

CAMPUS COMMUNITY SCHOOL

ANNUAL REPORT

2020-2021



**350 Pear Street
Dover, Delaware 19904
Phone: (302) 736-0403**

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Campus Community School
Year School Opened	1998
Enrollment 2020-2021 ¹	413
Approved Enrollment	412
School Address	350 Pear Street , Dover, Delaware 19904
District(s) of Residence	Capital School District
Website Address	http://campuscommunityschool.com/
Name of School Leader	Heidi Greene
School Leader Email and Phone Number	heidi.greene@ccs.k12.de.us (302) 736-0403
Name of Board President	Laura Axtell
Mission Statement: To create and maintain an environment for learning that allows each student to maximize his or her potential in developing habits of mind, acquiring knowledge and skills, and demonstrating individual and social responsibility.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2020-2021. (Note: The remaining sections of the table will be completed by the Charter School Office. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2020-2021 ¹
Total Enrollment	413
# of Students on Waiting List	73
Gender	
% Male	48.67%
% Female	51.33%
Ethnicity/Race	
% African American	60.05%
% American Indian	0%
% Asian	1.94%
% Hispanic/Latino	9.44%
% White	21.31%
% Multiracial	7.26%
Special Populations	
%Special Education ²	11.14%
% English Language Learners	3.39%
% Low-Income	38.26%

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school’s current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome
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Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

1.4 School Enrollment:

Please review the following chart with the school’s enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2020-2021	
	Approved Enrollment	30-Sep Enrollment Count
K	40	42
Grade 1	40	40
Grade 2	42	45
Grade 3	44	43
Grade 4	46	46
Grade 5	50	52
Grade 6	50	49
Grade 7	50	52
Grade 8	50	44
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	412	413

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	Campus Community School	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	1	
Grade 1	33	78.57%
Grade 2	39	95.12%
Grade 3	38	82.61%
Grade 4	40	88.89%
Grade 5	43	87.76%
Grade 6	41	80.39%
Grade 7	41	78.85%
Grade 8	44	84.62%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	320	84.66%

** School entry grade level. Reenrollment data not collected for this grade level.

Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

The majority of the students who enroll in other schools do so in response to a change in their living situation. In addition, due to Covid, more families have chosen to home school their children. CCS is very family centered and we tend to have large families enroll, so when they move this can have an effect at several grade levels. In addition, Campus Community has high academic and behavioral standards. When students withdraw, we collect data as to why they are leaving and discuss with the parents if applicable. CCS keeps a monthly enrollment spreadsheet, to closely monitor enrollment. Our

goal is to build strong relationships with students and families through activities such as student-led conferences, building a strong parent/teacher group, returning to school-wide activities, and parent surveys. As part of our long range planning, Campus Community School is better defining “why choose CCS” so we can better define to the public what makes us unique and marketable.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived. The school's assessment data for SY20/21 is available at: [Charter School Report Card Link](#)

a) Based on the data available on the Delaware Schools Report Card website and data compiled by the school discuss:

- overall academic achievement,
- major challenges,
- and accomplishments over the course of the school year.
- You may also use this space to share the results of school-based data.

School Comments:

Based on the impacts of Covid-19, during the 20-21 school year, CCS students had the option of choosing a hybrid model or fully remote each trimester. Students in K-2 participated in synchronous learning (in person or remotely) 4 ½ days a week, and asynchronous learning for ½ day each week. Students in 3rd-8th were divided into A/B cohorts and participated in synchronous learning (in person or remotely) 2 ½ days a week, and asynchronous learning for 2 ½ days each week. This temporary model presented difficulties such as inconsistent instructional time for students, inconsistent levels of student engagement, and in some cases, less effective instructional and assessment methods. Approximately 65% of our population participated in the hybrid model. We are happy that we were able to offer this option from the beginning of the school year.

Based on our 18-19 SBAC data (the last time all 3rd-8th graders took the test and the last time we had a full year of in-person instruction), math is the main area of focus for us. However, with the impacts of Covid-19, all academic areas are a current priority as we work to fill gaps in students' learning.

Performance Agreement

Academic Performance Expectations

By September 2025, our expectation is to achieve an overall rating of "Meets" or "Exceeds" on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

School Comments:

We received an overall rating of "meets" in all areas. We are currently on track.

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

CAMPUS COMMUNITY SCHOOL MISSION-SPECIFIC GOAL

Essential Question indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
	<p>Meets Standard: 85– 100 percent of Middle School students complete a service learning course, including the required activity or project and written reflection.</p> <p>Approaching Standard: 70- percent of Middle School students complete a service learning course, including the required activity or project and written reflection.</p> <p>Far Below Standard: Less than 70 percent of Middle School students complete a service learning course, including the required activity or project and written reflection.</p>	Students log community service hours on a community service log.	PDF Upload and entry into system by DOE.	1a1

a) Rate the school’s performance according to the criteria established by the school for its 2020-2021 mission specific goal(s).

School Comments:

In 20-21, 87% of middle school students completed at least one trimester of a service learning activity. This was definitely more difficult this year with all of the Covid restrictions. We had to be more flexible in what we offered for service opportunities. Most students participated in raising money for outside organizations, helping with school beautification, and helping with outdoor events. Some students participated in service activities outside of the school.

b) Provide as **Appendix 1** the results (data source) of the school’s mission specific goal(s). Remember not to include any personally identifiable information (PII).

Attached is the spreadsheet tracking each middle school student and the service learning that they took part in (highlighted in yellow). Names have been redacted. (Appendix 1)

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

Campus Community School

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2020-2021	M	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

All standards were met.

b) Identify changes to organizational practices that the school has implemented to improve the school’s organizational outcomes.

School Comments:

Although we have met all the standards, Campus Community established the following school/board committees to enable us to take a closer look and refine our vision/needs in these areas:

- 1) *School Success Committee*
- 2) *Board Development Committee*
- 3) *Long Range Planning Committee*
- 4) *Student Academic Achievement Committee*

c) Address any measure where school did not meet standard or is approaching standard.
All standards were met.

Performance Agreement

Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

Campus Community School's overall organizational rating is "Meets." By September 2024, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

School Comments:

We received an overall rating of "meets" in all areas.

As an organization we are dedicated to reflection and growth. We value discussing what's working and what's not. Some of the ways we ensure this are:

- *Leadership Team Feedback Survey – For the past two years we have asked staff to complete an anonymous survey to provide feedback to all members of our leadership team. Each member reviews the feedback with the Head of School and Director of Finance and Human Resources and uses it to help set goals for the following year.*
- *Staff and Parent School Surveys – Different from the survey mentioned above, this survey is about how the school is functioning as a whole, not regardless of the specific people. This information is shared with the Board and the school staff to help us reflect on perceptions of what's going well and what could be improved. The data is used for strategic planning.*
- *Mid-Year and End of Year Meetings – At least once a year we sit down with every employees to discuss their year. This is a time to receive and give feedback.*
- *Weekly Admin and Leadership Meetings – Weekly, the Head of School meets separately with Director of Finance and Human Resources, the Curriculum Director, the Special Services Coordinator, and the Student Support Coordinator to review the status of the school, stay on top of upcoming deadlines, discuss problems/solutions, etc. The leadership team meets at least once a month to look at school-wide trends.*

3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date	Governance Training Date
Lindsey Resigned June 2020	Fitzgerald	Community Member	10/24/2017	
Annie Resigned March 2021	Norman	Community Member	3/19/2014	May 2019
Harry	Papaleo	President	9/29/2014	July 2021
Patti Resigned May 2019	Sandy	Teacher Representative	10/27/2017	
Leroy Resigned Nov. 2018	Travers	Head of School	10/24/2017	
Lisa Resigned June 2019	Weis	Parent Representative	9/29/2014	
Sarah Resigned Oct 2019	Zimmerman	Community Member	10/24/2017	
Syllia Resigned July 2021	Lopez	Parent	May 2020	May 2019
Laura	Axtell	Community Member	May 2020	July 2021
Jennifer	Boland	Teacher Rep	April 2020	July 2021
Renatae	Burton	Parent Rep	Sept 2020	July 2021
Austin Removed May 2021	Auen	Community Member	Aug 2020	
Karen	Favors	Community Member	Jan 2021	July 2021
Bonnie	Gladu	Community Member	June 2021	July 2021

Heidi	Greene	Head of School 2018	Prior to 2010	July 2021
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*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments:

In May 2019 Board members attended a training through DANA. In addition, all current Board members participated in Board Governance training in July 2021. One of our main areas of focus were the 6 Standards for Effective Charter School Governance through Charter Board Partners. A by-product of that training was the creation of a working document to capture the intent of each standard, plus our current practices and potential action items for areas of improvement.

See May 2019 training letter and July 2021 Board Agenda (Appendix 2)

b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736 6.1](#) Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Role/Title	Financial Training Date
Shelly Not a member since 17/18	Baker Redden	Business Assistant	
Marc	Cote	Parent - no longer a parent /Community Member	7/1/2007
Lindsey Resigned June 2020	Fitzgerald		10/24/2017
Carolyn	Lyon	Ex Officio/Business Manager	7/1/2010
Harry	Papaleo	Board President	9/29/2014
Richard	Riggs	DOE Representative	11/30/2015
Teroy Resigned Nov 2018	Travers	Ex-officio/Head of School	10/24/2017
Jhonita	Ervin	Parent Rep	3/24/19
Heidi	Greene	Ex Officio/Head of School	Prior to 2010

School Comments:

This committee meets monthly which allows them to be aware of the financial state of the school at all times.

3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2020-2021		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
83.33	20	24

Review the table above with the school's teacher retention trends and answer the following questions.

a) Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments:

Campus Community strives to provide an environment that is a collaborative and team approach to educating our students. The following strategies are utilized to maximize the retention of our teaching staff:

- 1) Teacher autonomy – teachers have great autonomy over the instruction and curriculum within their classrooms.
- 2) An administrative staff that has an open door policy; along with frequent meetings with staff to review the goals, strengths, and areas of improvement for staff members, as well as the overall school. Administration is receptive to staff feedback. A true team approach.
- 3) The school strives to offer competitive pay, benefits and a positive work environment.
- 4) The interview process screens candidates for content knowledge and pedagogy, along with core values and traits that align with Campus Community School.

We had 4 teachers leave Campus Community School this year. The reason are as follows:

- 1) One teacher retired.
- 2) One teacher had a severe illness and could not return.
- 3) One elementary teacher, moved to a district to teach middle school to better match her certification.
- 4) One middle school teacher, moved to a district to teach high school, as she was also certified for high school.

b) Describe how the school's professional development plans support teachers and leadership.

School Comments:

Each year we have a 3-day new staff orientation to acclimate new staff to our school. We also have a mentoring program that includes one on one time between mentors and mentees, classroom

observations, and monthly meetings. All new to CCS staff participates in our mentoring program, even if they are on a continuing license.

After their first year at CCS, teachers and leaders attend a 4-day Responsive Classroom core training in the summer. This is a requirement for all staff. We have also started offering to send teachers and leaders to the advanced Responsive Classroom training if they choose.

In 2020-21 staff engaged in initial and follow-up training on using schoology and monthly PD related to best practices in virtual and hybrid learning. Grade level PLCs continued to meet to discuss assessment data and challenges.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2020-2021	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school’s Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

N/A – all standards were met

b) Identify changes to Financial practices that the school has implemented to improve the school’s financial outcomes.

School Comments:

Although we have met all the standards, we are always reviewing our practices to ensure that we are as financially stable and continue to build our reserve funds without sacrificing student or staff needs.

c) Address any measure where school did not meet standard or is approaching standard
N/A – *all standards were met*

Performance Agreement

Financial Performance Expectations

Campus Community School's overall financial rating is "Meets." By September 2024, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school's financial performance based on its approved Performance Agreement.

School Comments:

As of 20/21 we have met all the financial standards. The School's financial position grows stronger each year. Annual audits are completed each year and no findings have been reported. CCS follows all GAAP accounting guidelines and standard accounting principles. Our Head of School and Director of Finance and Human Resources work as a team to ensure the success of the school. They meet at least weekly to review the status of the school. We have a strong administrative and CBOC team which monitors the budget and expenditures on a monthly basis. In addition, we are always looking for new processes and procedures that can increase our financial performance. Part of our success is related to having the right people, with the correct skill set, in all positions. Another key factor has been retaining our financial staff. In addition, one of our Board members owns an accounting firm, and has over 30 years for accounting experience. Overall we have a well-rounded team to ensure proper procedures are being followed and to provide financial oversight.

b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

School Comments:

We have not had any findings.

V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

School Comments:

*Creating a culture of learning within the CCS school community naturally lends itself to **innovation and unique features**. Foremost, there is an overall expectation that everyone and everything is constantly evolving, growing with infinite capacity, where all students can be successful. Second, relationship building between and among teachers, students, families, and the larger community is essential to understanding the interconnectivity and interdependence of all learning. Finally, we believe in developing in students the capacity to nurture passion creativity and intrinsic motivation to learn.*

***Responsive Classroom** - Campus Community has adopted the Responsive Classroom approach to teaching and learning. Responsive Classroom is a researched based approach that focuses on the strong link between academic success and social/emotional learning. Responsive Classroom is structured around 4 domains: Engaging Academics, Positive Community, Effective Management, and Organizational Awareness. The program has a set of six guiding principles that Campus Community has adopted as school-wide guiding principles. These are:

- Teaching social and emotional skills is as important as teaching academic content.
- How we teach is as important as what we teach.
- Great cognitive growth occurs through social interaction.
- What we know and believe about our students—individually, culturally, and developmentally—informs our expectations, reactions, and attitudes about those students.
- How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
- Partnering with families – knowing them and valuing their contributions – is as important as knowing the children we teach.

***Professional Learning Communities** - The school environment is learner-centered for both children and adults. Staff are organized into professional learning communities that meet weekly to reflect and improve upon the results of data analysis and classroom practice, with the goal of continuous improvement. The whole staff also meets one or more times per month to discuss and study an academic area of focus. The focus area for 2020-21 was best practices in virtual and

hybrid teaching.

***Standards-Based Grading/Reporting** – We have completely transformed our report card to show more than just a grade for each class/subject. Our report card also shows how students are progressing in their mastery of academic standards at each grade level. This end product is preceded by assessments that are intentionally designed to align to the standards. Teachers keep a standards-based gradebook, as well.

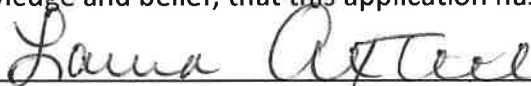
***Student-led Conferences** - Another innovative practice at CCS is our student-led conferences. A student-led conference is a meeting with the student, his or her family, and the teacher to discuss school progress. The student has the leadership role in informing parents of his/her progress by sharing evidence of their learning in meeting state standards and habits of mind. Students use this time to discuss school expectations as well as personal growth goals. Student-led conferences help students develop ownership and accountability for their learning. These conferences are required and take place twice per year. For the 20-21 school year, all conferences took place through Zoom. Students created electronic portfolios.

***Habits of Mind** - Habits of mind are an essential part of the environment at Campus Community School. Each trimester, students are graded in the areas of Citizenship, Reflection, Self-Direction, and Persistence. Campus Community emphasizes these traits throughout the school, and teaches them to students along with the academic curriculum.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Campus Community School
Location:	350 Pear St., Dover, DE, 19904

I hereby certify that the information submitted in this annual of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.


 Signature: Chairperson of Board of Directors (or designated signatory authority) 11/30/21
Date

Print/Type Name:	Laura Axtell
Title (if designated):	Board President
Date of approval by board of directors:	11-24-21

References:

¹ Based on September 30th Unit Count

² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.

2. Only report percentages for grade level reporting within a school and district.

3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).

4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

Appendix 1

Student	Grade	Service Enrichment 2020-21	Service Learning Requirement Met?
Student 1	6	School Beautification Team	yes
Student 2	6	Staff Car Wash	yes
Student 3	6	Staff Car Wash	yes
Student 4	6	School Beautification Team	yes
Student 5	6	Fundraising for charity	yes
Student 6	6	Fundraising for charity	yes
Student 7	6	Fundraising for charity	yes
Student 8	6	Fundraising for charity	yes
Student 9	6	Fundraising for charity	yes
Student 10	6	Field Day Assistant	yes
Student 11	6	Fundraising for charity	yes
Student 12	6	Fundraising for charity	yes
Student 13	6	Fundraising for charity	yes
Student 14	6	Staff Car Wash	yes
Student 15	6	Fundraising for charity	yes
Student 16	6	Fundraising for charity	yes
Student 17	6	Fundraising for charity	yes
Student 18	6	Fundraising for charity	yes
Student 19	6	Staff Car Wash	yes
Student 20	6	Fundraising for charity	yes
Student 21	6	School Beautification Team	yes
Student 22	6	Fundraising for charity	yes
Student 23	6	Fundraising for charity	yes
Student 24	6	N/A	no
Student 25	6	Fundraising for charity	yes
Student 26	6	Fundraising for charity	yes
Student 27	6	Fundraising for charity	yes
Student 28	6	Fundraising for charity	yes
Student 29	6	Field Day Assistant	yes
Student 30	6	School Beautification Team	yes
Student 31	6	N/A	no
Student 32	6	Fundraising for charity	yes
Student 33	6	Fundraising for charity	yes
Student 34	6	Fundraising for charity	yes
Student 35	6	Fundraising for charity	yes
Student 36	6	Fundraising for charity	yes
Student 37	6	Fundraising for charity	yes
Student 38	6	Field Day Assistant	yes
Student 39	6	N/A	no
Student 40	6	Fundraising for charity	yes
Student 41	6	Field Day Assistant	yes
Student 42	6	N/A	no
Student 43	6	Fundraising for charity	yes
Student 44	6	School Beautification Team	yes
Student 45	6	School Beautification Team	yes
Student 46	6	Fundraising for charity	yes

Student 47	6	N/A	no
Student 48	6	Fundraising for charity	yes
Student 49	7	School Beautification Team	yes
Student 50	7	School Beautification Team	yes
Student 51	7	School Beautification Team	yes
Student 52	7	Fundraising for charity	yes
Student 53	7	Fundraising for charity	yes
Student 54	7	N/A	no
Student 55	7	Fundraising for charity	yes
Student 56	7	School Beautification Team	yes
Student 57	7	School Beautification Team	yes
Student 58	7	Field Day Assistant	yes
Student 59	7	Fundraising for charity	yes
Student 60	7	Fundraising for charity	yes
Student 61	7	Fundraising for charity	yes
Student 62	7	Fundraising for charity	yes
Student 63	7	School Beautification Team	yes
Student 64	7	N/A	no
Student 65	7	School Beautification Team	yes
Student 66	7	Fundraising for charity	yes
Student 67	7	Fundraising for charity	yes
Student 68	7	School Beautification Team	yes
Student 69	7	Fundraising for charity	yes
Student 70	7	School Beautification Team	yes
Student 71	7	Fundraising for charity	yes
Student 72	7	Field Day Assistant	yes
Student 73	7	Fundraising for charity	yes
Student 74	7	School Beautification Team	yes
Student 75	7	Staff Car Wash	yes
Student 76	7	N/A	no
Student 77	7	Field Day Assistant	yes
Student 78	7	N/A	no
Student 79	7	Fundraising for charity	yes
Student 80	7	N/A	no
Student 81	7	Fundraising for charity	yes
Student 82	7	Fundraising for charity	yes
Student 83	7	School Beautification Team	yes
Student 84	7	N/A	no
Student 85	7	Fundraising for charity	yes
Student 86	7	School Beautification Team	yes
Student 87	7	School Beautification Team	yes
Student 88	7	Fundraising for charity	yes
Student 89	7	School Beautification Team	yes
Student 90	7	N/A	no
Student 91	7	School Beautification Team	yes
Student 92	7	N/A	no
Student 93	7	Fundraising for charity	yes

Student 94	7	Fundraising for charity	yes
Student 95	7	School Beautification Team	yes
Student 96	7	School Beautification Team	yes
Student 97	7	School Beautification Team	yes
Student 98	7	Fundraising for charity	yes
Student 99	7	School Beautification Team	yes
Student 100	8	Field Day Assistant	yes
Student 101	8	Field Day Assistant	yes
Student 102	8	Field Day Assistant	yes
Student 103	8	Field Day Assistant	yes
Student 104	8	Field Day Assistant	yes
Student 105	8	Field Day Assistant	yes
Student 106	8	Field Day Assistant	yes
Student 107	8	Field Day Assistant	yes
Student 108	8	Field Day Assistant	yes
Student 109	8	Fundraising for charity	yes
Student 110	8	Field Day Assistant	yes
Student 111	8	School Beautification Team	yes
Student 112	8	Staff Car Wash	yes
Student 113	8	Field Day Assistant	yes
Student 114	8	School Beautification Team	yes
Student 115	8	Fundraising for charity	yes
Student 116	8	N/A	no
Student 117	8	Fundraising for charity	yes
Student 118	8	Staff Car Wash	yes
Student 119	8	Field Day Assistant	yes
Student 120	8	Fundraising for charity	yes
Student 121	8	Staff Car Wash	yes
Student 122	8	Fundraising for charity	yes
Student 123	8	Fundraising for charity	yes
Student 124	8	Fundraising for charity	yes
Student 125	8	School Beautification Team	yes
Student 126	8	N/A	no
Student 127	8	Field Day Assistant	yes
Student 128	8	N/A	no
Student 129	8	School Beautification Team	yes
Student 130	8	Field Day Assistant	yes
Student 131	8	Fundraising for charity	yes
Student 132	8	N/A	no
Student 133	8	Fundraising for charity	yes
Student 134	8	Fundraising for charity	yes
Student 135	8	Field Day Assistant	yes
Student 136	8	School Beautification Team	yes
Student 137	8	Staff Car Wash	yes
Student 138	8	Fundraising for charity	yes
Student 139	8	Fundraising for charity	yes
Student 140	8	N/A	no

Student 141	8	N/A	no
Student 142	8	Fundraising for charity	yes

Appendix 2



100 W. 10th Street P 302 777 5500
Suite 1012 F 302 777 5986
Wilmington, DE 19801 www.delawarenonprofit.org

May 14, 2019

Campus Community Charter School
350 Pear Street
Dover, DE 19904

Attention: Heidi Greene

Dear Heidi,

This letter is to certify that charter board excellence governance training was completed in May 2019 for the below listed board members of Campus Community Charter School:

Sarah Zimmerman
Heidi Greene
Lindsay Fitzgerald
Jennifer Boland
Carolyn Lyin
Annie Norman
Harry Papaleo
Sylvia Lopez

Board members will receive a certificate signed by the President and CEO and the Executive Vice President, Excellence Academy of DANA.

Please let me know if you need anything further from me.

Sincerely,

Paul Stock
Executive Vice President,
Excellence Academy

**CAMPUS COMMUNITY SCHOOL
BOARD OF DIRECTORS' MEETING**

July 26, 2021

In-Person (Room 129) / Zoom Meeting ~ 5:30 pm (See page 2 of agenda for how to join.)

AGENDA

- I. Roll Call to Establish a Quorum**
- II. Pledge of Allegiance & Moment of Silence**
- III. Approval of Agenda**
- IV. Public Comment**

Time has been allocated for individuals or groups to address the Board on scheduled action items or other issues they wish to bring before the Board. Persons wishing to make comments should sign up on the appropriate form. Each group should choose one representative to speak and comments should be limited to five minutes. Speakers will be recognized by the Board President in the order their names appear. If a large group of people sign up to speak, the Board President may at his/her discretion, limit the number of persons speaking. It is the intention of the Board to listen to public comments, but not to respond.

- V. Approval of Minutes of Last Meeting**
- VI. President's Report**
- VII. Finance Report**
 - a) Enrollment
 - b) Budget Report
 - c) Update on Bond Refinancing
 - d) Update on ESSER III Grant
- VIII. Head of School's Report**
 - a) Status of the School
 - b) Staff Handbook – draft
- IX. Voting Items**
 - a) Student Handbook - final
- X. Special Session - Board Governance Training: Governance Standards and Board Effectiveness**
- XI. Information Items**
 - a) Next Board Meeting – **Monday, August 23 – 5:30**
- XII. Adjournment**

Members present for July Meeting and Board Governance Training:

- 1. **Laura Axtell**
- 2. **Jennifer Boland**
- 3. **Renatae Burton**
- 4. **Karen Favors**
- 5. **Bonnie Gladu**
- 6. **Heidi Greene**
- 7. **Carolin Lyon**