts Department of Health and DESE. Information about both programs was provided to the school community by email, the Weekly Update, and the February and April Board of Trustees Executive Director Reports. Updates to both testing programs were ongoing throughout the spring. The Massachusetts Department of Education announced a funding change for the pooled testing initiative on Monday, March 29 which allowed the school to deploy pooled testing services for the remainder of the school year. The School's Health Office worked to ensure that all testing protocols were based upon data which indicates that pooled testing is an effective mitigation strategy for COVID-19 spread and shows strong effectiveness at reducing positivity rates in schools.

In addition to the work to ensure the health of the community, the School began an antiracism initiative that will continue moving into the 2021-2022 school year. In August fourteen teachers representing each Level attended the [National Anti-Racism Teach-In](#). That group provided a broad overview training to the staff at large during the professional development sessions prior to the start of school. The group met regularly during the school year to guide this antiracism initiative. Their work included surveying the faculty to determine areas of need, sharing resources with the faculty, and putting together full days of professional development for every faculty and staff member in January and March. The School invited Afrika Afeni Mills, the Director of Diversity, Equity, and Inclusion at BetterLesson, to lead those professional development sessions. January's work focused on having difficult conversations with students, especially conversations around race and racial violence. In March the focus was on developing and maintaining a culture of belonging for all children. Teachers brought this work back to their classrooms both as part of the Open Circle and Advisory curriculums and embedded in their academic teaching. A team of teachers will attend the [National Anti-Racism Teach-In](#) this August as the School continues this critical work.

The School scheduled time for social-emotional learning through Open Circle for grades K-4 and Advisory for grades 5-12. A team of teachers worked collaboratively to design Advisory lessons that specifically addressed the social-emotional impact of the pandemic and the challenges of digital learning. The team continuously modified that curriculum as events like the presidential election, the January insurrection, and the continued endurance of police violence by the Black community brought important issues to the forefront of students' attention and concern. This work continues as teachers plan for 2021-2022. The discontinuation of the Open Circle curriculum in June 2021 will require the K-4 team to consider options for social-emotional curriculum for the early grades over the course of the 2021-2022 school year. In the meantime, the K-4 team will continue to use the program as the basis of their social-emotional instruction in the coming school year.

## **Organizational Viability**

### **Organizational Structure**

During the 2020-2021 school year, SSCPS continued to work to adhere to all of the health and safety protocols created by the COVID-19 pandemic. This meant reducing enrollment in kindergarten and reducing class size in first grade by fifty (50) percent to allow the school to open in September with full in-person learning for students in grades K-1. The School increased its Health Office capacity by adding one nurse and creating on-call systems over the evenings and weekends to ensure effective contact tracing and adherence to all quarantine and isolation protocols. When the Abbott BinaxNow testing program became available to public school districts, the School quickly adopted the testing protocol. Additional testing protocols were adopted when "batch testing" became available to school districts statewide. SSCPS adopted both testing programs and the School was able to increase in-person learning opportunities for families who were exceedingly cautious about the health threats inherent to COVID-19.

### **Parent Survey**

The results of the Annual SSCPS Parent Satisfaction Survey were based upon 231 responses from approximately 633 families, resulting in a response rate of 36.49 percent. This is more than three times the response rate of 2020. The significant increase in the response rate to the annual survey may be attributed to parents seeking as much input

as possible during a year of varying learning model transitions. In addition to the Annual SSCPS Parent Satisfaction Survey, the School sought additional data from families by administering six additional surveys throughout the school year.

- SSCPS Remote Learning Family Survey (July 2020)
- SSCPS Hybrid Learning Family Survey (July 2020)
- SSCPS Parents Association Remote Learning Survey (November 2020)
- SSCPS Survey for In-Person Learning Grades 3-5 (March 2020)
- SSCPS Survey for In-Person Learning Grades 6-8 (March 2020)
- SSCPS Survey for In-Person Learning Grades 9-12 (March 2020)

Despite transitions from three different learning models, survey results did not indicate a significant drop in parent satisfaction in the academic program. Lower ratings in ELA, Mathematics, Social Studies, World Language, and the Arts may be attributed to the heavy reliance on technology and hybrid learning throughout the school year. The increase in the Science ranking may be attributed to an increase in outdoor education including the school’s organic garden and Holly Hill Farm. Data from the annual survey continues to assist strategic planning, determining educational programming, defining school culture, and determining the School’s greatest needs. Families continue to express support for a regulation gym space, athletic fields, and increased outdoor space. The School is aware of the need for a library and learning commons at the high school, and of the need to increase staffing and resources in the area of information technology. Data gleaned from all surveys will continue to be used to set educational priorities and plan for next year and the years ahead.

**Parent Survey Question 4 from the Annual Survey:**

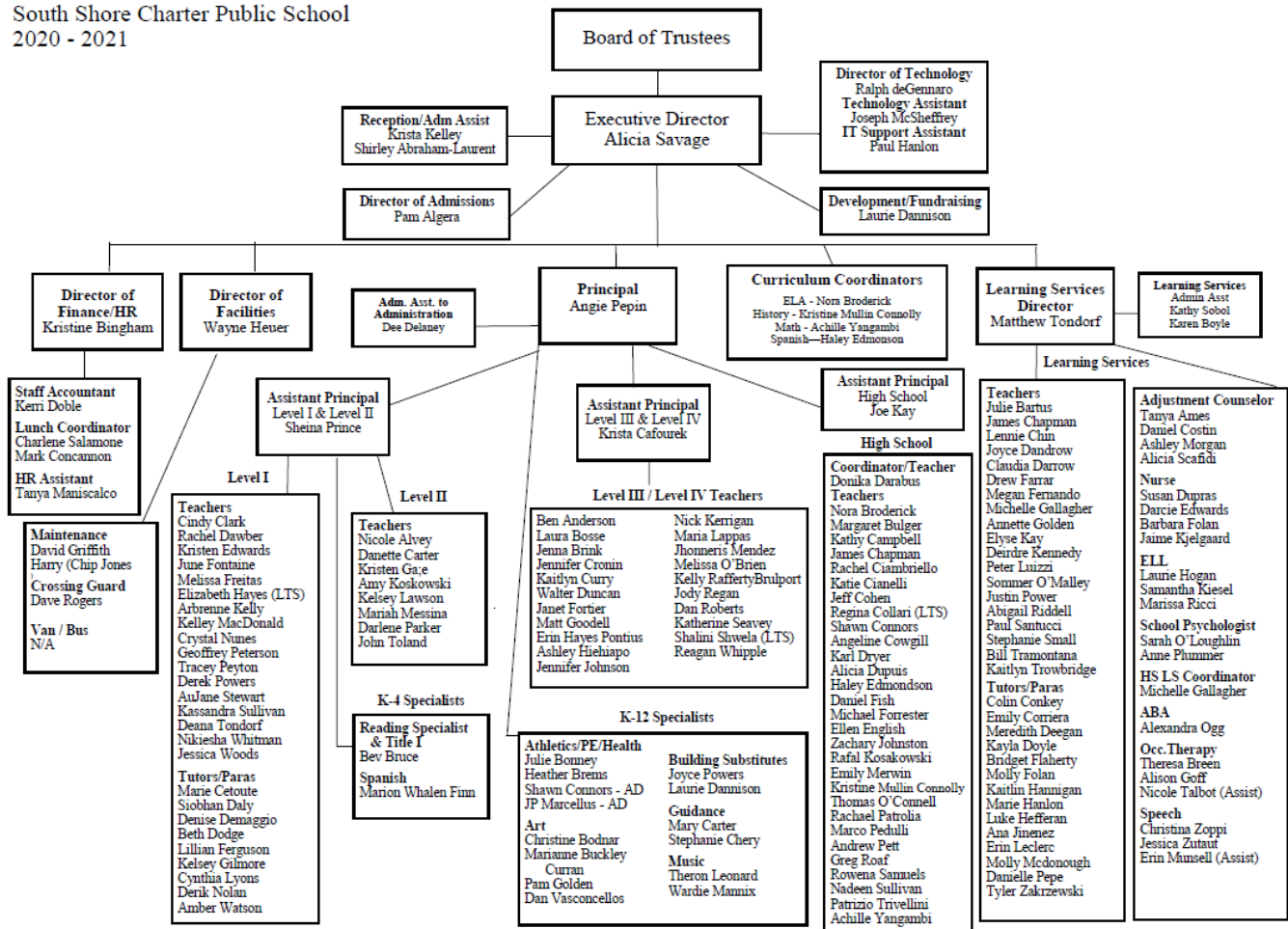
**SSCPS offers a rigorous academic program that prepares students well for future schooling.**

Subject	Agreed/Strongly Agreed 2020	Agreed/Strongly Agreed 2021	+/-
English Language Arts	96.77	91.59	-5.18
Mathematics	95.16	92.56	-2.6
Science	91.93	93.49	+1.56
Social Studies	96.78	92.46	-4.32
Spanish/French	89.83	83.91	-5.92
The Arts	90.32	86.13	-4.19

Survey results indicate the degree to which families approved of the academic programming offered by the South Shore Charter Public Schools. 91.59 percent *Agreed* or *Strongly Agreed* that “SSCPS offers a rigorous academic program that prepares students well for future schooling” in English Language Arts. 92.56 percent *Agreed* or *Strongly Agreed* the same for Mathematics. Science received a higher ranking than in 2020 with 93.49 percent of parents selecting *Agreed* or *Strongly Agreed*. A belief that the rigor of the Social Studies program was evident as 92.46 percent of families indicated *Agreed* or *Strongly Agreed*. 83.91 percent *Agreed* or *Strongly Agreed* the same for Spanish and French, and 86.13 percent *Agreed* or *Strongly Agreed* for the Arts.

# Organization Chart

South Shore Charter Public School  
2020 - 2021





## Budget and Finance

### Financial Profile

The following five pages show the unaudited draft financial statements for the fiscal year ending June 30, 2021 including depreciation expenses. These include the FY21 Statement of Financial Position, FY21 Statement of Activities and Changes in Net Assets, and the FY22 Approved Operating Budget. The School's independent audit will be completed by October 31, 2021. This audit will be provided to the ESE, the Legislature's Joint Committee on Education, Arts and Humanities, members of the SSCPS Board of Trustees, the Office of the State Auditor, and the State Inspector General's office. If you wish a copy, please call the Business Office at 781-982-4202 x106.

UNAUDITED	Statement of Financial Position For the period ending June 30, 2021	DRAFT
<b>CURRENT ASSETS</b>		
	Cash	\$6,659,971
	Deposits & Prepaid Expenses	239,120
	Accounts Receivable	57,0532
	Grants/Tuition Receivable	<u>173,3395</u>
<i>Total Current Assets</i>		<b><i>\$7,129,484</i></b>
<b>Property &amp; Equipment</b>		
	Furniture & Equipment	\$526,958
	Technology	1,516,976
	Vehicles	343,974
	Building & Improvements	5,359,014
	Loan Fees-Old	17,100
	Accumulated Depreciation	<u>(3,845,411)</u>
<b>Net Property &amp; Equipment</b>		<b><i>\$3,918,611</i></b>
<b>Other Assets</b>	Right to Use Assets	<u>\$13,284,294</u>
<b>TOTAL ASSETS</b>		<b><i>\$24,332,389</i></b>
<b>CURRENT LIABILITIES</b>		
	Accounts Payable & Accrued Expenses	\$1,353,201
	Due to Others	105,674
	Deferred Rent	0
	Auto Loan	<u>0</u>
<i>Total Current Liabilities</i>		<b><i>\$1,458,875</i></b>
<b>Long Term Liabilities</b>		
	Lease Liabilities	<u><b><i>\$13,832,373</i></b></u>
<b>Total Liabilities</b>		<b><i>\$15,291,248</i></b>
<b>Net Assets (Equity)</b>		
	Retained Earnings	\$9,191,872
	Opening Balance Equity	209,504
	Temporarily Designated	19,186
<b>Net Income/Loss</b>	Net Income/Loss	<u><b><i>(\$379,421)</i></b></u>
<i>Total Equity</i>		<b><i>\$9,041,141</i></b>
<b>TOTAL LIABILITIES &amp; EQUITY</b>		<b><i>\$24,332,389</i></b>

**UNAUDITED Statement of FY21 Activities and Changes in Net Assets DRAFT**

**For the period ending June 30, 2021**

	<i>FY21 APPROVED BUDGET</i>	<i>FY21 ACTUAL EXPENDITURES</i>
<b>OPERATING REVENUES:</b>		
Tuition	\$16,416,220	\$15,600,601
Grants-State	0	61,525
Grants-Federal	528,804	897,508
Grants-Private	16,000	16,107
Nutrition Funding-State & Federal	102,000	74,897
Program Fees	83,000	2,407
Contribution/Fundraising	15,000	6,148
Interest Income	60,000	15,513
<u>Other-Medicaid Reimbursement</u>	<u>25,000</u>	<u>25,000</u>
<b>Total Operating Revenues</b>	<b>\$17,246,024</b>	<b>\$16,699,706</b>
<b>OPERATING EXPENDITURES:</b>		
<i>Administration</i>		
Salaries-Administrative Professional	\$126,270	\$127,190
Salaries-Administrative Support/Clerical	181,220	184,084
Salaries-Business Office	244,961	245,141
Salaries-Technology	176,094	197,282
Salaries-Development	20,000	20,000
Accounting-Audit	30,000	29,466
Legal	10,000	3,913
HR/Payroll	55,000	64,336
Other Professional Consulting Services	55,000	3,247
Information Management & Technology	64,192	80,775
Office Supplies & Materials	115,500	36,217
Professional Development (Admin & Board)	5,000	21,075
Dues, Licenses, & Subscriptions	25,000	4,524
Recruitment & Advertising	13,000	6,010
Travel Expenses (Staff & Board)	6,750	185
Bank Charges-Current (Short Term)	2,000	1,377
<u>Other: School Wide Events</u>	<u>41,050</u>	<u>12,171</u>
<b>Total Administrative Expenses</b>	<b>\$1,171,037</b>	<b>\$1,036,993</b>
<i>Instructional Services</i>		
Salaries-Teachers	\$7,007,036	\$7,419,424
Salaries-Specials	268,455	268,455
Salaries-Instructional Leaders	911,801	696,282
Salaries-Other (Guidance/Counseling/Psych)	605,066	571,010
Salaries-Other LS Prof (Speech/OT/BCBA)	335,132	323,136
Salaries-Other (K-12 Building Subs/After school)	196,000	123,225
Salaries-Paraprofessionals	684,188	659,198
Salaries-Teaching Tutors	286,500	185,536
Salaries-Support/Clerical	181,000	180,233
Contracted Services-Instructional	75,000	52,618
Instructional Tech in Classroom	36,296	55,239
Instructional Supplies & Materials	150,345	199,977
Testing & Assessment	37,610	19,680
Professional Development	91,595	18,655
Dues, Licenses & Subscriptions	6,030	3,877
Staff Stipends in addition to Base Salary	10,000	40,228
Bonus/Longevity/& Early Retirement Incentive	38,000	134,453
<u>Other- Furniture</u>	<u>6,200</u>	<u>22,240</u>
<b>Total Instructional Services</b>	<b>\$10,926,254</b>	<b>\$10,973,466</b>

<b><i>Other Student Services</i></b>		
Salaries-Food Services	\$69,250	\$73,268
Salaries-Health Services	200,062	251,892
Salaries-Coaching/Athletics	57,750	9,000
Salaries-Transportation	25,000	0
Food Services	145,000	83,635
Health Office Supplies	54,000	100,083
Athletic Services	41,370	3,743
Other-Student Award	3,000	2,000
Other-Field Trips	7,500	11,290
<u>Other-Student Transportation</u>	<u>26,000</u>	<u>300</u>
<b><i>Total Other Student Services</i></b>	<b><i>\$628,932</i></b>	<b><i>\$535,211</i></b>
<b><i>Operation &amp; Maintenance of Plant</i></b>		
Salaries-Operation & Maintenance of Plant	\$164,116	182,878
Utilities	281,230	234,854
Maintenance of Building & Grounds	295,477	331,631
Maintenance of Equipment	15,400	10,229
Rent/Lease of Buildings & Grounds	1,424,896	907
Rent/Lease of Equipment	22,548	17,468
<u>Furniture Replacement</u>	<u>2,000</u>	<u>2,000</u>
<b><i>Total Operation &amp; Maintenance of Plant</i></b>	<b><i>\$2,205,667</i></b>	<b><i>\$790,270</i></b>
<b><i>Fixed Charges</i></b>		
Payroll Taxes	\$357,935	\$269,457
Fringe Benefits (includes MTRS in-kind)	1,392,650	5,205,715
Insurance (Non-Employee)	60,000	60,731
Other: Depreciation Expenses	450,000	410,530
Other: Contingency	30,000	0
Other: Capital Lease Loan Interest Expense		665,304
Other: Capital Lease Amortization Expense		1,014,468
<u>Other: Short Term Interest/Bad Debt</u>	<u>5,000</u>	<u>(1,405)</u>
<b><i>Total Fixed Charges</i></b>	<b><i>\$2,295,585</i></b>	<b><i>\$7,624,800</i></b>
<b><i>Total Operating Expense</i></b>	<b><i>\$17,227,475</i></b>	<b><i>\$20,960,740</i></b>
<b><i>Net Ordinary Income/Loss</i></b>	<b><i>\$18,549</i></b>	<b><i>(\$4,261,034)</i></b>
In-Kind Donations	0	0
<u>Net Other Income-MTRS In-kind</u>	<u>0</u>	<u>\$3,881,613</u>
<b><i>Net Income</i></b>	<b><i>\$18,549</i></b>	<b><i>(\$379,421)</i></b>
<b><i>QUASI CASH PROFIT/LOSS CALCULATION:</i></b>		
Add back Depreciation	\$450,000	\$ 410,530
Add back Deferred Rent	12,430	0
Add back Diff in Rent & Capital Amort		254,877
Less: Capital Technology	(46,720)	(214,626)
Less: Capital Equipment	(138,333)	(139,264)
<u>Less: Capital Building Improvements</u>	<u>(222,000)</u>	<u>(169,728)</u>
<i>Subtotal</i>	\$55,377	\$141,789
<b><i>Total Quasi Cash Reserves Profit or Loss</i></b>	<b><i>\$73,926</i></b>	<b><i>(\$237,632)</i></b>

**FY22 Approved Operating Budget-Approved by BOT May 20, 2021**

<b>SOUTH SHORE CHARTER PUBLIC SCHOOL</b>	<b>FY22 Budget</b>
<b>Year of Operation</b>	27
Budgeted Enrollment K-12	1,055
DOE Tuition Per Pupil (includes facilities aid)	<b>16,200</b>
<b>INCOME:</b>	
State Tuition & fac aid	\$17,091,000
State & Fed Grants	928,955
Private & Competitive Grants & Fundraising	45,200
Program Fees	88,500
<b>Total Revenue</b>	<b>\$18,153,655</b>
<b>EXPENSES:</b>	
Compensation & Benefits	\$ 14,311,723
Professional Development	92,000
Direct Program Support	768,350
Office Costs	290,350
Other Costs	7,000
Building Utilities/Occupancy Expenses	675,061
Depreciation	450,000
Capital Lease Interest Exp	629,297
Capital Lease Amortization	1,014,468
Contingency	-
<b>Total Program Expenses</b>	<b>\$ 18,238,249</b>
<b>Subtotal Net Income</b>	<b>\$ (84,594)</b>
<i>Add Depreciation &amp; Amortization</i>	\$ 450,000
<i>Add Difference in Rent Exp &amp; Amort &amp; Int</i>	230,600
<i>Less Capital Budget</i>	(374,020)
<b>Subtotal Other Income &amp; Expenses</b>	<b>\$ 306,580</b>
<b>Quasi Cash Profit/Loss</b>	<b>\$ 221,986</b>

<b>FY22 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 16, 2021 submission	1,075
Number of students upon which FY22 budget tuition line is based	1,055
Number of expected students for FY22 first day of school	1,055
Please explain any variances: Since March 2021, 39 students informed us that they were not returning. We budget conservatively, approximately 2% less each year, than the expected students.	

## FY22 CAPITAL PLAN

The South Shore Charter Public School continues to operate in three locations. The main building was built in the early 1980's, is a 53,000 square foot former commercial office building which will serve students in grades K-8. Some of the operating systems are working beyond their useful life and are in need of replacement or energy efficient upgrades. Our High School and some administrative offices are located in additional leased space utilizing 33,904 square feet in the same office park as the K-8 and PE/Art buildings. The School also leases a 4,800 square foot building for our K-12 physical education and art programs. The School continues to look for additional space in our high school location for programming. The following is a list of capital expenditures or building improvements the School intends to fund from existing capital budget or reserves:

Project Description	Project Status	Project Schedule	Project Cost Estimate	How Financed?
Generator Replacement-This project is ongoing	Ongoing	TBD	\$320,000	TBD
HVAC Heat Pump Replacement	Ongoing	As needed	\$50,000	FY22 Capital Budget
HVAC-Air Purification System. Installation of Global Plasma Ionizers in HVAC	Begin FY22	To be completed in FY22	\$50,000	Funded by ESSER II Grant
Bathroom Renovations	Begin FY22	To be completed in FY22	\$75,000	Funded by ESSER III Grant
Exterior site work is needed for parking lot repaving, relining, curbing and outdoor lighting improvements need to be completed.	Research Phase	TBD	\$150,000	TBD
Lighting Upgrade-LED	Begin FY22	Project begins in FY22 where half of the K-8 building will be upgraded. The remainder will be completed in Fy23.	\$200,000	FY22 & FY23 Capital Budgets
The school seeks to improve security at all locations by upgrading all exposed windows and glass doors/vestibules with new security glass/film.	Research Phase	TBD	\$225,000	TBD
New Gym Flooring	To begin FY22	To be completed in FY22	\$20,000	FY22 Capital Budget
<b>LONG RANGE CAPITAL PLANNING</b>				
Long range goal of purchasing new buildings and playing fields to support the growing K-12 programs of SSCPS. Also includes potential renovation costs.	Research Phase	TBD	\$25,000,000	Bank Financing and Cash Reserves

## Appendix A

### Accountability Plan Evidence 2020-2021

#### Faithfulness to Charter

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: SSCPS will provide students with a rigorous academic program that includes project-based learning at every grade level.</b>		
Measure: 100% of SSCPS students will participate in Projects/Workshops. Each year a minimum of 80% of SSCPS students in grades 5-12 will earn a score of 80% or better in their Project/Workshop courses and on their Exhibitions of Mastery projects.	<b>Data is incomplete due to COVID-19 restrictions</b>	Concerns around health and safety, particularly the need to cohort students, significantly impacted Projects/Workshops this year. High School students did not participate in Workshops. K-8 Projects were abbreviated and restricted by cohort. Exhibition of Mastery projects were reduced and graded pass/fail.
Measure: Annually, 90% of students leaving a Level will successfully complete the internal and external performance evaluations that are outlined in the <a href="#">Exit Standards</a> for that Level.	<b>Partially met due to COVID-19 restrictions</b>	Priorities shifted this year as the School worked to maintain a safe environment and to address student needs resulting from the pandemic. As a result of this shift, the School waived/modified several Exit Standards at each Level.
<b>Objective: SSCPS will support the academic and social-emotional needs of students in an inclusion model.</b>		
<b>Measure:</b> All SSCPS students will participate in inclusion classes. At the high school level 30% of DESE classified High Needs students will successfully complete Honors and/or AP coursework annually.	<b>MET</b>	All SSCPS students participated in inclusion classes. At the high school this year 59 out of 155 (38%) high needs students successfully completed Honors and/or Advanced Placement coursework.
<b>Measure:</b> Annually, 90% of students in grades 5-12 will report feeling physically and emotionally safe at school. 90% of students in grades 5-12 will be able to identify an adult at school they are comfortable talking to when they are struggling. Sixty percent of students will respond to the survey.	<b>Data is incomplete due to COVID-19 restrictions</b>	While we administered many surveys this school year, we did not administer our traditional end of year survey. Our focus this year was on health and safety, making the new learning models as effective as possible for students, and addressing pandemic related trauma.
<b>Objective: SSCPS students will all participate in age-appropriate levels of community service both at school and within their home communities.</b>		
<b>Measure:</b> Annually, 75% of Projects and Workshops will engage in community service over the course of the school year.	<b>Measure not met due to COVID-19 restrictions</b>	Due to health and safety concerns Projects and Workshops did not run at every grade level. The School did not encourage community service.
<b>Measure:</b> Annually, 90% of all students will meet the community service requirement.	<b>Measure not met due to COVID-19 restrictions</b>	The School did not encourage traditional community service this school year due to health and safety concerns.

<b>Objective: SSCPS will support college and career readiness through internship opportunities and college level academics.</b>		
<b>Measure:</b> 100% of SSCPS seniors will participate in an off campus Senior Internship Project or Independent Study and present their experience and research to peers and faculty as a requirement for graduation.	<b>Measure not met due to COVID-19 restrictions</b>	The School waived the Senior Internship Project requirement this school year due to the pandemic.
<b>Measure:</b> 30% of graduating Seniors will earn a score of 3 or higher on at least one Advanced Placement exam.	<b>MET</b>	22 out of 73 or 30.1% of graduating Seniors earned a score of 3 or higher on at least one Advanced Placement exam prior to graduation.
<b>Measure:</b> 90% of SSCPS students will participate in the SAT exam. In the aggregate, SSCPS students meet or exceed state averages on the SAT.	<b>Partially met due to COVID-19 impact</b>	To provide all students with an opportunity to test, the School administered the SAT twice in the 2020-2021 school year, once to Seniors in the fall and once to Juniors in the spring. In the fall 68 out of 73 or 93% of Seniors took the SAT exam. In the spring 56 out of 72 or 78% of Juniors took the SAT. Students cited health concerns as a reason for not testing. With the exception of the Senior class on the Reading and Writing section of the exam, students did not exceed state averages in the aggregate.
<b>Objective: SSCPS will have an integrated K-12 academic program within a culture of continuous instructional improvement.</b>		
<b>Measure:</b> The faculty will regularly meet in cross-grade level teams to revisit and revise the curriculum both horizontally and vertically to ensure that students meet or exceed the goals set in the Massachusetts Curriculum Frameworks during year long, departmental professional development that exceeds 30 hours per year.	<b>MET</b>	Teachers met weekly both by department and by Level to assess student learning and identify learning gaps in need of remediation. All teachers completed training in Google Fundamentals and used those tools to collaborate online, sharing curricular materials and pacing calendars. This work was particularly important this year as shifts in learning mode elected by families had an impact on classroom composition.
<b>Measure:</b> 75% of Projects and Workshops will engage in multi-grade level activities over the course of the school year when permitted per CDC/DESE guidance.	<b>Measure partially met due to COVID-19 restrictions</b>	The trajectory of the COVID-19 virus took a significant turn for the worse during the winter months. We were unable to reinstate Projects and Workshops as was the initial hope. Keeping students in cohorts whenever feasible was a key component of the School's pandemic mitigation strategy. SSCPS suspended in-person cross-Level activities for the school year. However, there were some virtual multi-grade activities during the school year.

## Dissemination

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: SSCPS collaborates with districts and other charter schools to share innovative practices and provide models for best practices.</b>		
<b>Measure:</b> At least five staff members per year will disseminate the SSCPS model by presenting best practices at educational consortiums and conferences.	<b>Measure not met due to COVID-19 restrictions</b>	The demands of the pandemic required the School to prioritize the health and safety, academic needs, and social-emotional well-being of the students and staff in the building. SSCPS will refocus attention on the dissemination of best practices as we emerge from the pandemic.
<b>Measure:</b> SSCPS staff members will collaborate with others in the charter school network and with sending districts to promote best practices for High Needs students.	<b>MET</b>	Members of the ILT collaborated with colleagues through the Massachusetts Charter Public School Association in the summer of 2020 as schools worked on their plans for reopening. The Director of Learning Services worked with colleagues from sending districts throughout the school year in meetings that largely focused on special education best practices during the pandemic. The Executive Director participated in Brockton School Roundtable Discussions, meetings that included school leaders serving Brockton students, sharing best practices for in-person learning.
<b>Measure:</b> SSCPS Staff members will join other districts at the National Anti-Racism Teach-in annually to launch a school-wide initiative which will directly address the current national narrative.	<b>MET</b>	Fourteen teachers representing each Level attended the <a href="#">National Anti-Racism Teach-In</a> . That group provided a broad overview training to the staff at large in August. They met regularly during the school year to guide our antiracism initiative. Their work included surveying the faculty to determine areas of need, sharing resources with the faculty, and putting together two full days of professional development for every faculty and staff member. The School invited Afrika Afeni Mills, the Director of Diversity, Equity, and Inclusion at BetterLesson, to lead that professional development. January's work focused on having difficult conversations with students, especially conversations around race and racial violence. In March the focus was on developing and maintaining a culture of belonging for all children.



## Appendix B

### Recruitment and Retention Plans 2020-2021

#### Recruitment Plan

2020-2021

**School Name: South Shore Charter Public School**

#### 2020-2021 Implementation Summary

The student population of the South Shore Charter Public School continues to reflect the diversity of all twenty-six sending districts on the south shore. The School continues to recruit and enroll students from a wide range of socio-economic, linguistic, and cultural backgrounds. The School actively solicits prospective students from all designated sending districts, except for Randolph due to a directive from DESE. SSCPS has seen the strongest interest and highest number of applications from Weymouth (156), the second highest number from Randolph (115), and the third highest number from Brockton (88).

Enrollment demographics illuminate that the *First Language Not English* and *English Language Learner* student populations continue to show the most significant increases over a multi-year trajectory. This increase is due to more accurate identification methods as well as increases in these populations. As ESE CHART/DART data indicates, the *First Language Not English* student population has increased from 0.4 in FY12 to 22.1 in FY16, 27.0 in FY17, to 32.1 in FY18, 36.1 in FY19, 41.0 in FY20, and 44.8 in FY21. Comparatively, statewide this specific student population has shown a smaller increase from 16.7 in FY12 to 19.0 in FY16, 20.1 in FY17, 20.9 in FY18, 21.9 in FY19, 23 in FY20, and 33.9 in FY21. The Comparison Index is 9.4 in FY12, to 11.3 in FY16, 12.9 in FY17, 13.8 in FY18, 14.7 in FY19, 15.6 in FY20, and 23.0 in FY21.

Weymouth, currently the School's largest sending district, has a *First Language Not English* student population growth of 5.5 in FY12, to 8.6 in FY16, 9.8 in FY17, 10.7 in FY18, 11.8 in FY19, 13.1 in FY20, and 14.4 in FY21. Randolph, the School's second largest sending district with a higher number of students in the *First Language Not English* category, has a student population growth of 38.0 in FY12, to 35.5 in FY16, 36.6 in FY17, 37.5 in FY18, dropping to 37.0 in FY19, 36.9 in FY20, and 37.1 in FY21. These comparative indicators demonstrate less growth in the *First Language Not English* student population than the South Shore Charter Public School.

The population of students categorized as *English Language Learners* has increased from 0.4 in FY12 to 10.1 in FY16, 15.8 in FY17, 13.8 in FY18, 12.2 in FY19, 14.9 in FY20, but then decreased to 6.7 in FY21. The decrease may be attributed to data including students moving out of ELL services as determined by ACCESS scores. Statewide this student population demonstrates a similar trend in declining numbers. Statewide there had been a small overall increase from 7.3 in FY12 to 9.0 in FY16, 9.5 in FY17, 10.2 in FY18, 10.5 in FY19 and 10.8 in FY20. The Comparison Index is 3.8 in FY12 to 8.6 in FY16, dropping to 5.0 in FY17, 6.2 in FY18, 6.3 in FY19, and 6.7 in FY20. In FY 21, that number dropped to 10.5. Weymouth has experienced less growth in the *English Language Learner* population over the nine year trajectory, 2.1 in FY12 to 3.1 in FY16, 3.4 in FY17, 3.6 in FY18, 3.8 in FY19, and 4.3 in FY20. Randolph has experienced some growth, 10.3 in FY12 to 12.7 in FY16, 12.2 in FY17, 15.7 in FY18, 15.3 in FY19, 16.4 in FY20, and 5.5 in FY21.

The South Shore Charter Public School continues to experience significant growth in the *Students with Disabilities* subgroup. This subgroup was 12.2 in FY12 and has grown significantly reaching 16.2 in FY15. Following the FY15 surge, the School has experienced a slight decrease in students of that subgroup, 14.7 in FY16, 15.7 in FY17, and up again to 16.7 in FY18 and FY19 and at an all-time high of 19.1 in both FY20 and FY21. This number is significantly greater than the Comparison Index of 10.8 in FY12 to 11.3 in FY16, 12.0 in FY17, 12.7 in FY18, 12.9 in FY19, 13.3 in FY20, and 13.6 in FY21. Our school remains committed to this subgroup and will continue to provide an inclusive learning environment.

In FY15 ESE reformulated the data point resulting in *Low Income* becoming reclassified to *Economically Disadvantaged*. According to CHART/DART data, the School went from a 19.7 percent eligibility for *Free Lunch* and a 9.2 eligibility for *Reduced Lunch* to a 9.5 student classification in 2015 and a 10.6 percent student classification in 2016 called *Economically Disadvantaged*. In FY17 that indicator was 14.5 percent, in FY18 the indicator increased to 18.3, in FY19 the indicator was

19.6, and FY20 saw an increase in that population to 21.1. Within last year's Recruitment Plan, the School anticipated the number to grow due to the economic crisis created by the COVID-19 pandemic. This prediction proved correct. The current *Economically Disadvantaged* percentage is now 28.7 for FY21, an increase of 7.6 percent and the greatest one year increase since that indicator has been measured.

Analyzing CHART/DART data has enabled the School to determine which recruitment strategies have proven successful and how best to enhance what has worked. Despite COVID-19 restrictions, the School continued to use social media and online strategies to reach out to communities and all learners. The School also deployed a direct marketing postcard campaign. The School hosted two online open house information sessions which were not well attended largely due to virtual information fatigue. The School's website was updated to facilitate the application process, means of translation and enrollment is now online. The School newsletter, the *Weekly Update*, was deployed to a larger audience and made available to prospective families in multiple languages and posted on *Twitter*, *Facebook*, and *Instagram*.

Following this series of recruitment efforts limited by COVID-19 restrictions, the total number of applications received was 657. Randolph and Brockton remain the School's top sending districts with the highest ELL and FLNE student populations. In February the School received notification that 102 non-sibling Randolph applications must be skipped over and placed on the waitlist. The enrollment limit is due to the net school spending (NSS) cap. Randolph resident applicants were included in the lottery and placed on the waitlist yet remain ineligible for enrollment in the 2021-2022 school year unless the applicant is the sibling of a current South Shore Charter Public School student. The School anticipates a significant impact on the diversity of the student population due to this ESE directive.

### General Recruitment Activities for 2020-2021

The South Shore Charter Public School actively solicits prospective students from the sending districts of Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, and Whitman. Despite the ongoing gathering restrictions created by COVID-19, the School was able to continue with modified recruitment activities. The educational program continues to attract students from all sending districts, of all educational special needs, and with great socio-economic and linguistic variety. Families throughout the south shore understand that the South Shore Charter Public School is a full inclusion school. This approach continues to attract a significant number of families from districts where specific subgroups do not meet the target toward narrowing proficiency gaps.

The South Shore Charter Public School deployed recruitment strategies that have proven effective in attracting a diverse student population but were modified to remain within Massachusetts health and safety guidelines. During the 2020-2021 academic year, the School held five virtual open houses, advertised in the local media, continued the direct mail campaign, continued its social media presence, and posted information about the School. These virtual open houses were not well attended due to the fact that prospective students and families were unable to come into the building and experience the campus in person. This did have an impact on the final number of applications received. This is the fourth year of the School's online application process which assisted the School greatly during enrollment season right up to the enrollment lottery.

General recruitment activities for the 2020-2021 academic school year include:

1. Five virtual enrollment open houses in December, January, and February
2. Full use of local online and print media through the Patriot Ledger and the Brockton Enterprise including advertisements, calendar postings, and news articles
3. Direct marketing mail campaign
4. Promotions on social media and the school website
5. Ongoing posting of the School's newsletter, the *Weekly Update*, on social media platforms *Twitter*, *Facebook*, and *Instagram* which may be translated into multiple languages
6. Next year the school will resume some community outreach events possibly including community service in sending districts, the road race, and evening celebration events including a multicultural celebration night, theatrical productions and musical performances

## Recruitment Plan – Strategies

### Special education students/students with disabilities

**(a) CHART/DART data**

**School percentage:** 19.1  
**GNT percentage:** 13.4  
**CI percentage:** 13.6

The school remains above GNT percentages and above CI percentages

**(b) 2020-2021 Strategies**

Met Gap Narrowing Target (GNT)/Comparison Index (CI): no enhanced/additional strategies needed

- Learning Services Director will continue to attend South Shore Special Education Administrative Council meetings and promote school as a placement opportunity for special education students (Modified to virtual communication for 2020-2021 due to COVID-19)
- IMPACT parent meetings will be held for outreach and recruitment efforts (Temporarily suspended due to COVID-19 restrictions)
- Learning Services Director and Special Education faculty members will attend all recruitment events including Open Houses with a designated room and informational presentation from the Learning Services Department (Moved online due to COVID-19 restrictions)
- Continue informational posts on School’s social media pages and website
- Reinforce positive relationships with sending districts seeking to reduce the financial impact of special education students within traditional school districts
- Host guest speakers with areas of expertise in Learning Services topics for parents and guardians (Temporarily suspended due to COVID-19 restrictions)

### English Language Learners

**(a) CHART/DART data**

**School percentage:** 6.7  
**GNT percentage:** 5.6  
**CI percentage:** 6.7

The school remains above GNT percentages and the same as CI percentages

**(b) 2020-2021 Strategies**

Met GNT/CI: no enhanced/additional strategies needed

- Increase the venues for formal and informal Title I outreach
- Enhance International Food Night and Literacy Night to accommodate a greater number of families and increase cross-cultural interaction (Some events cancelled due to COVID-19)
- Move International Food Night off campus in Norwell to Stetson Hall in Randolph (Temporarily suspended due to COVID-19 restrictions)
- Increase dissemination of enrollment information in communities and sending districts where ELL populations are most evident (Unable to do so in Randolph due to ESE mandate)
- Maintain website to ensure continued translation abilities
- Continue to use and update format of school newsletter that is able to be translated into multiple languages
- Develop a school presence on targeted radio stations

### Economically Disadvantaged

**(a) CHART/DART data**

**School percentage:** 28.7  
**GNT percentage:** 19.1  
**CI percentage:** 28.7

The school is above GNT percentages and the same as CI percentages

**(b) 2020-2021 Strategies**

Met GNT/CI: no enhanced/additional strategies needed

- Increase website accessibility and electronic application process at school and during open house event
- Increase transportation options and provide more detailed carpooling information on website
- Establish a parent committee to address school transportation
- Target enrollment outreach to sending districts with the highest number of families whose children are eligible for free or reduced lunch
- Target enrollment outreach to neighborhoods with the highest populations of economically disadvantaged students with direct mail

	<ul style="list-style-type: none"> <li>• Continue to reduce or waive athletic fees for students eligible for free or reduced lunch</li> <li>• Limit field trips to affordable options for families and offer financial support for extracurricular activities (Most field trips suspended during the 2020-2021 school year due to COVID-19 restrictions but scheduled to return in the fall of 2021)</li> </ul>
Students who are sub-proficient	<p style="text-align: center;"><b>(d) 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• Continue to work with sending districts to identify students who are struggling within traditional district schools</li> <li>• Provide school tours and transcript reviews prior to admission acceptance</li> <li>• Deploy IMPACT to reach out to families of struggling students in district schools</li> <li>• Continue to promote the school as inclusive at all enrollment events and online</li> </ul>
Students who have dropped out of school	<p style="text-align: center;"><b>(f) 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• Solicit applications for grades 10, 11, and 12 from local agencies and sending districts</li> <li>• Articulate possible tracks to graduation using dual enrollment, online coursework, and credit recovery</li> <li>• Further develop the School’s relationship with Wellspring and sending districts</li> </ul>

## Retention Plan 2020-2021

### 2020-2021 Implementation Summary

The South Shore Charter Public school experienced a decreased rate of attrition in 2021. Attrition decreased from 10.3 to 8.1 as of October 2020. The statewide average is 3.7 percent and includes both district and charter public schools. Although this year saw an improvement in attrition, the School’s rate is attributed to factors such as COVID-19 health and safety protocols, including losing a bus service company and transportation routes due to COVID-19, and new students who accepted an invitation, enrolled, but did not attend classes and instead remained in their sending school district or home schooled due to COVID-19.

The current retention or stability rate is 92.9, which is up from 89.7 percent last year. As indicated on the ESE website, “The COVID-19 pandemic had a profound impact on the 2019-2020 school year. Data reported below [on website] may have been affected by the pandemic. Please keep this in mind when comparing data over multiple school years.” The retention rate for *English Language Learners* is 95 percent. This is the same as the statewide average retention rate for *English Language Learners* of 95 percent. The School’s retention rate for students in the *High Needs* category is 92.2 percent, lower than the statewide average rate of 96.4 percent. The retention rate for *Students with Disabilities* is 92.7 percent. This is lower than the statewide average retention rate 96.8 percent. The School’s retention rate for students in the *Economically Disadvantaged* subgroup is 96.2 percent, slightly lower than the statewide average of 96.7 percent.

To encourage student retention, the School will continue to offer a wide variety of programming and extracurricular opportunities to engage all learners. Supplemental education services include before and after school tutorials, increased summer support services, free tutoring for students academically at-risk, acceleration programming, and extended day opportunities. As restrictions from the COVID-19 pandemic lift, students will once again be able to participate in after school athletics and before school music programs.

The student to teacher ratio and class size remains low; and class sizes of six to ten students for at-risk populations. During the 2020-2021 school year there were four kindergarten and eight grade one classrooms with a student teacher ratio of 12 to 1. The student teacher ratio at all other grades will remain low averaging 10.6 to 1.

Parents continue to be recognized as partners in their child’s education. In addition to the *Weekly Update*, the School will maintain the website, and increase email communication to facilitate communication. The number of outreach events was curtailed due to COVID-19, however, parents remained in close contact with the school virtually.

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	90 %

**Retention Plan –Strategies**

**Special education students/students with disabilities**

<p><u>(a) CHART/DART data</u></p> <p><b>School percentage:</b> 7.3% <b>Third Quartile:</b> 10.2%</p> <p>The school is above third quartile percentages.</p>	<p align="center"><b>(b) 2021-2022 Strategies</b></p> <p align="center"><i>Below third quartile: no enhanced/additional strategies needed</i></p> <ul style="list-style-type: none"> <li>● Encourage families of accepted students to meet with school administration to review and plan for IEP needs before the first day of class</li> <li>● Continue to use strategies learned in the MCPSA Model School initiative, including school wide professional development to include:             <ol style="list-style-type: none"> <li>1. Increased differentiation within the classroom</li> <li>2. Developing the inclusive classroom with individual student needs</li> <li>3. Target assistive technology to improve student development</li> </ol> </li> <li>● Increase RTI on lower levels</li> <li>● Small class size for all students, 19 for all kindergarten students</li> <li>● Three Student Support Teams that identify and support at-risk students</li> <li>● Data teams and a system of data meetings that identify at risk students and devise interventions, including reading intervention</li> <li>● Increase summer support services available for students</li> <li>● Student to student mentoring programs across grade levels</li> <li>● Increase in Learning Services faculty, including faculty ABA certified tutors</li> <li>● Increase staffing including related services: OT, SLP, BCBA</li> <li>● Provide students with disabilities a full range of targeted services necessary to ensure achievement</li> <li>● Hire additional faculty to provide additional student support counseling and serve as 504 liaison</li> <li>● Continue to enhance communication of IEP specifications to ensure students with disabilities are receiving academic support from classroom teachers</li> <li>● Provide families of students with disabilities avenues to give feedback and express concerns through parent/teacher conferences, SpedPac, and the annual parent satisfaction survey</li> </ul> <p align="center"><b>(c) 2021-2022 Additional Strategies (Put on hold due to COVID-19)</b></p> <ul style="list-style-type: none"> <li>● Administration will evaluate Special Education program for effectiveness annually</li> <li>● Special Education staff will attend all in-person Open Houses and Back-to-School nights</li> </ul>
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**Limited English-proficient students/English learners**

<p><b>(a) CHART/DART data</b></p> <p><b>School percentage:</b> 5.0% <b>Third Quartile:</b> 11.1%</p> <p>The school is below third quartile percentages.</p>	<p align="center"><b>(b) 2021-2022 Strategies</b></p> <p align="center"><i>Below third quartile: no enhanced/additional strategies needed</i></p> <ul style="list-style-type: none"> <li>● Continue to Increase summer school programming</li> <li>● Continue increased use of Language Objectives in classrooms throughout the School, focus on writing across the curriculum. Include these in goal setting meetings</li> <li>● Continue to support the School’s three full time ESL teachers to meet the needs of the growing ELL population</li> <li>● Support professional development for all faculty members who have completed the DESE Massachusetts Sheltered English Instruction Teacher Endorsement Course since FY14</li> <li>● Direct implementation of SEI strategies introduced in SEI Endorsement course:             <ol style="list-style-type: none"> <li>1. Three-tiered vocabulary</li> <li>2. Sentence frames</li> <li>3. Identifying and analyzing text features</li> <li>4. Think aloud strategies</li> <li>5. Reciprocal teaching</li> <li>6. Partner reading</li> <li>7. Modeling text analysis</li> <li>8. Text structure</li> <li>9. Double journal entries</li> <li>10. Cognate study</li> </ol> </li> </ul>
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**Students eligible for free or reduced lunch (low income/economically disadvantaged)**

<p><b>(a) CHART/DART data</b></p> <p><b>School percentage:</b> 7.4% <b>Third Quartile:</b> 11.1%</p> <p>The school is below third quartile percentages.</p>	<p align="center"><b>(b) 2021-2022 Strategies</b></p> <p align="center"><i>Below median and third quartile: no enhanced/additional strategies needed</i></p> <ul style="list-style-type: none"> <li>● Continue the 1:1 technology program for students grades 4-12 so each student has their own Chromebook free of charge</li> <li>● Increase opportunities for Title I instruction</li> <li>● Enhanced sponsorship of academic family outreach, including virtual Literacy, Math, and Back-to-school nights</li> <li>● Free tutoring for all academically at-risk students in grades 3-10</li> <li>● Free homework help for income eligible students</li> <li>● Saturday School for middle and high school students with missing assignments</li> <li>● Computer lab and extra help for all high school students after school</li> <li>● Increased opportunities for free or reduced rate athletic fees and extracurricular events once those events are permitted to begin.</li> <li>● Explore transportation options through a Parents Association committee</li> </ul>
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<p>Students who are sub-proficient</p>	<p align="center"><b>(d) 2021-2022 Strategies</b></p> <ul style="list-style-type: none"> <li>● Professional development targeted toward increased differentiation within classrooms and virtual student outreach</li> <li>● Continued use of additive technology within the classrooms and after school to improve academic achievement</li> <li>● Continued use of data to establish and analyze student performance in Focused Instructional Time for Response to Intervention all school programming and within classrooms</li> <li>● Small class size of 6 – 10 students for academically at-risk students</li> <li>● Teacher mentors through a school wide advisory program</li> <li>● Three Student Support Teams that identify and support at-risk students</li> <li>● Data teams and a system of data meetings that identify at-risk students and devise interventions</li> </ul>
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	<ul style="list-style-type: none"> <li>• Student support programs offered virtually during the summer to prevent a drop in reading development and math skills</li> </ul>
Students at risk of dropping out of school	<p style="text-align: center;"><b>(e) 2021-2022 Strategies</b></p> <ul style="list-style-type: none"> <li>• Three Student Support Teams that identify and support at-risk students</li> <li>• Continue to utilize guidance personnel and expand Naviance to broaden the scope of student support</li> <li>• Professional development targeted toward building resiliency in students</li> <li>• Summer support and 360 services available for students</li> <li>• Work with students and families to establish individualized graduation plans and timelines to include credit recovery, summer college coursework, and online coursework</li> <li>• Outreach to families through virtual parent/teacher conferences and support</li> <li>• Increased college preparation support through outside agencies</li> </ul>
Students who have dropped out of school	<p style="text-align: center;"><b>(f) 2021-2022 Strategies</b></p> <ul style="list-style-type: none"> <li>• Extensive visits and ongoing consultation with student and parents</li> <li>• Frequent goal-setting meetings with student and parents or guardians to establish a graduation timeline</li> <li>• Develop a student schedule based upon traditional coursework, online learning, and credit recovery</li> <li>• Increase individual student mentoring through student support services and an advisory program</li> </ul>

## Appendix C

### School and Student Data Tables

**South Shore Charter Public School’s report card link:**

<https://reportcards.doe.mass.edu/2020/DistrictReportcard/04880000>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2021 SIMS submission)</b>	
<b>Race/Ethnicity</b>	<b>% of School</b>
African American	35.7
Asian	5.5
Hispanic	6.3
Native American	0.4
White	45.7
Native Hawaiian, Pacific Islander	0
Multi-Race, Non-Hispanic	6.3
<b>Selected Populations</b>	<b>% of School</b>
First Language not English	40.5
English Language Learner	11.7
Students with Disabilities	20.1
High Needs	66.9
Economically Disadvantaged	35.1%

<b>ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR</b>			
<b>Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Alicia Savage Executive Director	Responsibility for the day-to-day operation and oversight of SSCPS.	7/1/2010	Current
Angie Pepin K-12 Principal	Educational leader and has responsibility for decisions for grades K-12.	7/1/2018	Current
Sheina Eugene-Prince K-4 Assistant Principal	Assists the K-12 Principal with supervisory and administrative duties essential to the efficient operation of the K-4 program.	7/1/2018	Current
Krista Cafourek 5-8 Assistant Principal	Assists the K-12 Principal with supervisory and administrative duties essential to the efficient operation of the 5-8 program.	12/8/2017	Current
Joseph Kay HS Assistant Principal	Assists the K-12 Principal with supervisory and administrative duties essential to the efficient operation of the High School program.	8/1/2017	Current
Hanora Broderick K-12 ELA Curriculum Coordinator	Provides leadership for planning, development, implementation, and evaluation of all ELA instruction and curriculum.	8/1/2018	Current
Haley Edmondson K-12 Foreign Language Coordinator	Provides leadership for planning, development, implementation, and evaluation of all foreign language instruction and curriculum.	8/1/2019	Current
Kristen Mullin-Connolly K-12 History Curriculum Coordinator	Provides leadership for planning, development, implementation, and evaluation of all History instruction and curriculum.	8/1/2018	Current
Achille Yangambi K-12 Math Curriculum Coordinator	Provides leadership for planning, development, implementation, and evaluation of all Math instruction and curriculum.	8/1/2018	7/1/2021
Matthew Tondorf Dir. of Learning Services	Provides oversight to the Sped Dept., 504 Services, student assessment and ESL/ELL Services.	9/1/2011	Current
Kristine Bingham Director of Finance/HR	Responsible for financial, payroll, HR, public procurement, and business aspects of SSCPS.	4/17/2000	Current
Ralph deGennaro Director of Research, Information, Technology, and Communication	Responsible for executing a technology program vision, establish policies, facilitate planning and oversee technology at the school wide level.	8/15/2011	Current
Wayne Heuer Director of Facilities	Responsible for building safety and facilities operations and maintenance.	10/8/2018	Current



<b>TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR</b>				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for departure
Teachers	113	1	10	Two teachers retired, three decided to not return from leave of absence, two were employed in temporary long term teaching positions and employment ended, two teachers left for personal reasons, one was not asked to return and one left to take an administrative position in another district.
Other Staff	62	4	2	Two employees retired, three employees left for personal reasons, and one did not return to work at the start of the school year.

<b>BOARD MEMBER INFORMATION</b>	
Number of commissioned approved board members <b>as of August 1, 2021</b>	15
Minimum number of board members in approved by-laws	12
Maximum number of board members in approved by-laws	18

**Complaints to the Board of Trustees** - There were no official complaints.

<b>BOARD MEMBERS FOR THE 2020-21 SCHOOL YEAR</b>				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Leslie Alden	Trustee	Executive Development (Chair) Personnel	1 one-year 2 three-year	07/2020-06/2021 07/2017-06/2020 07/2014-06/2017
Heidi Aylward	Trustee Parent Rep	Finance Governance	1 three-year 2 one-year	07/2020-07/2023 07/2019-06/2020 07/2018-06/2019
Kaitlyn Cianelli	Faculty Rep	Development	2 three-year	07/2019-06/2022 07/2016-06/2019
Peter Farrell	Trustee	Development Governance	2 three-year 2 one-year	07/2020-06/2023 07/2017-06/2020 07/2016-06/2017 03/2016-06/2016
Kiki Fluhr	Trustee	Finance Ad Hoc Facilities	1 three-year	07/2019-06/2022
Prudence Goodale	Clerk	Governance (Chair) Development	2 three-year	07/2019-06/2022 07/2016-06/2019
Natacha Julian	Trustee	Personnel	1 three-year	07/2020-06/2023

Ken Poudrier	Trustee	Finance Governance Ad Hoc Facilities (Chair)	1 three-year	07/2019-06/2022
Jody Regan	Faculty Rep	Governance Ad Hoc Field Trip	1 three-year 1 one-year	07/2020-06/2023 09/2019-06/2020
Edwin Rivera	Chair	Executive Ad Hoc All Committees	3 three-year	07/2020-06/2023 07/2017-06/2020 07/2014-06/2017
William Smyth	Vice Chair	Executive Personnel (Chair) Governance Finance	5 three-year 1 two-year	07/2020-06/2023 07/2017-06/2020 07/2014-06/2017 07/2007-06/2010 07/2004-06/2007 10/2002-06/2004
Honora Sullivan	Student Rep	Ad Hoc Field Trip Development	2 one-year	07/2020-06/2021 07/2019-06/2020
Kathleen Trask	Trustee	Finance Governance	2 three-year	07/2021-06/2024 07/2018-06/2021
Vincent Walsh	Treasurer	Finance (Chair) Governance	2 three-year 1 one-year	07/2021-06/2024 07/2018-06/2021 12/2017-06/2018

**BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR**

All meetings are posted on the School's website: [www.sscps.org](http://www.sscps.org)

Date/Time	Location
Thursday, September 23, 2021 - 7:30pm	700 Longwater Drive, Norwell with access via Zoom or other virtual platform
Thursday, October 14, 2021 - 7:30pm	700 Longwater Drive, Norwell with access via Zoom or other virtual platform
Thursday, November 18, 2021 - 7:30pm	700 Longwater Drive, Norwell with access via Zoom or other virtual platform
Thursday, December 9, 2021 - 7:30pm	700 Longwater Drive, Norwell with access via Zoom or other virtual platform
Thursday, February 10, 2022 - 7:30pm	700 Longwater Drive, Norwell with access via Zoom or other virtual platform
Thursday, March 10, 2022 - 7:30pm	700 Longwater Drive, Norwell with access via Zoom or other virtual platform
Thursday, May 12, 2022 - 7:30pm	700 Longwater Drive, Norwell with access via Zoom or other virtual platform

**COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR**

All meetings are posted on the School's website: [www.sscps.org](http://www.sscps.org)

Name of Committee	Date/Time	Location
Executive Committee	8:00am on 9/8/21, 10/6/21, 11/3/21, 12/1/21, 2/2/22, 3/2/22, 5/4/22	Conference Call
Development Committee	Prior to each Board Meeting at 7:00pm	In-person, via Zoom or other virtual platform
Finance Committee	Tuesday prior to each Board Meeting at 6:30pm, except for October, which will	In-person, via Zoom or other virtual platform

	be held on the same day as the Board Meeting at 6:30pm	
Governance Committee	Prior to each Board Meeting at 6:00pm	In-person via Zoom or other virtual platform
Personnel Committee	Prior to each Board Meeting at 5:30pm	In-person, via Zoom or other virtual platform

**Appendix D  
Additional Required Information**

**Key Leadership**

Position	Name	Email Address	
Board of Trustees Chairperson	Edwin Rivera	<a href="mailto:erivera@board.sscps.org">erivera@board.sscps.org</a>	No Change
Charter School Leader	Alicia Savage	<a href="mailto:asavage@sscps.org">asavage@sscps.org</a>	No Change
Special Education Director	Matthew Tondorf	<a href="mailto:mtondorf@sscps.org">mtondorf@sscps.org</a>	No Change
MCAS Test Coordinator	Angie Pepin	<a href="mailto:aepin@sscps.org">aepin@sscps.org</a>	No Change
SIMS Coordinator	Pam Algera	<a href="mailto:palgera@sscps.org">palgera@sscps.org</a>	No Change
English Language Learner Director	Matthew Tondorf	<a href="mailto:mtondorf@sscps.org">mtondorf@sscps.org</a>	No Change
School Business Official	Kristine Bingham	<a href="mailto:kbingham@sscps.org">kbingham@sscps.org</a>	No Change
SIMS Contact	Pam Algera	<a href="mailto:palgera@sscps.org">palgera@sscps.org</a>	No Change
Admissions and Enrollment Coordinator	Pam Algera	<a href="mailto:palgera@sscps.org">palgera@sscps.org</a>	No Change

**Enrollment**

**2021-2022 Enrollment Lottery**

Action	2021-2022 School Year Date(s)
Student Application Deadline	February 28, 2022
Lottery	March 4, 2022