

## **Original Charter Application**

Charter School Application

Part A

original  
(approved)  
EXHIBIT "B"

Cover Sheet

Name of proposed charter school: Campus-Community School

Date planning to open the school: September 1998

Location of school: (Town and County) Dover, Kent

Grades in proposed school: K 1 2 3 4 5 6 7 8 9 10 11 12  
Circle appropriate grade(s)

Sponsoring organization or name of public school  
converting to charter (Entity)\* Campus-Community School, Inc.

If not using a public school building, does the applicant have a suitable facility in mind:  Yes  No

If Yes, describe Bradford Hall of Wesley College Campus, Department of Education building

Contact person: Gloria Homer Phone (Day) 739-3613

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Type of students to be enrolled:  Regular  At Risk  Both  
(Regular and At-Risk)

Other information about expected student body (specialized population, etc):  
The school will draw students from its immediate community and

others. There are no restrictions placed on the type of student

the school serves other than that there be a high degree of commitment

to family involvement and commitment on the part of the student to

Initial enrollment estimates: 200 achiev

Second (2nd) year enrollment estimates: 200

Third (3rd) year enrollment estimates: 200

\*No private or religiously-affiliated school may apply to become a charter school.

Please attach a one-page summary about the philosophy, primary characteristics and need for the proposed school and how it will be operated to meet this need.

Campus Community School  
Philosophy, Characteristics, Need, and Operation

A charter for the Campus Community School is sought in response to the needs identified both nationally and locally to:

1. Establish working collaborative models between communities and higher education to improve the condition of today's youth through better education;
2. Provide sustained support for teacher change as educational paradigms shift from receptive to social constructivist models;
3. Provide a working model of school-based decision making.

Over the last ten to fifteen years, calls for reform in education have brought about dramatic changes in the way schooling is viewed. Research in cognitive psychology and in many areas of effective teaching suggest that models of instruction based on the theory of social constructivist learning can facilitate students' growth in higher order thinking, a goal of all current educational reform. The "social constructivist" model for teaching and learning was written into the Delaware State content standards. To accomplish what the state standards intend, it is the most efficient model for teaching and learning. Though the model and strategies are well understood by some in teacher education and those who write new state and national content standards that align with social constructivist learning and teaching, reform has yet to reach the classroom practice of many teachers. Most state and national effort to date has been placed on rewriting content and professional standards (top-down reform); and little thought has been given to how teachers will be supported as they are asked to make major changes in the way they teach. The people most directly affected by this condition are the students in today's classrooms. Social constructivist teaching and learning (when done by teachers who understand it) represents best teaching practice and provides students with motivation, guidance, and opportunities to become self-directed learners and to maximize their learning potential. When done incorrectly, it simply provides teachers, parents, students, and administrators with ammunition to label this as another failed reform effort and continue with business as usual. We can no longer afford to lose children in the current system by ignoring their educational needs under the receptive paradigm. The overriding purpose of the Campus Community School is to provide the students it serves, the teachers it employs, the preservice teachers of the campus, and teachers in the community's public schools with a model of best practice in social constructivist teaching.

To be consistent with the social constructivist model the school will incorporate school-based decision making to determine the curriculum; student outcomes; structure of the learning environment; and school-wide assessments of students, faculty and programs. Traditional constraints built into the administrative structure of public schools have prohibited teachers and parents from participating in school-based decision-making. The Campus Community School by virtue of its charter will enable the development of a working collaborative model between all participants.

Bringing the resources of a college to bear on the education of the students in the charter school will provide a synergy not found in the current public school arena. Such a partnership will serve students better because they will have access to a rich variety of curriculum resources. Many of their classes and special programs/units will be taught in collaboration with professors in the Education Department and from other departments on campus (foreign language, drama, music, sports, communication, science, and business).

Support for needs in skill development will be readily available to students through teacher interns in education course practica. Students will have access to technological resources and athletic facilities of the College as well. Bringing students to the campus will also benefit the College's Department of Education. Establishing a campus school will enable Education faculty to provide a working model of best social constructivist teaching practice that can serve the college's two hundred teaching interns and, through ongoing inservice and graduate courses, provide public school teachers with sustained support for change.

**Part B**  
**General Information about Proposed Charter School**

**Criterion #B-1**

**Qualification of Applicants**

*Qualifications of the organization or entities*

Charter School, Inc. was formed as a non-sectarian, non-profit corporation by a group of individuals representing a diverse spectrum of the greater Dover area. The purpose of the corporation, as described in its Certificate of Incorporation, is exclusively for educational purposes.

*Qualifications of the Board of Directors*

The Board of Directors of Charter School, Inc. is composed of the educational and greater community of Kent County. All of these individuals are or have previously been active in the educational environment within the community. These individuals are briefly described in Appendix I.

*Representatives of the Board of Directors*

Charter School, Inc. was founded to create and administer the Campus Community School, as proposed by this application. The Board of Directors includes parents and educators from the Dover area, as well as school administrators and curriculum experts from The Little School and Wesley College, both from Dover.

*Groups and Individuals involved in the development of the proposed charter school*

Initial conceptualization of the Campus Community School occurred through a collaboration of parents, community members, and Wesley College faculty members. Critical reviews of the concept and design of the school were conducted by these same persons and other teaching professionals.

*Evidence of support for the school*

Expressions of conceptual and operational support have been verbal from many parents in the greater Dover community. In addition, as described by the attached budget, Wesley College has provided preliminary support in the form of a facility, utilities, janitorial services, network administration, facility maintenance and staff development.

In addition, Wesley College's Department of Education faculty have agreed to consult with the staff of the school about curriculum which conforms to state standards and assessments.

*What brought the group to the decision to start a school*

Needs identified in the one-page statement of Philosophy.

**Criterion #B-2  
Corporation Law**

*Note form of organization from Articles of Incorporation*

The form of incorporation is a not-for-profit 501(c)(3) corporation under the General Corporation Law of the State of Delaware.

*Provide name of corporation*

The name of the corporation is Charter School, Inc.

*Provide date of incorporation*

The date of incorporation is December 30, 1996

**Criterion #B-3  
Mission Statement**

*Provide mission statement, goals and educational objectives.*

The Campus Community School seeks to promote growth in knowledge, skills, and habits of mind in children in grades 1-3.

Instruction will be based on the social-constructivist philosophy of learning, developed in a collaborative environment that models best practice for inservice and preservice teachers. The social constructivist philosophy depends heavily on the teacher's knowledge of content and pedagogy. Using the state curriculum standards as a basis for content, the curriculum will focus on in-depth knowledge acquisition through meaningful experiences that build thinking skills and promote productive habits of mind. Productive habits of mind include persistence, acceptance of ambiguity, and development of ethical and aesthetic sensibilities.

The school culture will seek to create and maintain a diversity reflective of today's world. Through faculty commitment to the real-world application of knowledge, the school will strive to prepare students for responsible participation in their own education and in the community at large. To this end, the school's motto, A Better Self, A Better World, will serve to reflect its mission.

**Instructional Goals/Objectives**

1. To provide students with strong academic preparation in language and fine arts, science, mathematics, and social studies.
2. To promote development of student's critical and creative thinking skills.
3. To incorporate wellness and physical activity into every aspect of the curriculum.
4. To create integrated learning experiences and curricular structure that allows students to apply knowledge to real-life situations and to recognize and develop their own unique abilities.
5. To develop a model for community-school-higher education partnerships that promotes professional development of teachers, provides an in-depth experience-based teacher preparation for preservice teachers,

demonstrates best practices of social-constructivist teaching in an atmosphere that maximizes student growth, and presents a working model of school-based decision making.

6. To provide means of fostering adult/family participation in children's educational experiences.

*Explain how the above are consistent with the legislative intent.*

The Campus Community School will provide a unique learning environment at several levels. It is the intent of the school to provide a working collaborative model of community-college partnership for educational improvement of youth. The school will create a model of the seamless relationship that can exist between teacher training, student learning and professional development. It also will provide students with access to the resources of higher education, provide preservice teachers with working models of instruction as promoted in the state curriculum standards, and provide a risk-free, supportive environment for professional development of in-service teachers. Additionally, the school will provide innovative and creative ways to involve parents/guardians in their children's education.

*Explain how the application is consistent with the restriction on charter schools.*

The applicant is a group of individuals joining as a non-profit organization for the purpose of creating a charter school consistent with Title 14, Chapter 5 of the Delaware Code. The applicant is not private or religiously-affiliated. H.B. 243 was enacted to amend Section 504A of Title 14, Delaware Code to clarify that a charter school may enter into a contract for property or services with a religious or sectarian college chartered in Delaware and offering a teacher education program so long as the property contracted for is used in a non-religious non-sectarian manner and are of non-religious and non-sectarian type. The applicant will comply with all restrictive provisions of Title 14, Chapter 5, of the Delaware Code.

#### **Criterion #B-4**

*Describe in detail the school's educational program, including the curriculum.*

Consistent with the school-based, shared decision making model, the school's educational program will be collaboratively developed by teachers, education faculty and representative parents (School-Based Decision Making Team) using the state curriculum standards as the basis of content. During the summer of 1998 the School-Based Decision Making Team will meet to identify themes from the state curriculum standards appropriate for each classroom. Additionally this team will be responsible for identifying the structure of classrooms (multi-age vs single-grade classrooms), scheduling, identifying specials such as foreign language, music, art, physical education, and computers, and developing age-appropriate integrated thematic units and instructional models.

The school's educational programming will center around student development of core skills and standards-referenced acquisition of content in the disciplines. Core skills including literacy, communication, critical and creative thinking, technological expertise, and kinesthetic proficiency will be addressed in the context of each curricular unit.

The School Faculty will develop the operational definitions for these core skills and determine their own indicators for grades 1-8.

For example, growth in a student's ability to think critically will be assessed in each grade level by the examination of various student products identified by the school faculty, and by formal assessments designed by the faculty of the Campus Community School. One aspect of critical thinking is a student's ability to justify his/her thinking. Teachers will design instructional tasks and instructional strategies that will allow them to assess a students' ability to do this across the content and as they progress from grade to grade. In the lower grades (1-3), a teacher could provide students with various examples of leaves and ask students to sort and classify them, then explain their thinking process and justify their categories. This could culminate in a student product such as a book about leaves. A teacher could then transfer this skill to another area such as social studies and structure a task that provides children with various habitat parameters and asks them to design the best shelter for this habitat and justify their choices. Input from education faculty in the form of inservice and day to day contact with teachers will guide this process.

Ongoing course-embedded assessment will identify and meet individual student needs for skill development and knowledge acquisition. (See section B-5 for more detail.)

*Describe the primary instructional strategies which will be employed.*

Teachers at Campus Community School will approach teaching and learning inductively rather than through the traditional deductive methods employed in most public schools. This, however, allows teachers to utilize a variety of instructional strategies appropriate to the content and individual student needs such as cooperative and collaborative learning, individual and small group projects, teacher presentations, discovery learning, as well as direct instruction.

Inductive learning is inquiry, the pedagogical model that was built into the Delaware State Standards. It requires a different teacher approach to instruction which may best be illustrated by the following lesson descriptions:

Traditional Lesson:

1. Teacher tells students they are going to learn about perimeter and tells them which pages to turn to in their mathematics book.
2. Teacher does 2-3 example problems that explains the process of "finding" perimeter.
3. Teacher distributes worksheets and instructs students to complete it.
4. Teacher collects worksheets and assigns remainder of perimeter problems in the book for homework.

Inductive Lesson:

1. Teacher draws two regular closed shapes such as rectangles with different dimensions on the board.
2. Teacher asks students which is larger and how they "prove" this?
3. Through a series of questions and guided discussion, teacher helps students realize that one way is to measure around the outside of each figure, and that the larger should have the greater distance around it.
4. After this is ascertained, teacher names this measurement as "perimeter" and asks students to pick out objects in the room and measure their perimeter to reinforce the attributes of the concept.
5. Once students can explain in their own words what perimeter is and how one finds the perimeter of an object or shape, teacher extends student understanding of the concept by drawing a third shape on the board which



has a smaller area than either of the rectangles, but has many irregular sides which meet at acute angles rather than right angles (i.e., a greater perimeter).

6. Teacher now asks students which of the three shapes on the board is the smaller? When students name the irregular shape, teacher asks them, if the shape is smaller, will this mean that the shape's perimeter is less than that of either of the rectangles on the board, and lets students test their answer by measuring again.
7. Through discussion with students about how a "smaller" shape can possess a larger perimeter, teacher helps students understand that perimeter is a one-dimensional measurement, and that the perimeter of any closed shape represents a straight line, and that the more irregular shape, the longer the line will be to enclose it.
8. To close, the teacher might choose to provide students with a single piece of string (representing a straight line) and a piece of graph paper and ask them to construct as many closed shapes as possible by arranging the string on the graph paper and recording the perimeter and number of squares each of the shapes they construct encloses (this will set students for the introduction of the two dimensional measure of area and a discussion of the relationship between area and perimeter).

*Provide examples of how the program, curriculum and instructional strategies will work together to yield a quality education program.*

For example, in grades 1-3, a balanced literacy program will help insure that all children will develop vital reading and writing strategies, concepts, and skills. This balanced literacy program will include:

1. opportunities for teachers to model reading and writing behaviors in daily read-alouds and write-alouds;
2. flexible small group instruction and one-to-one conferences as needs are identified through ongoing assessment;
3. multiple independent and collaborative work times for students to practice new strategies and skills in meaningful activities such as: across the curriculum research projects; sustained silent reading of self-chosen materials; writing on self-chosen topics; extending or responding to favorite pieces of literature; corresponding with penpals; keeping personal or scientific journals, etc.

*Explain why the program, curriculum and instructional strategies have the potential to improve student performance.*

Working within the state curriculum standards, the program at Campus Community school will focus on student learning rather than on attaining text-driven objectives as is frequently the case in public schools.

A strength of the collaborative setting of the school is that content experts (education faculty) familiar with the state content and pedagogy standards and with alternative assessment strategies will guide curriculum development, implementation, and assessment in collaboration with the School-Based Decision Making Team.

*Explain how the program will address the state content standards.*

As stated in section 1 above, the school's program will center around student acquisition of standards-referenced content in language arts, social studies, science, and mathematics. The School-Based Decision Making Team will use the state standards to develop integrated thematic units and instructional models.

The school will extend the standards by providing experientially-based instruction in Fine Arts (performing and aesthetic) and Physical Education. The school's curriculum will integrate subject areas through emphasis on acquisition of the core skills named above in section 1.

*Explain all additional (in addition to SBE standards) performance standards that the school will include.*

The Campus Community School will adopt the state performance indicators for English/language arts, mathematics, science, and social studies. Additionally, the School-Based Decision Making Team will identify performance indicators for other content areas including physical education/movement, music, art, foreign language, and technology, including computers. The team will also identify performance indicators for the core skills of literacy, communication, critical and creative thinking, technological expertise, and kinesthetic proficiency across the curriculum as well as identify indicators for affective student growth.

#### **Criterion #B-5**

*Provide the goals for student performance by grade, content area or individual.*

Student performance goals will be specified by the School-Based Decision Making Team and will meet or exceed the state curriculum standards in Mathematics, English/Language Arts, Science, and Social Studies for each grade level.

*Describe the plan for evaluating student performance.*

It is anticipated that the School-Based Decision Making Team will utilize a combination of assessment tools such as portfolios, standardized test scores from Iowa Basic Skills Tests, projects, and rubrics that assess student performance on a variety of tasks to measure these performance indicators.

The integration of curriculum across disciplines, from year to year, and through the incorporation of core skills will provide teachers with a longitudinal and multi-dimensional view of students' growth from grades 1-8.

Student performance will also be assessed using the state assessment tests at grades 3, 5, and 8. Iowa Skills Tests will provide another standard measure of student growth at these same grade levels.

Review and assessment of student's skills and knowledge growth will be ongoing and integral with instruction. In addition to periodic standardized testing, ongoing assessment at each grade level will be a mix of anecdotal information; formal and informal classroom assessments such as observations, interviews, portfolios, performance tasks, individual and small group projects.

Although Campus Community School will stress ongoing, embedded, teacher-driven assessment as integral to the teaching/learning process and believes that qualitative measures are valid indicators of student performance, quantitative data in the form of standardized tests will serve to provide data points for comparing our students with students within the state and nationally and to validate the use of embedded, qualitative assessments.

*Explain the indicators that will be used to determine student success related to SBE standards.*

The School-Based Decision Making Team will use state indicators in each of the content areas as a guide to developing Campus Community School indicators of student success on each of the SBE standards. Indicators will meet or exceed those of the state.

*Provide examples of how the indicators will be used to determine student success related to SBE standards.*

For example, in the upper grades(4-8), students' ability to understand and appreciate diversity among living things (State Standards #1 for life science) will be assessed as students progress through a unit on microscopic life. Indications of student understanding might include the ability to use a classification key to identify unknown microscopic organisms and report their findings in a scientific format.

*List other assessments and/or indicators that will be used.*

The School-Based Decision Making Team will develop performance indicators for each of the core skills for each grade level.

*Describe procedures for "taking corrective action" in the event that student performance falls below standards.*

"Corrective action" is built into the process of ongoing curriculum assessment. All actions will be taken on an immediate basis and will appear to be seamless in order to maximize student progress and minimize the perception of "remediation."

*Provide timelines for student goal achievement.*

Students will be expected to progress through grades 1 through 9 in an age-appropriate manner. Student performance will be measured at the beginning, middle, and end of each academic year.

#### **Criterion #B-6**

*Provide school success goals.*

The school's success will be measured by student and teacher success. Student success will be defined as movement toward acquisition of knowledge and skills set forth by the School-Based Decision Making Team. Teacher success will be measured as professional growth toward the social constructivist model of teaching. The term "teacher" will be used by the school to denote not only the full-time teaching staff, but other educators who work within the school for set periods of time for inservice, graduate, or undergraduate credit in education.

*Explain what school success indicators will be used and how they will be used.*

Campus Community School will use the following indicators to measure school success:

- o Increasing levels of student performance at or above state performance indicators in each content area and grade level.
- o Increasing levels of student sophistication in core skills (literacy, communication, critical and creative thinking, technological expertise, and kinesthetic proficiency) at each grade level.

- o Increasing levels of teacher growth toward proficiency in use of the social constructivist model as indicated by direct observations by peers and education faculty collaborators, reflective journals, and professional portfolios.
- o Increasing levels of parental involvement through the Campus Community School Parent/Teacher Organization, as indicated by increased attendance at regular PTO meetings.
- o Increasing levels of parental involvement in student enrichment activities as indicated by parent surveys and parental participation in school extra-curricular activities such as field trips, festivals, and sporting events.
- o Increasing levels of parent satisfaction as indicated by student retention, parent satisfaction surveys, and attendance records.
- o Increasing levels of student satisfaction as indicated by direct observation of student involvement in classroom activities, formal and informal student interviews, student satisfaction surveys, attendance records, and student retention rates.
- o Increasing levels of teacher satisfaction as indicated by retention rate of teachers, formal and informal interviews and teacher surveys, level of teacher involvement with curriculum innovations, and level of teacher involvement in professional development activities.

*Explain how school success will be determined: In Year One, Two and Three*

The success of Campus Community School in Year One will be determined by:

- o Establishment of the school and its operation for the 1998-99 academic year.
- o Teacher satisfaction inventories.
- o Parent satisfaction inventories.
- o Student surveys and interviews.
- o Comparison of student progress at the end of the year with entering baseline data.
- o Student attendance records
- o Student retention rates.

The School-Based Decision Making Team will evaluate these data and generate a report with recommendations and goals for Year Two.

In Years Two and Three, the following indicators will be compared year-to-year to determine school success:

- o Teacher satisfaction inventories.
- o Parent satisfaction inventories.
- o Student satisfaction inventories and interviews.

- o Comparison of student progress at the end of the year with progress reports from the preceding year.
- o Student attendance records
- o Student retention rates.

*Explain what will be done if school success goals in Year One and Two are not attained.*

The School-Based Decision Making Team in its year-end report will determine if the goals have been reasonably met, and if not, write an action plan which includes recommendations for improving school success during the second year of operation.

**Criterion #B-7**  
**Special Needs**

*Explain what strategies will be employed to accommodate the needs of at-risk students.*

The learning model and instructional strategies proposed by the Campus Community School will provide strong support for students at risk for failure in academic areas. Ongoing assessment will give students and parents continuous feedback on progress and alert faculty to developing problems.

A classroom teacher can convene an intervention team to assist consisting of appropriate personnel in problem-solving.

*Explain what strategies will be employed to accommodate the needs of special education students.*

The Campus Community School will accept students with identified mild disabilities (we estimate that about 10% of the school population or a percentage reflecting public school averages). Students will be served in a true inclusion model, based on the assumption that students whose learning processes and patterns differ from norm require what all students require -- good teaching which responds to individual student needs. The Campus Community School variety of classroom models (multi-age for instance) and instructional strategies is intended to insure student success.

One teacher will be dually certified and serve as a special needs consultant in the event that regular class instruction is not effective. Education faculty will also be available to support teachers in problem-solving and planning interventions for students as needed. The process will not be unique to identified special needs students but will serve as a prereferral process for any student who is not making satisfactory progress.

The special education teacher will also be responsible for convening a team to develop and monitor IEPs. Formal evaluations and re-evaluations will be contracted out as needed. Related services will be contracted out to the Capital School District. These costs are reflected in the budget.

Our current facilities in Bradford Hall are program accessible but not entirely barrier-free. Three classrooms are available on the ground floor, and students with physical handicaps could be served in these classrooms. A new facility (planned for 1999) will be barrier-free.

**Criterion #B-8**  
**Discipline/Attendance**

*Explain the school's discipline policy.*

Congruent with the social constructivist model, the Campus Community School's discipline policy will draw heavily upon Glasser's Reality Therapy model of classroom management which promotes students taking responsibility for their own actions. This model makes provisions for involving teachers, parents, and education faculty with students who have difficulty accepting responsibility for their actions. The school will use time-outs and contracts to help students identify plans of action to improve student behavior.

The School-Based Decision Making Team will establish a written discipline policy in the form of a Student Rights and Responsibilities Handbook which incorporates the provisions of H.B. 85 and which will be distributed to each prospective student and parent upon registration. Both students and parents will be asked to sign that they have read and agree to follow the Campus Community School Student Rights and Responsibilities Handbook prior to admission.

*Explain how the policy will be applied in various situations.*

The Glasser Reality Therapy model advocates the use of class meetings to solve problems which arise in the classroom, to discuss issues of student concern, and to provide the teacher with diagnostic information. It is anticipated that teachers at the Campus Community School will encourage students to take responsibility for their own learning and to solve problems which arise between students and in classrooms during regular class meetings. These meetings are congruent with the social constructivist model and shared decision making.

Glasser's model also identifies ten steps to effective classroom management. Training in Glasser's model will be provided for teachers by education faculty. The ten steps are:

1. When problems arise, list teacher's typical reactions to the student's disruptive behavior.
2. Determine which techniques from the above list do not work and resolve not to repeat them.
3. Improve personal relationship with the student by providing extra encouragement, asking student to run errands, showing concern, implying things will improve.
4. Focus student's attention on the disruptive behavior by requiring the student to describe what he/she has been doing and request that it be stopped.
5. Call a short conference, and again have the student describe the behavior. Have the student state whether or not the behavior is against the rules or recognized expectations and ask the student what he/she should be doing instead.
6. Repeat Step 5, but this time add that the student will have to develop a written plan to solve the problem.

7. Isolate the student from the class until he/she has devised a written plan for ensuring that the rules will be followed in the future, gotten the plan approved, and made a commitment to follow it.
8. If the above do not work, the next step is in-school suspension. Now the student must deal with someone other than the teacher, but this person will repeat earlier steps in the sequence and press the student to devise a plan that is acceptable.
9. If the student remains out of control or does not comply with in-school suspension rules, parents will be called to take them home for the day, and they will resume in-school suspension the next day.
10. Students who do not respond to the previous steps will be asked to withdraw from Campus Community School and/or referred to another agency.

*Explain how attendance will be monitored and assured.*

Attendance will be taken at the beginning of each school day and records will be maintained electronically as part of the school's comprehensive instructional information management system. Further attendance monitoring will occur throughout the day. Follow-up phone calls will be placed to the family of any absent student where family has not already contacted the school regarding the absence. The classroom teacher and members of the School-Based Decision Making Team will make home visits for students who have extended or excessive unexplained absences. The teacher can also convene an intervention team to develop or plan for increasing attendance.

**Criterion #B-9  
Health and Safety**

*Explain how health and safety of students, employees and guests of the school will be managed.*

To insure the maximum possible level of students health and safety, a number of procedures will be considered for implementation:

- Physical exam records, emergency data cards, and guardian-signed transportation arrangement forms will be required and maintained at the school.
- Pick-up of students by other than parent(s) or legal guardian(s) will be by written permission of parent(s) or legal guardian(s) and will require a photo-ID and signature.
- Records of required and prohibited medications and written permission to administer required medication will be maintained at the school.
- Establishment of a formal agreement to provide on-call services with nearby health care provider will be investigated.

In addition, criminal background checks for employees and volunteers will conform to the requirements of Chapter 85, Title 11, Delaware Code.

To help insure the health and safety of all personnel within the school building, the following will be implemented:

- Monthly practice fire alarm drills.

- Periodic presentations on the topics of safety and security awareness for students and staff.
- Adherence to O.S.H.A. requirements.
- Adherence to A.D.A. requirements.
- Daily custodial services.

Installation of a security alarm system, if not already present in the leased facility, will also be investigated.

**Criterion #B-10**  
**Student Admissions**

*Explain the admissions procedures for the school.*

The following procedure will be followed for the student admissions process.

- Advertise the new school, its mission and goals, location, application procedure.
- Applications accepted on open basis.
- Applications and current school records evaluated to determine grade placement.
- Staff interviews with prospective students/parents and recommendation (whether school can meet student needs) sent to the Admissions Committee.
- Admissions Committee (Board and staff) makes admission decision.
- Admissions decision is conveyed verbally to parents.
- Admissions decision letters of verification is mailed.
- Enrollment form and signed parent contract is returned to the Admissions Committee of the Board
- District of residence is notified of admissions decision.

The Admissions Policy has the following elements:

Admission to the Campus Community School will be made on a first-come, first-served basis for the first year of operation. Enrollment will be limited to 25 students per grade (1-8). Prospective students will complete an application form detailing the child's previous school placement, interests, and activities, special services received, etc. As completed applications are received, available personnel from the Board of Directors and the Wesley College faculty will meet with prospective parents/guardians and students to share the philosophy of the school and explain the parent contracts. Prior to admission, parents/guardians of prospective students must sign a parent contract agreeing to the following stipulations:

1. Participation in a social constructivist teaching/learning model and in unique classroom environments such as multi-age groupings rather than single-grade placements.
2. Placements of students in classrooms according to needs rather than age or previous grade placements.



3. Participation in and support of child's education through regular attendance at parent/teacher organization meetings, arranging and supervising daily study times, attending regularly scheduled teacher/parent conferences.

4. Responsibility for arranging transportation to and from school and packing a daily lunch.

5. Support of the school's discipline policy and follow-through with discipline conferences and contracts as needed.

Once applications are complete and parent contracts are signed, the Board of Directors will notify parents in writing of admission decisions based on available openings in each grade.

The process for admission of new students for the second year of operation will be determined by the School-Based Decision Making Team at the end of the first year of operation.

**Criterion #B-11  
Qualified Staff**

*Outline the criteria for hiring teachers and other staff for the school:*

The Campus Community School will be run by a School Based Decision-Making Team composed of the operations manager, the head teacher, two teacher representatives, three Wesley College faculty and two parent representatives. The operations manager will be responsible for record-keeping and all non-curricular operations of the school such as attendance, recruitment, office personnel, payroll, scheduling, etc. and will report directly to the Board of Directors on these matters. The head teacher will be designated by the Board of Directors on the recommendation of the Wesley College faculty and for the first year and elected by the Campus Community School faculty in subsequent years. In addition to teaching, this individual will report to the Board of Directors on matters relating to students, faculty, and curricular issues. The head teacher will also chair faculty meetings, serve on the School-Based Decision Making Team, represent the school at local and state meetings on curricular issues, facilitate and support students and teachers in day-to-day activities and/or problems. The two teacher and parent representatives will be elected from their respective groups each academic year (see Appendix III).

The following criteria will be utilized for hiring teachers:

- \* certification by DPI for all of the teaching staff
- \* special education certification required by at least one teacher (for inclusion students only)
- \* prior training and experience in cooperative learning, experimental learning, multi-age groupings, problem solving, critical thinking, and educational technology.

Job qualifications and criteria for non-professional staff will be established by the Board of Directors. Hiring procedures will be established by the Board of Directors.

*What proportion of teachers will be certified to teach in Delaware public schools?*

100% will be certified.

*What proportion of teachers will be on "limited term certification"?*

None.

*What educational and other qualifications will the "head of the school" have?*

This individual should hold a masters degree in management, be familiar with the educational environment, and have some background in technology.

**Criterion #B-12  
Transportation**

*Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with the local school district?*

The charter school will request Capital School District within whose boundaries it is located to provide transportation within the school district at times appropriate to the normal school hours of the charter school or at times established for other schools within the district. On days that the charter school is in session and the local district schools are closed, and on days when local district schools begin or dismiss at times differing from those of the charter school, alternate transportation arrangements will be made in advance by the parents, with the assistance of the charter school where possible.

*How will students who live outside the local school district be transported?*

Parents will have the choice of arranging transportation of students to and from school and requesting transportation reimbursement, or of transporting students to and from the closest (to their residence) school bus stop within the local school district as established in consultation with the local school district transportation manager.

*If you plan to implement an extended day or extended year program which requires transportation beyond what the district provides, what arrangements will be made to transport students?*

Parents will agree, as part of the student application process, to transport students to and from school for any (all of which will be optional) extended day and year programs. The charter school plans to establish sufficiently extended school operating hours to make parent-arranged transportation practical.

*Plans, arrangements outside local school district.*

The charter school will request Capital School District within whose boundaries it is located to provide transportation from established bus stops. Parents will be required to make arrangements to have their children transported to and from these bus stops.

**Criterion #B-13**  
**Interscholastic Athletics**

The school will integrate athletics and movement into its curriculum with the dual intent of modeling movement integration for the public schools, and for the overall improvement of its students' physical fitness and kinesthetic abilities.

There will be organized intramural sports in which all student will participate. Swimming and other lifetime team and individual sports will be an integral part of every student's day.

Students interested in a particular sport such as lacrosse, soccer, cycling, or tennis, for example, will be provided with coaching and instruction. At a later date, given student and family interest, an intermural schedule in certain sports may be arranged.

The College's 80+ Physical Education majors, supervised by coaches and faculty, will enrich the availability of kinesthetic instruction/diagnostics, and sports programs to the school's students.

**Criterion #B-14**  
**Timetables**

*Provide the milestone activities and dates leading to opening the school. Include staffing, facilities, participation of students, etc.*

A complete timetable will be established and maintained utilizing an electronic project management system.

Aug., 1997	State Board of Education approval of the charter application
Oct., 1997	Begin formal publicity campaign Begin active recruitment of students and staff Begin scheduling student/parent information meetings  Campus Community Board will develop and adopt the Student Rights and Responsibilities Handbook and parent contract.
Jan., 1998	Move into facility
April, 1998	All staff hired  Student/parent interviews completed and students selected. All signed parent contracts returned by June 15, 1998.  Preliminary student admissions lists to school districts (supplemental rosters provided as additional students are admitted)
July, 1998	Election and institution of School-Based Decision Making Team.
July/August, 1998	Begin staff inservice
September, 1998	First day of school

**Criterion #B-15**  
**Facility Planning**

The school plans to use Bradford Hall, which currently houses the Department of Education on the Wesley College campus. Since the building is already used as a school, few changes will need to be made to accommodate younger students. Bradford Hall currently has eight classrooms, two of which are set up for observation; a 20-station computer laboratory wired to the Internet and networked on a LAN; two curriculum laboratories with curricular resources; and two TV/VCR/laser disc carts for use in classrooms. Rooms 12, 14, 16, and the two classrooms currently housing the Exercise Physiology Lab on the first floor, and rooms 102, 103, and 104 on the second/ground floor will be set aside for the Campus Community School.

Students with disabilities will be housed on the ground floor of Bradford Hall and rest rooms on this floor will be made accessible to the disabled.

Shared college facilities will include the athletic facilities (gym, pool, athletic fields), library, MacIntosh Lab, art, and music rooms.

**Criterion #B-16**  
**Economic Viability**

*Explain why the plan is "economically viable".*

The school will be economically viable because of the state/local funding and the substantial in-kind support from Wesley College in Dover. Specifically, Wesley will provide free to the school the following items: space, custodians, nursing care, computer installation/wiring, network administration; insurance on the property, utilities, building maintenance and staff development (offered at Wesley). In addition, the school will take advantage of Wesley's lower costs in the areas of computers, copiers and telephones. This formidable in-kind support will allow the Board of Directors to spend resources on teachers' salaries, computer and supplies for the students.

*Provide revenue and expenditure estimates for the first three (3) years.*

The revenue and expenditure estimates are presented in Part C of this application.

*Explain all sources of expected income.*

The State Appropriations and Local Fund Transfers figures were provided by Mr. Kent Cashell of DPI (see Part C). It does not include funding for transportation. It is therefore \$71,564 less than the DPI estimate. The Wesley College revenue is based on in-kind support from Wesley College (see Appendix II for letter of support). The \$100,000 federal grant is called The Charter School Grant and will be used for extra curricular, supplies and materials, computers, computer installation, furniture, attorney's fees, and building modification. Although no firm commitments have been made, it also expected that substantial monetary and in-kind donations from the private sector will be forthcoming.

*Explain major expense categories, including contracts for equipment, services, leases, improvements, purchasing or real property and insurance.*

Except as noted, growth in expenses and revenue is increased by 2% annually.

Main expense categories, as detailed in the application budget are as follows:

Personnel

Teachers - 8 @ \$45,000 average salary  
Principal/Administrative Head of School - 1 @ \$50,000 (State PG 18-20)  
Clerical - 1 @ \$33,000 (State PG 11)  
Custodial - Wesley In-Kind  
Substitutes - 80 days @ \$93.75/day  
Student Records - 24 hours for 43 weeks @ \$6.00/hour  
Teachers Aide/Intern - 10 Wesley students at \$1,400 per year

Other Employment Costs

Health Insurance - \$68,250  
Pension - \$58,941  
FICA - \$31,595  
Medicare - \$7,623  
Worker's Compensation - \$5,517  
Unemployment Insurance - \$451  
These expenses are based on State of Delaware Budget Office figures

Student Support

Transportation - Will be provided by the Capital School District. This cost will be borne by Capital School District (see Criterion #B-12)  
Extra Curricular - 200 students @ \$200 each, reduced by 27% the second year and increased by 2% the third year  
Supplies and Materials - 200 students @ \$345 each for the first year, reduced by 15% the second year and increased by 2% the third year  
Printed Materials - 200 students @ \$279 each  
Computer and Other Technology - 10 computers/software @ \$2,400 each  
Contracted Services - All contracted services are listed separately on the budget worksheet  
Contingency Funds - 3% of all student support costs  
Field Trips - 200 students @ \$50 each  
Nursing - Wesley In-Kind  
Computer Installation/Wiring - Wesley In-Kind  
Student Achievement Assessments - 75 students (grades 3, 5, & 8) @ \$20 each for Iowa Basic Test; State Assessment - no cost  
Special Education Evaluations - (Psychological, Speech, Occupational Therapy) 10% of Students (20) @ \$500 each  
Admission Tests - \$4,000  
Network Administration - Wesley In-Kind  
Furniture - 200 students @ \$50 each

Administrative Operations

Insurance - See #B-18  
Rent - Wesley In-Kind - 903 square feet @ \$10/sq. ft = \$90,300  
Mortgage - \$0  
Utilities - Wesley In-Kind  
Maintenance - Wesley In-Kind  
Supplies and Materials - \$5,000 for all staff  
Equipment Lease/Maintenance - \$4,000 for a copier  
Telephone/Communications - \$1,200 for phone equipment lease/purchase and line costs  
Accounting and Payroll - \$5,000 for State Auditor costs  
Printing and copying - \$5,000 for all staff

Postage and Shipping - \$500 for all staff  
Contingency Funds - 3% of all administrative /operations supports costs  
Staff Development - Wesley In-Kind - \$10,000  
Custodial - Wesley In-Kind - \$18,900  
Attorney's Fees - \$25,000  
Building Modifications - \$27,000 for adding classrooms walls, making rest rooms handicapped accessible, etc.

*Explain all in-kind services or donations.*

See #4 above.

*Complete the application budget worksheet.*

See Part C

*Explain how the budget will be altered if enrollment is below projections.*

Personnel and Other Employment Costs will be reduced by hiring fewer teachers; costs based on student count (extra curricular, supplies, print materials and the related contingency) will be reduced.

\$71,564 has been added to expenses under "Transportation." This amount has been accounted for by correcting custodial and maintenance costs to reflect their In-Kind status (custodial is now under Administrative/Operations Support) and by reducing the computer and extra-curricular lines (see new Budget Worksheet, attached).

Nursing services will be provided on an as-needed basis by Wesley College Nursing School employees. These employees are registered nurses. Because the service will be used on an as-needed basis, a value is not shown on the budget.

The applicant will not provide food service for the children; children will bring their lunches.

**Criterion #B-17  
Financial Operations**

*Will the school operate within DFMS? If yes, please describe the applicant's knowledge of this system?*

Yes. One Board of Director, Gloria W. Homer is the Director of Administration for the State Department of Administrative Services. As such, Ms. Homer has worked with the DFMS system ever since its inception and therefore knows about its uses, capabilities, and requirements.

*If the school will not operate within DFMS, describe how payroll, purchasing, compensation, pension and/or benefits systems will be managed.*

N/A.

**Criterion #B-18**  
**Legal Liability**

*Explain the school's potential legal liability.*

The potential legal liability of the charter school is viewed as the same as schools in existing public school districts. This view is supported by Title 14, Chapter 5, Section 504(d) of the Delaware Code. For this reason, insurance coverage is planned to be similar to that obtained by public school districts.

*List the types and limits of insurance coverage the school plans to obtain.*

- General Liability - \$1 Million
- Non-owned and hired auto liability - \$1 Million
- Errors and Omissions - \$1 Million
- Workman's Compensation Coverage B - \$1/2 Million
- General Liability Umbrella - \$5 Million
- Comprehensive Property - actual replacement value for equipment in building
- Vehicle - not necessary - will use state fleet system

**PART C**

**Charter School Application Budget Worksheet**

Three Year Projection

<b>REVENUE*</b>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>
State Appropriations	\$734,275	\$748,961	\$763,940
Local Fund Transfers	\$147,654	\$150,607	\$153,619
Wesley College In Kind	\$158,900	\$156,534	\$160,118
Federal Grant	\$100,000		
<b>CURRENT ESTIMATE</b>	<b>\$1,814,706</b>	<b>\$1,743,098</b>	<b>\$1,777,048</b>
<b>DIFFERENCE</b>	<b>(\$673,877)</b>	<b>(\$686,997)</b>	<b>(\$699,372)</b>
<b>TOTAL REVENUE =</b>	<b>\$1,140,829</b>	<b>\$1,056,102</b>	<b>\$1,077,677</b>

**EXPENSES**

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>FTE's</u>
<b>Personnel (Please Indicate FTE's)</b>				
<b>Salaries</b>				
Teachers	\$360,000	\$367,200	\$374,544	8.00
Principal/Administrative Head of School	\$50,000	\$51,000	\$52,020	1.00
Clerical	\$33,000	\$33,660	\$34,333	1.00
Custodial (See Contractual)	\$0	\$0	\$0	0.00
Substitutes	\$7,500	\$7,650	\$7,803	0.00
Student Records Part Time	\$6,200	\$6,324	\$6,450	0.00
Teachers Aide / Intern	\$44,800	\$45,696	\$46,610	10.0(b)
	\$501,500	\$511,530	\$521,761	10.00

**Other Employment Costs (a)**

Health Insurance	\$68,250	\$68,250	\$68,250
Pension	\$58,941	\$61,128	\$62,350
FICA	\$31,595	\$32,226	\$32,871
Medicare	\$7,623	\$7,775	\$7,931
Worker's Compensation	\$5,517	\$5,627	\$5,739
Unemployment Insurance	\$451	\$460	\$470
Other Benefits (Please Specify)			
	\$172,376	\$175,467	\$177,611

Subtotal Personnel = \$673,876 \$686,997 \$699,372

- (a) The percentage rates for certain employment costs can be provided if the Charter School wishes to utilize state benefits.
- (b) Will not qualify for benefits.



PART C

**Charter School Application Budget Worksheet (Cont'd)**

**EXPENSES (continued)**

	YEAR 1	YEAR 2	YEAR 3
<b>Student Support</b>			
Transportation	\$0	\$0	\$0
Cafeteria	\$0	\$0	\$0
Extra Curricular	\$40,000	\$29,167	\$29,950.34
Supplies and Materials	\$69,000	\$58,344	\$59,511
Printed Materials	\$55,800	\$56,916	\$58,054
Computers	\$24,053	\$0	\$1,565
Contracted Services	\$0	\$0	\$0
Contingency Funds	\$9,000	\$9,000	\$9,000
Field Trips	\$10,000	\$10,200	\$10,404
Nursing	\$0	\$0	\$0
Computer Installation / Wiring (In Kind)	\$7,500	\$1,500	\$1,500
Student Achievement Assess.	\$1,500	\$1,530	\$1,561
Special Ed. Evaluations	\$10,000	\$10,200	\$10,404
Network Administration (In Kind)	\$14,700	\$15,200	\$15,700
Furniture	\$10,000	\$0	\$0
<b>Subtotal Student Support =</b>	<b>\$251,553</b>	<b>\$192,057</b>	<b>\$197,549</b>

**Administrative/Operations Support**

Insurance (Property/Liability)	\$5,000	\$5,100	\$5,202
Rent (In Kind)	\$90,300	\$92,106	\$93,948
Mortgage	\$0	\$0	\$0
Utilities (In Kind)	\$7,500	\$7,900	\$8,200
Maintenance (In-Kind)	\$5,000	\$5,250	\$5,500
Supplies and Materials	\$5,000	\$5,100	\$5,202
Equipment Lease/Maintenance	\$4,000	\$4,080	\$4,162
Telephone/Communications	\$1,200	\$1,224	\$1,248
Accounting & Payroll	\$5,000	\$5,100	\$5,202
Printing and Copying	\$5,000	\$5,100	\$5,202
Postage and Shipping	\$500	\$510	\$520
Contingency Funds	\$1,000	\$1,000	\$1,000
Staff Development (In Kind)	\$15,000	\$15,300	\$15,606
Custodial (In-Kind)	\$18,900	\$19,278	\$19,664
Attorney's Fees	\$25,000	\$10,000	\$10,000
Building Modifications	\$27,000	\$0	\$0
Other (Please Specify)			

**Subtotal Administrative Support = \$215,400 \$177,048 \$180,656**

**TOTAL EXPENSES = \$1,140,829 \$1,056,102 \$1,077,677**

APPENDIX I

## BOARD OF DIRECTORS AND DESCRIPTION

Carl Hauger is the District Technology Coordinator for Smyrna School District. He is a Delaware certified teacher who has taught in the public schools. He is completing work toward a Ph.D. in Education from Wilmington College.

Gloria Homer is a Division Director in the State Department of Administrative Services. Her responsibilities and areas of expertise include the State Budgeting and Accounting; personnel and purchasing processes. She is the mother of two children, ages 5 and 9.

Dixie Norris is the Vice President for Finance and Treasurer at Wesley College.

Patricia Patterson, M.S., Ed.D., is Chair of the Division of Education and Human Services at Wesley College. She has expertise in educational reform and teacher education in science and mathematics. She has taught in public schools and colleges for 15 years. Prior to that she worked as a marine ecologist and botanist.

Jane Richter is owner and administrator of the Little School, a preschool and kindergarten in Dover. She has held this position for 26 years and is a Delaware certified teacher. She is an instructor at Delaware Technical Community College. She was instrumental in writing the curriculum text for courses in the Early Childhood Education curriculum at Del Tech.

APPENDIX II

WESLEY COLLEGE  
OFFICE OF THE TREASURER  
127 NORTH STATE STREET  
DOWEL, DELAWARE 19901-0875



PHONE: (302) 736-2347  
PHONE: (302) 736-2357  
FAX: (302) 736-2344

**W E S L E Y**

DELAWARE'S FIRST INDEPENDENT COLLEGE

*Founded 1826*

July 23, 1997

To Whom It May Concern:

Wesley College will make available the following space for use by The Campus Community School in the fall of 1998.

Five classrooms on the ground floor of Bradford Hall

Three classrooms on the first floor of Bradford Hall

In addition, Wesley College agrees to sharing additional facilities with The Campus Community School that include: the Macintosh lab, athletic facilities, and the Library.

A handwritten signature in cursive script, appearing to read "Dixie K. Norris".

Dixie K. Norris  
Vice President, Finance and Treasurer

DKN:nds

APPENDIX III

**CAMPUS COMMUNITY SCHOOL  
SCHOOL-BASED DECISION MAKING TEAM**

**Operations Manager  
Reports to the Board of Directors**

**2 Teacher Representatives  
(Elected by the Faculty each year)**

**2 Parent Representatives  
(Elected by the P.T.O. each year)**

**Head Teacher  
Reports to the Board of Directors  
(Designated by the Board of Directors  
on the recommendation of the Wesley  
College Education Faculty for Year One  
and elected by the Faculty in subsequent  
years)**

**3 Wesley College  
Education Faculty**

**Assurances**

**The charter school assures that it will do the following:**

1. Not discriminate against any student in the admissions process because of race, creed, color, sex, handicap or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.
2. Participate in the State Assessment Program.
3. Manage its financial operations within the Delaware Financial Management System (DFMS) or negotiate a memorandum of agreement with the state's Budget Director and the Comptroller General to do otherwise.
4. Maintain communications with other public and nonpublic schools to assure efficient notification about transfers and to exchange related records.
5. Provide necessary reports and cooperate with financial programmatic or compliance audits.
6. Comply with Delaware Code, Chapter 85, Title 11 relating to criminal background checks for education employees.
7. Not operate in a sectarian manner or include religious practices in its educational program.

The charter school applicant agrees to the above assurances.



*(Signature of Chairman or Chief Officer of the applicant's corporation)*

Date: 12/12/96

95-01/95/10/13

9/6/96



BY-LAWS  
OF  
CHARTER SCHOOL, INC.

ARTICLE I - POWERS AND RESPONSIBILITIES OF DIRECTORS

Subject to limitations imposed by law, the articles of incorporation of this corporation or these by-laws, all corporate powers shall be exercised by or under the authority of the Board of Directors. The Board of Directors (referred to in this and the following articles as the "Board") has the power to manage the property and business of the corporation.

The Board's primary responsibility is to determine the character for the corporation, to establish overall policy, and to work towards financial stability. The Board has the responsibility for the effective implementation of the policies it lays down.

Without limiting the foregoing, the Board of Directors:

1. maintains the essential character and integrity of the corporation as outlined by the charter and preserves its independence;
2. establishes the goals and parameters which determine the nature of the corporation consistent with its articles of incorporation;
3. approves long-range plans which enable the corporation to approach the desired goals;
4. oversees the general operation of the corporation, assuring that the established policies are effectively interpreted and appropriately implemented;

5. establishes policies regarding the number of employees and the total compensation of personnel;
6. approves major fringe benefits, including employee contribution options deducted from pay;
7. establishes by-laws for effective operations;
8. cultivates, nominates, appoints and orients Board members who possess the talent, skills, and means to further the work of the Board;
9. serves as a court of last resort when decisions at lower echelons have been appealed to and accepted for review by the Board;
10. keeps contact with constituents and evaluates concerns for relevance.

## ARTICLE II - MEMBERSHIP OF THE BOARD OF DIRECTORS

### Section 1. Number.

The number of directors shall be no fewer than five (5) nor more than thirteen (13).

### Section 2. Eligibility.

The directors of the corporation shall be the only members of the corporation and, upon ceasing to be a director, any such person shall cease to be a member. Election of a director as provided in these by-laws shall likewise serve to elect such director to membership in the corporation. The director shall, for the purpose of any statutory provision or rule of law relating to non-profit corporations, be a member of the corporation and shall have and exercise all the rights, privileges, powers and immunities of members thereof.

No person shall be eligible who is employed by the corporation, or has a member of his immediate family employed by the corporation. Persons under the age of 21 are not eligible for membership on the Board of Directors.

Section 3. Liability.

No director shall be personally liable for the debts, liabilities or obligations of the corporation.

Section 4. Fiduciary Duties.

A director of the corporation shall stand in a fiduciary relation to the corporation and shall perform his duties as a director, including his duties as a member of any committee of the Board upon which he may serve, in good faith, in a manner he reasonably believes to be in the best interest of the corporation, and with such care, including reasonable inquiry, skill and diligence as a person of ordinary prudence would use under similar circumstances.

Absent a breach of fiduciary duty, lack of good faith or self-dealing, any action taken as a director or any failure to take any action as a director shall be presumed to be in the best interests of the corporation.

Section 5. Election and Term.

The initial directors of the corporation are the persons who executed and are named in the articles of incorporation. The terms of office of the directors shall be two (2), three (3), and five (5) years with the number of directors being nominated by the Executive Committee and elected at each annual meeting of the directors. Two (2) of the directors elected at the annual meeting shall serve a term of two (2) years, two (2) a term of three (3)

years and the remainder a term of four (4) years. No director shall serve for more than four (4) consecutive years, except that a director who has been elected Chairman before the end of the four (4) consecutive years may serve as a director for up to six (6) consecutive years, and that Chairman's term may be extended for one year in the event there would otherwise have been in the same year a change in both the position of Board Chairman.

After completion of the applicable maximum consecutive service, a director is not eligible for re-election until 24 months have elapsed.

Section 6. Vacancies.

Any vacancy on the Board of Directors shall merely reduce the number of duly elected and acting Directors until such time as that vacancy is filled. Vacancies existing from time to time by reason of an increase in the authorized number of directors, or for other reasons, may be filled by a majority vote of the remaining directors by election at any regular meeting of the Board, provided a notice of the election and qualifications of nominees be distributed to the directors at least 10 days prior to the election. Vacancies occurring in existing positions shall be filled for the unexpired term only.

Section 7. Removal.

A director may be removed from the Board, with or without cause, by an affirmative vote of at least a majority of the directors. A director may also be removed from the Board should he fail to attend \_\_\_\_\_ consecutive meetings.

Section 8. Compensation.

Directors, as such, may receive pursuant to resolution of the Board fixed fees, expenses and other compensation for attendance at regular and special meetings and their services as directors, including, without limitation, their services as members of committees of the Board. Nothing contained herein shall be construed to preclude any director from serving the corporation in any other capacity in receiving compensation therefor.

Section 9. Resignations.

Any director may resign from a committee of the Board, an office of the Board, or the Board itself by giving written notice to the Chairman or the Secretary. Any such resignation shall take effect at the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

**ARTICLE III - HONORARY DIRECTORS**

Any individual whose assistance and expertise is sought by the Board may be elected an Honorary Director by a majority of the Board of Directors. Honorary Directors shall be elected for one-year terms and may be reelected without limit. They are entitled to receive minutes of all Board meeting and Executive Committee meetings, and may attend all meetings of the Board. An Honorary Director shall not be considered a member of the Board for any legal purpose, including voting. The additional number of Honorary Directors shall not exceed twenty-five percent (25%) of the number of the regularly authorized Board members.

## ARTICLE IV - OFFICERS OF THE CORPORATION

### Section 1. Generally.

The officers of the Corporation shall consist of a President, one or more Vice Presidents, a Secretary, a Treasurer and such other officers as may from time to time be appointed by the Board of Directors. Officers shall be elected by the Board of Directors which shall consider that subject at its first meeting after every annual meeting. Each officer shall hold office until his successor is elected and qualified or until his earlier resignation or removal. The President shall be a member of the Board of Directors. Any number of offices may be held by the same person. One person may also have such other titles as the Board of Directors may determine.

### Section 2. President.

The President shall be the chief executive officer of the Corporation. Subject to the provisions of these Bylaws and to the direction of the Board of Directors, he shall have the responsibility for the general management and control of the business and affairs of the Corporation and shall perform all duties and have all powers which are commonly incident to the office of chief executive or which are delegated to him by the Board of Directors. He shall have power to sign all contracts and other instruments of the Corporation which are authorized and shall have general supervision and direction of all of the other officers, employees and agents of the Corporation.

### Section 3. Vice President.

Each Vice President shall have such powers and duties as may be delegated to him by the Board of Directors. One Vice

President shall be designated by the Board of Directors to perform the duties and exercise the powers of the President in the event of the President's absence or disability. In the absence of the Chairman and the President, any Vice President who is a director shall, in the order prescribed by a resolution of the Board of Directors, preside at meetings of the Board of Directors.

Section 4. President Pro Tem.

In the absence of the President and Vice-President, the Board of Directors may appoint a President Pro Tem.

Section 5. Secretary.

The Secretary shall keep or cause to be kept a record of the proceedings of the Board of Directors, shall make service of all such notices as may be necessary or proper, and shall have such other powers and duties as may be prescribed from time to time by the Chairman of the Board.

Section 6. Treasurer.

The Treasurer shall be responsible for the oversight of the custody of all funds and securities of the corporation, shall generally supervise the accounting and bookkeeping of the corporation, shall regularly report to the Board of Directors as to the financial condition and results of the operation of the corporation, and shall have such other powers and duties as may be prescribed from time to time by the President or the Board. With approval of the Board, the Treasurer may delegate to an administrative salaried employee of the corporation any of the foregoing duties, including the signing of checks or other orders for the payment of money, as the Treasurer shall specifically designate. All such delegations shall be recorded in the minutes of the Board.

The Treasurer and any other persons who are empowered to sign checks or other orders for the payment of money shall give this corporation a bond in such sum and with such assurity or assurities as shall be satisfactory to the Board. The cost of such bond or bonds shall be paid by the corporation.

Section 7. Election.

The officers of the Board shall be nominated by the Executive Committee and shall be elected by and serve at the discretion of the Board subject to the foregoing limitations. Each officer shall be elected for a one-year term, except that an officer elected to fill a vacancy shall serve for the remainder of the term of his predecessor. No person shall serve as President for more than two consecutive years and no person may serve more than three consecutive years in any one or combination of the offices of Vice-President, Secretary, and Treasurer.

Section 8. Vacancies.

A vacancy in any of the offices of the Corporation may be filled for the unexpired term by a majority vote at any meeting of the Board of Directors, by election, provided that a notice of the elections and qualifications of nominees be distributed to members at least ten days prior to the election.

**ARTICLE V - MEETINGS OF THE BOARD**

Section 1. Regular Meetings.

Regular meetings of the Board shall be held semi-monthly beginning in September, 1997, at such time and place as the Chairman or a majority of the Board may from time to time prescribe. A yearly calendar of all regular meetings of the Board and



the Executive Committee shall be prepared in June by the Executive Committee, for approval by the full Board. This calendar shall be mailed to all Board members and shall serve as a legal notice of the time and place of such meetings. The character of these meetings shall be announced by agendas and relative supporting date distributed to Board members at least five (5) days but not more than twenty (20) days prior to each meeting.

Section 2. Special Meetings.

Special meetings of the Board for any purpose or purposes may be held on the call of the Chairman or any three directors. Notice of each special meeting, setting forth the time, date, and a place of the meeting and the general nature of the business to be transacted thereat, shall be given by the Secretary in person, by mail, by telegram, by e-mail or by fax, not less than five days in advance of the meeting to each director at the address last shown on the records of the corporation. Business transacted at a special meeting shall be limited to the matter stated in the notice of the meeting.

Section 3. Waiver or Consent.

The transaction of business at any meeting of the Board of Directors, however called and noticed and wherever held, shall be as valid as though held at a meeting after regular call and notice if a quorum is present and if, either before or after the meeting, each of the directors not present signs a written waiver of notice or consent to the holding of the meeting or an approval of the minutes. All such waivers, consents, or approvals shall be expressed in writing and filed with the corporate records or made a part of the minutes of the meeting.

Section 4. Quorum.

A quorum for the transaction of business at any meeting of the Board shall consist of a majority of the directors then serving. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board except as may be provided elsewhere by these by-laws.

Section 5. Participation in Meetings by Conference Telephone.

Notwithstanding any provision of these by-laws to the contrary, members of the Board or of any committee thereof may participate in a meeting of such Board or committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and such participation shall constitute presence in person at such meetings provided that a quorum is physically present in Delaware.

**ARTICLE VI - ACTION WITHOUT FORMAL MEETING**

Any action required or permitted to be taken by the Board or by any committee thereof may be taken without a formal meeting by a written consent setting forth the actions so taken and signed by all members of the Board or of a committee as the case may be. The consent must be filed with the minutes of the proceedings of the Board or the committee.

**ARTICLE VII - COMMITTEES**

Section 1. Special Committees.

There may be such special or ad hoc committees as the Board may from time to time establish for the discharge of particular duties.

Section 2. Standing Committees.

There shall be the standing committees specified in this article. Members of standing committees shall be appointed annually by the Chairman, after consultation with the Board, at or following the annual meeting of the Board of Directors. Except as provided in these by-laws, the Chairman shall be an ex-officio member of all standing committees without power to vote, and each standing committee shall include at least two additional directors. Each director shall serve on at least one committee, but no director shall serve on more than two committees. The Chairman of each standing committee shall be a director. Except where otherwise provided in this article, additional members, including persons who are not on the Board of Directors, may be appointed from time to time.

Section 3. Discontinued Committees.

The Board of Directors may discontinue any standing committee from time to time and the duties of any committee so discontinued shall be performed during such discontinuance by the Executive Committee of the Board.

Section 4. Meetings.

Except as provided in this section, all standing committees shall meet at least two times annually, and shall report on all actions and considerations to the Board.

Section 5. Executive Committee.

- (a) The Executive Committee shall be composed of three members. The Chairman shall be the chairman of the Executive Committee with power to vote. The Chairman shall appoint two additional directors - who

need not be officers - to serve on the committee. Appointments to the Executive Committee are subject to endorsement by the Board.

- (b) Between meetings of the Board, the Executive Committee shall have supervision of the administration and property of the corporation except and unless specifically not empowered by the directors to do so. It may not take any action inconsistent with a prior act of the Board of Directors or the by-laws, dispose of any real property, or take any action which has been reserved to the Board by Board action. In the absence of limitations imposed by the Board, the Executive Committee shall have and exercise all the powers of the Board and the management of the business and affairs of the corporation when the Board is not in session, with the exception, however, that the Executive Committee may not buy, sell or otherwise dispose of assets of the corporation having value in excess of \$5,000 without having first obtained authorization from a majority of the members of the Board.
- (c) The Executive Committee shall meet at least once between each regularly scheduled meeting of the whole Board. Special meetings may be called by the Chairman or by two or more members of the Committee.
- (d) The majority of the members of the Executive Committee shall constitute a quorum, but the affirma-

tive vote of the majority of the whole committee shall be necessary in every case. The committee may formulate further rules and regulations governing the conduct of its business.

- (e) The committee shall present nominations for directors to be elected by the Board, and for President, Vice-President, Secretary and Treasurer. The committee shall furnish information related to the background and qualifications of all such nominees at least one week prior to the Board meeting at which an election or appointment is scheduled to take place. The committee shall develop and administer a program of orientation for newly elected directors.
- (f) The minutes of the meetings of the Executive Committee shall be distributed promptly after each meeting to all directors. At each and every meeting of the Board of Directors, the proceedings and actions taken by the Executive Committee since the last meeting of the board shall be reported to the Board.

Section 6. Finance Committee.

- (a) The Finance Committee shall be composed of not less than three nor more than five members, a majority of whom are directors. It shall review the annual operation and capital budget prepared and presented under the direction of the Treasurer of the corporation or his delegate(s), and make recommendations

with respect thereto to the Board of Directors. It shall review major financial or property transactions not provided for in the budget and submit proposed variances, with recommendations, to the Board of Directors or to the Executive Committee.

(b) The Finance Committee shall have charge of the investment of all funds of the corporation, including the power to effect purchases, sales, and exchanges of securities and other investment assets of the corporation, except real property. The committee may employ investment counseling and may delegate authority to purchase or sell securities for the account of the corporation to such investment counsel or any other officer of the corporation, subject to such financial and other limitations that the committee may impose. The Committee shall report at each regular Board Meeting. The Treasurer of the corporation shall be chairman of the Finance Committee and the Administrative Head shall be an ex-officio member of the committee, without the power to vote.

(c) The majority of the members of the Finance Committee shall constitute a quorum, but the affirmative vote of the majority of the whole committee shall be necessary in every case. The committee may formulate further rules and regulations governing the conduct of its business.

Section 7. Personnel Policies Committee.

The Personnel Policies Committee shall advise the Finance Committee on recommended salaries, pension and other policy concerns. Members of the committee, when so requested by the Board, shall render advice on specific personnel matters.

Section 8. Long-Range Planning Committee.

The Long-Range Planning Committee shall work closely with the Chairman of the Board in order to plan for the future. The Committee will consider such topics as expansion of solicitation methods and areas of review of the corporation's goals.

**ARTICLE VIII - MISCELLANEOUS**

Section 1. Fiscal Year.

The fiscal year of the corporation shall commence on the first day of July in each year.

Section 2. Execution of Contracts.

The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

Section 3. Conflicts of Interests.

A director shall be considered to have a conflict of interest if (a) such director has existing or potential financial interests which impair or might reasonably appear to impair such member's independent unbiased judgment in the discharge of his responsibilities to the corporation, or (b) such director is aware that a member of his family (which, for purposes of this paragraph, shall be a spouse or child) or any organization in which such

director (or a member of his family) is an officer, director, employee, member, partner, director or controlling stockholder has such existing or potential financial or other interests. All directors shall disclose to the Board any possible conflict of interest at the earliest practical time. No director shall vote on any matter, under consideration of the Board of committee meeting, in which such director has conflict of interest. The minutes of such meeting shall reflect that a disclosure was made and that the director having the conflict of interest abstained from voting. Any director who is uncertain whether he has a conflict of interest in any matter may request the board or committee to determine whether a conflict of interest exists and the Board or committee shall resolve the question by a majority vote.

#### **ARTICLE IX - DISCRIMINATION PROHIBITED**

##### Section 1. Non-discrimination Policy.

The corporation shall not discriminate against any person on the basis of race, creed, color, national or ethnic origin, sex or age.

##### Section 2. Terminology.

In interpreting these by-laws, all masculine pronouns shall be deemed to refer equally to the feminine gender.

#### **ARTICLE X - AMENDMENT AND REVIEW OF BY-LAWS**

New by-laws may be adopted or these by-laws may be amended or repealed by the vote of two-thirds of all directors at a meeting duly called and held for such purpose or by written consent pursuant to Article VI, provided that 30 days notice of the proposed by-law change be given. Prior to each annual meeting of



the Board of Directors, the Executive Committee shall review these by-laws and suggest any necessary changes thereto.

**ARTICLE XI - INDEMNIFICATION OF DIRECTORS,  
OFFICERS, EMPLOYEES AND AGENTS**

Section 1. Availability of Indemnification.

The corporation shall indemnify any director, officer, other employee or agent who was or is a party to, or is threatened to be made a party to or who is called as a witness in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative including an action by or in the right of the corporation by reason of the fact that he is or was a director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses, including attorneys' fees, judgments, fines and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit or proceeding unless the act or the failure to act giving rise to the claim for indemnification is determined by a court to have constituted willful misconduct or recklessness.

Section 2. Extent of Indemnification.

The indemnification and advancement of expenses provided by, or granted pursuant to, this Article XI shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under any bylaw, agreement, contract, vote of shareholders or disinterested directors or pursuant to the direction, howsoever embodied, of any

court of competent jurisdiction or otherwise both as to action in his official capacity and as to action in another capacity while holding such office. It is the policy of the corporation that indemnification of and advancement of expenses to directors, officers, employees and other agents of the corporation shall be made to the fullest extent permitted by law. To this end, the provisions of this Article XI shall be deemed to have been amended for the benefit of directors, officers, employees and other agents of the corporation effective immediately upon any modification of the General Corporation Law of the State of Delaware (the "GCL") which expands or enlarges the power or obligation of corporations organized under the GCL to indemnify or advance expenses to directors, officers, employees and other agents of the corporation.

Section 3. Promise to Repay Corporation.

The corporation shall pay expenses incurred by an officer, director or other employee or agent in defending a civil or criminal action, suit or proceeding in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount if it shall ultimately be determined that he is not entitled to be indemnified by the corporation.

Section 4. Duration of Right to Indemnification.

The indemnification and advancement of expenses provided by or granted pursuant to this Article XI shall, unless otherwise provided when authorized or ratified, continue as to a person who has ceased to be a director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such person.

Section 5. Indemnification Fund.

The corporation shall have the authority to create a fund of any nature, which may but need not be under the control of a director, or otherwise secure or insure in any manner its indemnification obligations whether arising under these bylaws or otherwise. The authority granted by this Section 5 shall be exercised by the Board of Directors of the corporation.

Section 6. Contract for Indemnification.

A contract shall be deemed to exist between the corporation and each director and officer of the corporation with respect to indemnification and advancement of expenses as provided by this Article XI and as otherwise provided by applicable law.

Section 7. In General.

The provisions of this Article XI shall not be deemed to preclude the indemnification of, or advancement of expenses to, any person who is not specified in Section 1 of this Article XI but whom the corporation has the power or obligation to indemnify or to advance expenses for under the provisions of the GCL or otherwise.

**ARTICLE XII - DISSOLUTION**

In the event of the dissolution and final liquidation of the corporation, none of the property of the corporation nor any of the proceeds thereof shall be distributed to or divided among any of the Directors of the corporation or inure to the benefit of any individual. After all liabilities and obligations of the corporation have been paid, satisfied, and discharged or adequate provision has been made therefore, all remaining property and

assets of the corporation shall be distributed to one or more non-profit organizations which meet the following criteria:

- (a) such organizations shall be organized and operated exclusively for charitable, scientific, research, or educational purposes;
- (b) transfers of property to such organization shall, to the extent then permitted under the statutes of the United States, be exempt from Federal gift, succession, inheritance, estate or death taxes (by whatever name called);
- (c) such organization shall be exempt from Federal income taxes by reason of section 501(c)(3) of the Internal Revenue Code of 1954 (or of the corresponding provision of any subsequent Federal tax law).

The undersigned, Secretary of Charter School, Inc., does hereby certify that the foregoing is a true copy of the by-laws of Charter School, Inc., and that the same are in full force and effect at this date.

Dated: As of 10/24/97.

Ann V. Poth  
Secretary

## **Renewal Application 2015-16**

# **CAMPUS COMMUNITY SCHOOL RENEWAL APPLICATION**

**September 30, 2015**

Campus Community School  
350 Pear Street  
Dover, DE 19904  
Phone: (302) 736-0403

Delaware Department of Education  
Charter School Office  
401 Federal Street, Suite 2  
Dover, DE 19901.  
Phone: (302)735-4020

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**Overview**

**1.1 Basic School Information**

BASIC INFORMATION	
Name of School	Campus Community School
Year School Opened	1998
Current Enrollment	417
Approved Enrollment	412
School Address(es)	350 Pear Street Dover, Delaware 19904
District(s) of Residence	Capital
Website Address	www.campuscommunityschool.us
Name of School Leader	Catherine M. Balsley, Ed.D.
School Leader Email and Phone Number	Catherine.balsley@ccs.k12.de.us ( wk ) 302-736-0403
Name of Board President	Harry Papaleo
Board President Email and Phone Number	hpapaleo@prccpa.com (mobile) 302-584-5563

**1.2 School Enrollment & Demographic Information at the time of submission**

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION	
Total Enrollment	417
# of Students on Waiting List	54
Gender	
# Male	198 (47%)
# Female	219 (53%)
Ethnicity/Race	
# White	118 (28%)

# Black	210 (50%)
# Hispanic	43 (10%)
# Asian	8 (2%)
# Other	3 (<1%)
# Multiracial	35 (8%)
<b>Special Populations</b>	
# Students with disabilities	31 (7%)
# English Language Learners	2 (<1%)
#low income	264 (63% based on free and reduced lunch)

## **II. Academic Framework**

The following narrative is based on performance data for the years 2010-11, 2011-12, 2012-13, and 2013-14. At the time this application was written and approved by the Board of Directors, the 2014-15 performance data was only available as a draft document.

### **2.1 Is the academic program a success?**

- a) Discuss the school’s academic achievement results over the current charter term. How has the school performed with regard to student growth and proficiency measures over the current charter term? In the absence of expected achievement, identify changes to instructional practices that your school has implemented to improve the school’s academic performance and student outcomes.

The current charter term is a story of two different accounts of Campus Community School. The first account depicts the period of 2010-11 through 2012-13 when CCS was organized into a grades 1-12 organization. The high school program was seriously underperforming academically. The school was rated as Academic Watch. AYP had not been met any time during this charter term and SAT scores were below state and national averages. Remarkable demographic changes were also occurring within the student population and the school was losing its free use of the elementary school building at Wesley College. In 2011, the board of directors took action to address the failing academic performance and charter sustainability. These actions are further discussed below. As a result, in the second accounting of CCS, from the transitional period of 2012-2013 to 2014-15, significant improvements in performance and achievement have occurred.

Campus Community School (CCS) received an overall rating of “Meets Standard” in the 2013-14 school year with an underlying score of 63.4 points. In school years 2010-11, 2011-12, and 2012-13, CCS received an overall rating of “Does Not Meet Standard” with a total of 41.9, 45, and 45.3 points respectively. CCS has improved 18.1 overall points from 2012-13 to 2013-14.

Comparing performance results between the last two years (2012-13 & 2013-14) CCS students have made significant gains in student growth and proficiency in both Math and ELA.

Appendix I provides a comparison of 2013-2014 school year Student Growth Measures results to the previous year's results, and a comparison of 2013-14 proficiency rates to state and home district (Capital School District) results. Additional student growth measures and proficiency rates are also discussed in this appendix.

CCS students have demonstrated marked improvement in achieving proficiency in both Math and ELA school-wide and within sub-groups compared to previous years' school results and compared to current state and resident district (Capital School District) results. Overall, CCS achieved a "Meets Standard" for eight of the fifteen individual measures on the Academic Framework for 2013-2014. That is compared to not achieving a "Meets Standards" rating for any indicator in the 2011-12 and 2012-13 school year and "Meets Standards" on only two indicators in 2010-2011 school year. The positive trend continues through 2014-2015 as CCS students scored within two percentage points of the state average and seven percentage points higher than Capital School District on the Smarter Mathematics assessment and 10 percentage points higher than the state and 15 percentage points higher than Capital School District on the Smarter ELA/Literacy assessment. These assessments are alleged to be more difficult and challenging than the previously administered DCAS tests.

Acceleration in academic achievement within the last two years has been the result of dramatic and bold actions taken by the board of directors in 2011 to address failing academic performance and sustain financial viability after Wesley College gave notice to vacate the free use of their building where our elementary students were located. The charter was amended as follows: the Bradford Street (Wesley Campus) students were moved to Pear Street after extensive building renovations; progressively closed the high school program through June 2013; added a kindergarten; and hired a new principal in August 2013 and an interim Head of School until a new Head of School was hired in January 2014. A discussion of actions taken between 2013-2015 school years can be found in Appendix XXII.

## **2.2 Is the school meeting its mission?**

- a) State the mission of the school as it appears in your charter application. How does your school measure and track mission accomplishment?

The mission of Campus Community School is 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.

Throughout the period of this charter term, key markers that contributed to meeting our stated mission include operating a school that is organized as a collaborative community of learners committed to the success of all students; implementing a strong coherent standards-based core curriculum and assessments based on Common Core; implementing foundational skills for thinking and learning as a core component of the curriculum; increasing time for student learning and professional collaboration, providing students with many opportunities to experience leadership and service. To this end, CCS uses improved academic results, student satisfaction surveys, and data such as attendance and discipline reports to track our mission achievement. For further expansion of this discussion see Appendix II.

## **III. Organizational Framework**

The following narrative is based on organizational data for the years 2010-11, 2011-12, 2012-13, and 2013-14. At the time this application was written and approved by the Board of Directors, the 2014-15 performance data was not available.

### **3.1 Is the school organizationally sound?**

- a) Discuss the school's organizational performance over the current charter term. How has the school performed with regard to organizational measures over the current charter term? In the absence of expected achievement, identify changes to organizational practices that your school has implemented to improve the school's organizational outcomes.

CCS earned an overall rating of "Meets Standard" on the Organizational Framework for the 2011-2012, 2012-2013 and 2013-2014 school year. For the 2011-12 school year, CCS received a "Does Not Meet Standard" for measure 3.a compliance with governance requirements. The issue was subsequently addressed. For the 2012-13 school year CCS received a "Does Not Meet Standard" rating for measure 5b, complying with health and safe requirements. There was not a current safety plan on file at the Department of Education. This issue was resolved.

For the 2013-14 school year CCS received a "Does Not Meet Standard" rating for measure 4.c dealing with staff credentialing. During this time, the middle school mathematics teacher was not designated as a Highly Qualified Teacher (HQT). The teacher was a substitute teacher who was hired after the beginning of the school year and remained in that position until the end of the year. In the 2014-15 school year a certified middle school mathematics teacher was hired but the teacher did not earn HQT qualification until the summer of 2015. This teacher remains on staff for the 2015-16 school year. Additionally, in 2014-15 school year the middle school science teacher did not have HQT qualification. In the spring of 2015 this teacher did earn HQT qualification and remains on staff for the 2015-16 school year.

### **3.2 Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?**

- a) Provide specific examples of how your educational program is in compliance with instructional days/minutes requirements, the use of state assessments, Delaware content standards requirements, and providing an education and accommodations for at-risk students.
  - Students at Campus Community School attend school for 171 days and 7.5 hours per day. The instructional day begins at 8:00 and ends at 3:30. See Appendix III
  - For each of the four years, (2011-14) students at CCS have participated in the fall and spring DCAS state assessment, meeting or exceeding the state threshold of 95%. During the 2014-15 school year, one parent refused to have her child take the Smarter Balanced test. Other than that one student, all 3<sup>rd</sup> - 8<sup>th</sup> graders took the test. See appendix XVIII for the Campus Community Test Policy.

- All K-8 classroom instruction and assessment at Campus Community School is standards-based. We are in the process of transitioning from the Delaware Science standards to the Next Generation Science Standards. All purchased curricular resources are examined and considered for their alignment to the standards. All teacher-created units of study begin with an examination of the standards. All curriculum maps and units of study are coded with the standards.
  - Campus Community School has complied with all state and Federal statues and requirements with regard to the education and accommodations for at-risk students. Compliance has been monitored through Department of Education site visits and desk audits.
- b) As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:
- Math Unit with Summative Assessment Appendix IV
  - ELA Unit with Summative Assessment Appendix V
  - Science Unit with Summative Assessment Appendix VI

### **3.3 Is the school protecting the rights of at-risk students, students with disabilities, and English language Learners?**

- a) Describe the process by which at-risk students are identified and evidence that the school is effective in providing the right resources and services for those students.

At all grade levels, CCS uses a variety of assessments for benchmarking and progress monitoring. In Professional Learning Communities, teachers use the data collected in these assessments to identify students that are not meeting benchmarks. PLC teams use this data in conjunction with attendance and discipline data to identify students as at-risk. All at-risk students are provided with interventions in reading and/or math during academic enrichment time (30 minutes to one hour every other day). At-risk students are encouraged to attend the STEAM after-school program for possible one-on-one tutoring, small group instruction, and homework help. Campus Community also offers, and in some instances requires, a summer school program for at-risk students.

Data for students that are at-risk shows that the services and resources provided to those students is effective. In 2014, 81% of students in the lowest quartile exceeded their fall to spring goal in math as compared to 40% in 2013. In 2014, 82% of CCS students were on track to achieve proficiency in math within three years as compared to 63% in the previous year. In reading, 66% of students in the lowest quartile met their fall to spring growth target as compared to 23% in the previous year. In addition, 78% of students were on track to achieve proficiency in reading in 2014 as compared to 63% the previous year. In 2014, CCS students considered to be of low-economic status were proficient at a rate of 53% and 52% in math and reading, respectively. This was a dramatic increase over 2013's proficiency rates of 40% and

46%.

- b) Describe the process by which students with disabilities are identified and evidence that the school is effective in providing the right resources and services for these students.

Campus Community School adheres to Title 14 DE Administrative Code Section 900: Special Populations, Subsection 922.1.0 through 923.3.0 when identifying, evaluating, servicing and monitoring a student suspected of having a disability. A "Child with a disability" means a child evaluated in accordance with 14 DE admin. Code 925.4.0 through 925.12.0 as having an intellectual disability, a hearing impairment (including deafness,) a speech or language impairment, a visual impairment (including blindness,) a serious emotional disturbance (referred to in these regulations as emotional disturbance,) and orthopedic impairment, autism, traumatic brain injury, and other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

Each year, as a universal screener, all students take the STAR Reading or Early Literacy assessment and the STAR Math assessment form Renaissance Learning's STAR assessment suite. (See Appendix XIX for Data) If a student falls below the 50<sup>th</sup> percentile rank in either subject area, he or she is referred to the grade level and administrative team for further study. During a meeting involving this team (the Student-Data Study Team) all data concerning this student is studied and a determination is made whether or not to provide this student with Tier 2 Response to Intervention (RTI) interventions. (Appendix XX) Students not making progress are referred to the Instructional Support Team (IST) for further instruction. If a student is still not making progress, they are referred for an evaluation by special services.

In 2014 special education students reached a proficiency rate of 31% in reading compared to a state average of 28%. The proficiency rate for math was 40% compared to a state average of 30%.

- c) Describe the process by which students that are English Language Learners are identified and evidence that the school is effective in providing the right resources and services for these students.

As part of the application process at Campus Community School, all students are given the Home Language Survey. If a language other than English is listed on the application, the student is given the WIDA ACCESS Placement Test (W-APT) within twenty-five days of enrollment. In addition, during weekly Student Data Study Team meetings, teachers may refer a student for W-APT testing if concerns arise regarding possible ELL services. Any K-8 student that scores below a 5.0 on the W-APT will receive ELL support. In the spring, all ELL students will take the

ACCESS test to determine their eligibility to continue receiving ELL services. See Appendix VII.

In 2014, 70% of Hispanic students were proficient in math compared to 65% state-wide. 72% of Hispanic students were proficient in reading compared to 66% state-wide.

- d) Provide a summary of findings from any audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners. Describe how the school developed and implemented a corrective action plan in response to audit findings.

During the 2013/2014 school year, administrators and teachers identified deficiencies in the special education program affecting both the process of delivering special education services as well as the delivery of the curriculum to special education students. On May 6, 2014, Campus Community School contracted with Melissa Ebling of the University of Delaware Center for Disabilities Studies to do an informal audit of our overall special education program. She met with administration and teachers, reviewed IEPs and participated in classroom walkthrough's. The report on Ms. Ebling's findings can be found in Appendix VIII.

As a result of the findings of Ms. Ebling's report, many changes were made within the special education program. The position of Special Education Coordinator was eliminated allowing for three special education teachers. This provided teachers with more time within classrooms working with students as well as smaller caseloads. Two new special education teachers were hired to replace two outgoing special education teachers. Special education teachers began attending weekly RTI PLC meetings. Monthly meetings were scheduled with administration to discuss special education issues. Also, the building principal was assigned to attend all special education trainings provided by the Department of Education and the Charter School Network. Teachers also participated in select trainings.

On June 15, 2015, the Delaware Department of Education reviewed the performance of Campus Community on the targets identified in the state's performance plan. The results of this review can be found in Appendix IX. Campus Community was found to be compliant in all four applicable compliance indicators. Campus Community was found to be compliant in thirteen of eighteen results indicators. A corrective action plan is to be completed before October 15, 2015.

On July 29, 2015 Campus Community School was found to be 75% compliant with federal Indicator 13 requirements. A compliance level of 100% is expected. See Appendix X for the complete findings. Campus Community School responded with a corrective action plan designed to ensure 100% compliance with federal regulations. See Appendix XI.

**3.4 Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?**

a) Fill in the following chart with the appropriate enrollment information over the last 4 years (3 years if this is the school's first renewal):

School									
	2011-2012		2012-2013		2013-2014		2014-2015		
	Approved Enrollment	Sept 30 Enrollment	Approved Enrollment	Sept 30 Enrollment	Approved Enrollment	Sept 30 Enrollment	Approved Enrollment	Sept 30 Enrollment	Current Waitlist for the 2015-2016 school year
K	0	0	38	37	38	39	38	36	
Grade 1	38	34	38	26	38	39	38	40	
Grade 2	40	38	44	43	44	36	44	48	
Grade 3	41	45	44	48	44	48	44	34	
Grade 4	42	44	48	42	48	50	48	51	
Grade 5	48	50	50	52	50	50	50	54	14
Grade 6	48	56	50	50	50	52	50	55	31
Grade 7	52	47	50	52	50	50	50	54	9
Grade 8	60	62	50	49	50	47	50	38	0
Grade 9	60	70	0	0	0	0	0	0	0
Grade 10	60	49	0	0	0	0	0	0	0
Grade 11	60	41	0	0	0	0	0	0	0
Grade 12	60	46	25	30	0	0	0	0	0
<b>Total</b>	<b>609</b>	<b>582</b>	<b>437</b>	<b>429</b>	<b>412</b>	<b>411</b>	<b>412</b>	<b>410</b>	<b>54</b>



b) How does the school both monitor and plan to minimize attrition rates?

Daily attendance is monitored through E-School. Protocols are in place for addressing excessive tardiness and absences. When families leave CCS they are asked in an informal exit interview as to why they are leaving. Most students leave CCS because of changes in their reported living arrangements/family relocation (military families, homelessness, family issues). A few families reported leaving because they felt CCS was not the right environment for their child(ren) (left to homeschool, wanted a stronger sports program).

### **3.5 Is the school complying with governance and reporting requirements?**

a) Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).

The Board of Directors conducts an annual evaluation of the Head of School which includes all areas of school operations. Goals for academic, organizational and financial performance are mutually agreed upon. In the fall of 2014-15, a six months interview was conducted by the president, in place of a formal evaluation. The board only evaluates the Head of School. In turn, the Head of School is responsible for evaluating the principal, the director of curriculum and instruction, and the business manager. These three administrators receive on-going immediate and weekly feedback at a weekly administrative team meeting. During the fall of 2014-15 an oral performance review was conducted for each administrator by the Head of School. The interviews included past performance in achieving individual and school goals and plans for the upcoming year. The Head of School did not participate in the Leadership Evaluation Community of Practice (DPAS-II for Administrators), but will consider this opportunity for future evaluations.

b) Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.

In 2012, when the board fully came to the realization that academic performance was on the down slide and because of unforeseen circumstances, the financial viability of the school was in jeopardy, they immediately took action moving forward with a course of correction. These actions have been previously described in section 2.1. Annually, the board reviews its by-laws and articles of incorporation, assesses attendance rates at monthly meeting, and member participation in required board trainings. The board has formed various board committees including finance/Citizen's Budget Oversight Committee and academic excellence that report out at monthly meetings. At each monthly meeting the board receives administrative updates relative to movement on meeting our academic and financial goals. In the 2014-15 school year the finance committee recommended and the board adopted a budget based on an enrollment of 432 students. The actual September enrollment count was 410 students. The finance committee had to revise the annual budget.

- c) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

The board of directors' bylaws provide for four year staggered terms and term limits of up to 8 consecutive years to ensure continuity of planning. New members receive an orientation and mentorship from one of the existing members. The orientation includes a board member handbook that covers governance documents, mandates, annual reports and other relevant information. Beginning in 2013-14 the then board president, initiated an extensive campaign to identify new board membership and leadership within the board itself. In the spring of 2014, the entire board and administrative team attended an introduction to charter board governance (Foundation for Board Excellence) conducted by the Delaware Alliance for Nonprofit Advancement (DANA). Subsequent trainings involving DANA included Strategic Planning, and customized training for board members on board development. Board members and the Head of School also attended the annual DANA meeting which featured *Good to Great* author Jim Collins. The board and the school administration has adopted this *Good to Great* model for our strategic planning process.

- d) Describe the school's process for succession planning including identification, development and retention of school leaders.

In 2013-14 the Head of School was hired as a result of an internal Search Team process. As a result of previous leadership experiences encountered by the school, both board and staff were able to identify the type of leader and leadership skills necessary to move the school forward. Among the Head of School duties and responsibilities are mentoring of administrative team members and they in turn, mentor school staff to develop and advance school leadership. Because CCS is committed to a collaborative community of learning, teacher leadership is a fundamental component to our successful implementation of creating a learning environment and culture of excellence.

- e) As an Appendix XII, please provide the following document:
- Current Organizational Chart

### **3.6 Is the school complying with closure requirements?**

Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:

*Current balance of the contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2015-2016 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.*

As of 6/30/15 Campus Community School's unrestricted surplus funds totaled \$ 697,386.

The current fiscal year 2016 budget reflects a total estimated surplus of \$ 754,245 by the end of fiscal year 2016. In addition, within the 2016 budget we do have an additional \$79,758 set aside in contingency funds. The budgeted accrued payroll related expenses (which includes OEC's and benefits through August 2016) totals \$396,900. In addition, the cost of our final audit would be \$19,400. With our current surplus we would still have funds available to pay utilities, closing staff and other expenses incurred during the closeout period.

*If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting the requirement.*

CCS does currently have the reserve funds to meet the closing requirements.

*Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).*

If closure of the school is necessary, CCS would follow the DDOE Charter School Closure Protocol. The Board of Directors will remain in tack until the process is completed. The Head of School, the Business Manager and limited support staff will assume the responsibilities required to ensure the procedure is completed effectively and efficiently, while meeting all the protocol requirements.

#### **IV. Financial Framework**

The following narrative is based on financial data for the years 2010-11, 2011-12, 2012-13, and 2013-14. At the time this application was written and approved by the Board of Directors, the 2014-15 performance data was not available.

##### **4.1 Is the school financially viable?**

a) Discuss the results of your Financial Performance Reports over the current charter term. Discuss any trends and provide explanations for each individual measure for which you received a "Does Not Meet Standard" or "Falls Far Below Standard" rating, including your plans and strategies for improving the individual measures and, if applicable, overall rating.

Campus Community School has met the Financial Performance Standards for all 4 years during this charter renewal period (2010-2014). Throughout this period CCS has encountered many challenges that did have an effect on our financial position. We have restructured our debit, we consolidated our schools, from two schools into one, and we renovated the building with cash on hand and without incurring additional debit. Please refer to Appendix XIII which is a

letter sent to the Charter School office in October 2013, which explains in detail the effects of these transactions on the individual ratings for categories which did not meet the standard. In addition, for the 2013-2014 school year, we changed auditing firms and although our financial position did not change, the new auditing firm reclassified the cash (held in escrow by the bond holder) in a different manner. This change did affect the individual ratings as well. In the fall of 2014, our Board President, a Board member and our Business Manager met with the staff of the Charter School Office to ensure that Campus Community School was financially stable and review the methods that are used to calculate the ratings.

Campus Community School is currently in a stable financial position and is making strides towards increasing our surplus. For the 2014-2015 school year our change in net position was \$483,536.00, which validates we are on an upward trend financially. Our cash on hand has increased and we are confident that we will receive a “meets standards” rating for our 2014-2015 Financial Framework. Our enrollment is stable, major expenses have been tackled and we hope to be able to reorganize our debit in the future to add even greater strength to our financial picture. Financial stability is a top priority for us as a school. In addition, our current Board President is a CPA, with many years of experience and owns his own accounting firm.

b) Provide a summary of findings from the independent audits and, where applicable, how the school developed and implemented a corrective action plan in response to audit findings. (If applicable, evidence may be attached as clearly labeled documents in the Appendix)

Campus Community School has been audited by 2 different firms during this charter renewal period. All of the audits have included a single audit and we have not had any findings during this renewal period.

c) *As appendices, please provide the following documents:*

Appendix XIV Final Fiscal Year 2015 Revenue & Expense Budget Report in prescribed DOE format

Appendix XV Approved preliminary Fiscal Year 2016 Budget in prescribed DOE format

Appendix XVI Fiscal Year 2015 Audited Financial

## **V. Five-Year Planning**

### **5.1 Projected Enrollment**

- a) Provide a five-year enrollment chart by grade level, in the prescribed format below.
- b) Ensure that the chart allows for the natural progression of students from year-to-year.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	40	40	40	40	40
Grade 1	40	40	40	40	40
Grade 2	42	42	42	42	42
Grade 3	44	44	44	44	44
Grade 4	46	46	46	46	46
Grade 5	50	50	50	50	50
Grade 6	50	50	50	50	50
Grade 7	50	50	50	50	50
Grade 8	50	50	50	50	50
Grade 9	0	0	0	0	0
Grade 10	0	0	0	0	0
Grade 11	0	0	0	0	0
Grade 12	0	0	0	0	0
<b>TOTAL*</b>	412	412	412	412	412

## 5.2 What are the school's plans for the next five years of the charter?

a) Describe what changes and improvements the school will undertake in the next five years in **all** core content areas based on the school's examination of student performance outcomes.

Our 5 year strategic plan is one of refinements more than large scale changes as we commit to helping our students become world class thinkers, problem-solvers and citizens who love learning and who are ready to face the challenges of the 21<sup>st</sup> century. We believe that the following components fit together to create a systematic and intentional approach in our pursuit of greatness.

For a detailed explanation of each component please see Appendix XVII

**Standards-Based Grading and Reporting** – We will move to a standards-based grading and reporting system for all content areas. This effort entails redesigning our report card, our scoring guides (Appendix XXI), and our assessments. As part of this focus, administrators and teachers will work collaboratively to investigate and apply best practices in using learning targets, formative/summative assessments, descriptive feedback, and data analysis with students. We will also re-examine and refine our current practices of student-led conferences, portfolios and celebrations of learning.

**Curricular Resources** – As we attempt to have better vertical and grade-level alignment, we continue to examine all of our curricular resources based on their alignment to the standards and their level of rigor. We have recently completed this work for K-2 ELA, 3-5 Writing, and K-5 Math. These grade levels will be adopting new curricular resources.

**Science** – Our next academic focus will be on Science and implementation of the Next-Generation Science Standards.

**Service Learning** – While our students are explicitly scored on their level of persistence, self-direction, and reflection, there are many other habits that we look to instill in our students.

**Responsive Classroom** – Based on our goal of developing the whole child, our dedication to building strong relationships with families and students, and a need to strengthen our school culture and climate we will be adopting the Responsive Classroom model. *Responsive Classroom* is a research-based approach to education that aims to improve not only academic growth but also social and emotional growth in students.

**Library** – We will continue to expand our library collections and activities to support learning.

**College and Career Ready** – Over the next five years we are committed to exploring ways to expose our students, especially at the middle school level, to a wide variety of career choices, beyond our current offerings.

**Cultural Competency and Awareness** – As our population continues to change, we look for ways to better address the needs of our students and ways to better educate our staff, students, family and community about one another. We commit to actively pursuing resources to enhance our knowledge and expand our capacity to embrace and support diversity in our school.

## 5.2 What are the school's plans for the next five years of the charter?

- b) Provide goals and performance outcomes, including assessment tools and measures to be used. Provide a rationale for the identified goals and assessments measures.

Goal #1: Be above State average for proficiency in ELA/Literacy, Math, Science and Social Studies.

- Primary assessment tool: Smarter Balanced/DCAS

- Rationale: According to the performance framework, we need to be at or above the State average for proficiency. Instead of being “good enough”, we want to be “better”; therefore, we would like to exceed this by simply being “above”.

Goal #2: Be above local average (Capital School District) in ELA/Literacy and Math.

- Primary assessment tool: Smarter Balanced/DCAS
- Rationale: According to the performance framework, we need to be at or above the State average for proficiency. Instead of being “good enough”, we want to be “better”; therefore, we would like to exceed this by simply being “above”.

Goal #3: Demonstrate growth from beginning of year to end of year in Reading and Math.

- Primary assessment tool: STAR Reading and Math
- Rationale: While it is important to show proficiency, we also want to look at each student individually and consider his or her expected and actual growth. Our students take STAR a minimum of 4 times a year. We use this tool as our universal screener and for progress monitoring. We believe this is a good tool for us to use to measure growth per child.

Goal #4: Increase the number of African American students and students with low-socio-economic status reaching proficiency in ELA/Literacy and Math.

- Primary assessment tools: Smarter Balanced; STAR Reading and Math
- Rationale: Our assessment data tells us that our African American students and students with low-socio-economic status do not score as high as other populations in our school. We want to reduce the achievement gap by helping these students reach a higher level of proficiency. For STAR, scoring at the 50<sup>th</sup> percentile or above is considered on grade-level (proficient).

- c) Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

CCS intends to remain at its current location at 350 Pear Street. It is committed to supporting this immediate community by providing an excellent educational program for children living in the immediate low income high needs community and the surrounding Kent County area. Our educational program will continue to serve students in grades k-8 and we are not presently asking for an expansion of any kind. That being said, our building renovations are now 15 years old. The board of directors has committed to engaging in a capital improvement plan to prepare CCS for any potential need of facility repair or replacement to basic infrastructure such as roofing, HVAC system, and upgrades to technology.

## **Annual Report 2018-19**



# CAMPUS COMMUNITY SCHOOL

ANNUAL REPORT

2018-2019



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 2018-2019 <sup>1</sup>	408
Approved Enrollment	412
School Address	350 Pear Street , Dover, Delaware 19904
District(s) of Residence	Capital School District
Website Address	<a href="http://campuscommunityschool.com/">http://campuscommunityschool.com/</a>
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	Lindsey Fitzgerald
<b>Mission Statement:</b> 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 2018-2019. (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	
	2018-2019 <sup>1</sup>
Total Enrollment	408
# of Students on Waiting List	
<b>62</b>	
Gender	
% Male	49.26%
% Female	50.74%
Ethnicity/Race	
% African American	55.39%
% American Indian	0.74%
% Asian	2.21%
% Hispanic/Latino	9.07%
% White	24.02%
% Multiracial	8.33%
Special Populations	
%Special Education <sup>2</sup>	9.07%
% English Language Learners	1.96%
% Low-Income	37.50%

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

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**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

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**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>		
	2018-2019	
	Approved Enrollment	30-Sep Enrollment Count
K	40	38
Grade 1	40	44
Grade 2	42	41
Grade 3	44	46
Grade 4	46	43
Grade 5	50	52
Grade 6	50	49
Grade 7	50	49
Grade 8	50	46
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total</b>	<b>412</b>	<b>408</b>

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

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### 1.5 Reenrollment:

Reenrollment Rate<sup>2</sup> 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	2	
Grade 1	33	78.57%
Grade 2	32	74.42%
Grade 3	38	80.85%
Grade 4	33	78.57%
Grade 5	39	88.64%
Grade 6	36	69.23%
Grade 7	39	75.00%
Grade 8	45	86.54%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total/Avg</b>	297	79.41%

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

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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 our students who enroll in other schools do so in response to a change in living location. While relocation is the main reason for withdraw, other factors do play a part. These factors often include our high academic and behavioral standards. As students withdraw from our school, we collect information as to the reason for leaving and, when applicable, discuss with the parents. We also keep a monthly enrollment spreadsheet to monitor attrition rates. Our goal is to minimize attrition by building strong relationships with families through activities such as student-led conferences, various school events, and the use of parent and*

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*student surveys. Please note, although this data may be down slightly from the 17-18 year, our retention rates grew in the 19-20 year. Student enrollment is up for 19-20, along with the waiting list.*

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## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

Overall Academic Ratings

#### Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	82.00	55% Meets Expectations
Academic Progress	200.00	129.00	65% Meets Expectations
School Quality/Student Success	50.00	47.00	94% Exceeds Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	400.00	258.00	65% Meets Expectations

- a) Based on the table above discuss the school's:
- overall academic achievement results,
  - major challenges,
  - and accomplishments over the course of the school year.

---

*School Comments: We are happy with our overall academic achievement. Math is still our biggest challenge and the area we need to continue to revisit each year with new ideas for increasing student progress and growth. We see the most success in grades 3 and then again in middle school. Our middle school team is very strong and students tend to get stronger each year of being part of our middle school. We are extremely proud of this. More work is needed with grades 4 and 5.*

---



## Performance Agreement

### Academic Performance Expectations

Our current overall rating is Meets Expectations. By September 2020, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating 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 are happy with our overall academic achievement. Math is still our biggest challenge and the area we need to continue to revisit each year with new ideas for increasing student progress and growth. We see the most success in grades 3 and then again in middle school. Our middle school team is very strong and students tend to get stronger each year of being part of our middle school. We are extremely proud of this. More work is needed with grades 4 and 5.*

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## 2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency - ELA	65.44%	75.00	49.00
Proficiency - Math	43.57%	75.00	33.00

Respond to the following questions.

- a) Based on the school's Academic Achievement ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

---

School Comments: *Our proficiency levels are very similar to the year before. We are continuing to look at how we teach math as a school to determine other strategies for increasing proficiency. It is our goal close the gap between math and ELA. We believe that students tend to be less confident in math. We are diligently working on increasing proficiency in math fluency. All grade levels practice and assess fluency on a routine basis. Analyzing and solving word problems is another area of concern. We need to work on getting student to understand the context of problems so that they know how to tackle the problem. ELA is a strength because we have a well-established culture of reading and writing in our school.*

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- b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

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School Comments: *In the 2019-20 school year we have 3 new ELA teachers. We will be meeting weekly with grade level teams and monthly with 3rd-8th to ensure fidelity to our ELA best practices. We will also spend more time as a department looking at data from cold reads and performance tasks. For Math, we have 2 new teachers. We will be meeting weekly with 4<sup>th</sup> and 5<sup>th</sup> grade and monthly with 3rd-8th to analyze data and to discuss school-wide strategies to increase confidence, passion, and proficiency in math. One new practice in math will be to have each student take an end of trimester assessment on all concepts and skills taught up to that point. This data will be used to plan for the next trimester and to get an idea on what students are retaining cumulatively. We will also more deliberately incorporate Smarter-like performance tasks into the math curriculum.*

---

- c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

---

School Comments: *STAR Reading and Math (administered 3 times a year), curriculum-based assessments, RTI data, formative assessments, and report card data are tracked throughout the year to determine progress toward our academic achievement goals. These measures help us to see if students are working at grade-level expectations. In addition to PLCs, we have 3 in-service days dedicated to analyzing student data and progress. In the 2019-20 school year, all 3<sup>rd</sup>-8<sup>th</sup> grade ELA classrooms will engage in several cold reads throughout the year to monitor progress in reading*

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*comprehension. Similarly, all 3<sup>rd</sup>-8<sup>th</sup> grade Math classrooms will engage in end of trimester exams to monitor progress in math.*

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### 2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA	66.38%	75.00	50.00
Growth - Math	59.96%	75.00	45.00
Growth of Highest Quartile - ELA	54.99%	12.50	7.00
Growth of Highest Quartile - Math	61.44%	12.50	8.00
Growth of Lowest Quartile - ELA	76.43%	12.50	10.00
Growth of Lowest Quartile - Math	72.85%	12.50	9.00

Respond to the following questions.

- a) Based on the school's Academic Progress for all students over the course of the school year, discuss the school's current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

---

School Comments:

*We are proud of the growth made by our students. Having a SBAC accountability policy helps increase student buy-in to the test-taking process. The data shows that our struggling students have made the most growth. This may be a result of us focusing heavily on interventions for these students. Plus the lowest scoring students have the most growth to make. In addition, the growth of the lowest quartile is more balanced between math and ELA this school year. This may be a result of more concerted efforts with math fluency practice.*

- b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

---

School Comments:

*It is important to us that the highest and lowest quartile of students continue to make progress. The majority of our lowest quartile of students are making progress. Our goal is to maintain or exceed these outcomes in the 19-20 school year. Within our weekly and monthly content meetings, we will continue to analyze assessment data and discuss how to move all students. This will be done in grade level teams and as a whole school. The more we are looking at and talking about the data, the more we can hold ourselves accountable for taking action.*

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

---

*School Comments: STAR Reading and Math (administered 3 times a year), curriculum-based assessments, RTI data, formative assessments, and report card data are tracked throughout the year to determine progress toward our academic achievement goals. These measures help us to see if students are working at grade-level expectations. In addition to PLCs, we have 3 in-service days dedicated to analyzing student data and progress. In the 2019-20 school year, all 3<sup>rd</sup>-8<sup>th</sup> grade ELA classrooms will engage in several cold reads throughout the year to monitor progress in reading*

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## 2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
On-Track Attendance	94.75%	50.00	47.00
Proficiency - Science		n/a	n/a
Proficiency - Social Studies		n/a	n/a

Respond to the following questions.

- a) Based on the school's School Quality/ Student Success ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

---

School Comments: *Student attendance shows that our students enjoy coming to school and that we make attendance a priority. We are happy with these results.*

---

- b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

---

School Comments: *We meet with families before they are referred to truancy court. This gives us a chance to support the parent in determining a plan for improved attendance so that they can avoid truancy court, summer school, and/or retention.*

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- c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

---

School Comments: *We run an attendance report weekly to look for chronic patterns of tardiness or absences. This helps us address concerns quickly, before they turn in to major problems, and serves as a way to monitor the attendance rate in our school.*

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## 2.5 Progress toward English language proficiency (ELP) \* new

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. Therefore, a PL of 5.0 is considered a student’s Attainment Target (AT).

Metric	Value	Points	Points Earned
Progress Toward English Language Proficiency		n/a	n/a

Respond to the following questions.

a) Based on your Progress toward English language proficiency (ELP) ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

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School Comments: N/A

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b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

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School Comments: N/A

---

c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

---

School Comments: N/A

---

### 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?

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><b>Meets Standard:</b> 85– 100 percent of Middle School students complete a service learning course, including the required activity or project and written reflection.</p> <p><b>Approaching Standard:</b> 70– percent of Middle School students complete a service learning course, including the required activity or project and written reflection.</p> <p><b>Far Below Standard:</b> 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.	141

a) Rate the school’s performance according to the criteria established by the school for its 2018-2019 mission specific goal(s).

School Comments: *In 2018-19, 135 out of 141 middle school students (96%) completed at least one trimester of a service learning enrichment class. Many students participate in more than one.*

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		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2018-2019	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: Meets Standards

---

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

---

School Comments: Meets Standards

---

c) Address any measure where school did not meet standard or is approaching standard.

Meets Standards

## 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 2020, 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: *As of the 18/19 school year we have obtained a "Meets Standards" in all categories.*

---

### 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
Lindsey	Fitzgerald	President/Treasurer	10/24/2017
Annie	Norman	Community Member	3/19/2014
Harry	Papaleo	Community Member	9/29/2014
Jennifer	Boland	Teacher Representative	Pending
Leroy	Travers	Head of School – Resigned 11/18	10/24/2017
Heidi	Greene	Head of School Eff 11/18	Prior to 2010
Silvia	Lopez	Parent Representative	Pending
Laura	Axtell	Community Member	Pending

\*Please list only the most recent training date.

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

---

School Comments: *Our most recent Board Governance Training occurred on May 9, 2019. See Appendix 2 for verification letter.*

---

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**

	Last Name	Role/Title	Financial Training Date
Shelly	Baker Redden	Business Assistant	Not a member in the 17/18 School Year
Marc	Cote	Parent/Community Member	7/1/2007
Lindsey	Fitzgerald	Treasurer/Board President	10/24/2017
Carolyn	Lyon	Ex Officio/Business Manager	7/1/2010
Harry	Papaleo	Board Member	9/29/2014
Richard	Riggs	DOE Representative	11/30/2015
Leroy	Travers	Ex-officio/Head of School Resigned 11/18	10/24/2017
Heidi	Greene	Ex-officio/Head of School Effective 11/18	Prior to 2010
Ihonita	Ervin	Parent	2/24/19

---

School Comments: N/A

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

2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
71	17	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.

*CCS had 7 teachers who did not return in 18/19 from the 17/18 school year. The reasons are as follows:*

- 1) Two teachers retired.
- 2) One teacher is pursuing a doctorate degree full time.
- 3) One teacher moved out of State to return to her home state.
- 4) Three teachers moved to a district closer to their home to reduce their daily commute.

In addition, we reduced our teaching staff by one, due to the fact that we did not replace the Spanish teacher that retired in 17/18.

*CCS had 7 teachers who did not return in 19/20 from the 18/19 school year. The reasons are as follows:*

- 1) One teacher retired.
- 2) One teacher is changing professions.
- 3) Three teachers moved out of state to be with their families.
- 4) One teacher moved to another district.
- 5) One teacher moved to teach at the high school level.

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.*

*In 2018-19 staff engaged in monthly PD related to Responsive Classroom from two of our teachers who attended advanced training in the summer of 2018. Our Special Ed team and principal participated in a year-long Spec Ed PLN through DASL and University of Delaware. We also hired a consultant to work with our new Special Ed Coordinator and Special Ed Department to work on implementation of best practices.*

---

## 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	
2018-2019	M	M	M	M	F	M	F	AS	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: Meets Standards

---

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

---

School Comments: *Overall we met standards. We are always seeking ways to strengthen our financial position. For the 2018/2019 school year we settled two special education legal claims that were filed in 2015. In addition, we continue to monitor and make process improvements in our special education department to ensure we are in compliance and meeting the needs of the students.*

---



c) Address any measure where school did not meet standard or is approaching standard

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2018-2019
1 YR: -17.22%
3 YR: -2.72%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

**School Response To Rating:**

---

*In the 2018/2019 school year Campus Community School paid one time settlement costs and plaintiffs legal fees for 2 legal cases (siblings) that were filed in 2015. The cost of these expenses totaled \$ 633,427.50. Although these payments resulted in a reduction of our cash on hand reserve, we still have an excess of 1 million dollars in reserve and a stable financial foundation. In addition, each year we continue to strengthen our special education department to service our students at a higher level and ensure compliance.*

---

**Measure 2c. Cash Flow**

2018-2019
1 YR: \$-321059
3 YR: \$-130699

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

**School Response To Rating:**

---

*In the 2018/2019 school year Campus Community School paid one time settlement costs and plaintiffs legal fees for 2 legal cases (siblings) that were filed in 2015. The cost of these expenses totaled \$ 633,427.50. Although these payments resulted in a reduction of our cash on hand reserve, we still have an excess of 1 million dollars in reserve and a stable financial foundation. In addition, each year*

---

---

*we continue to strengthen our special education department to service our students at a higher level and ensure compliance.*

---

**Measure 2d. Debt Service Coverage Ratio:**

*(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)*

<b>2018-2019</b>
<b>-0.75</b>

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

**School Response To Rating:**

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*In the 2018/2019 school year Campus Community School paid one time settlement costs and plaintiffs legal fees for 2 legal cases (siblings) that were filed in 2015. The cost of these expenses totaled \$ 633,427.50. Although these payments resulted in a reduction of our cash on hand reserve, we still have an excess of 1 million dollars in reserve and a stable financial foundation. In addition, each year we continue to strengthen our special education department to service our students at a higher level and ensure compliance.*

---

## Performance Agreement

### Financial Performance Expectations

Campus Community School's overall financial rating is Meets. By September 2020, our expectation is to achieve the overall rating of ""Meets"" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. 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: 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. 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. In addition, our Board President, who owns an accounting firm, has over 30 years for accounting experience.*

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

---

*School Comments: There were no finding to address with the fiscal year 2019 audit.*

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## 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).

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### 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. Staff also meets one or more times per month to discuss and study academic focus areas. The focus area for 2018-19 was level two of Responsive Classroom and

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## Content Studies.

**\*Academic Enrichment** - All K-8 students participate daily in Academic Enrichment, as part of Campus Community's day. The purpose of Academic Enrichment is to provide students with additional time to enhance their academic skills in the core content areas, especially reading, writing and math. Some students may need more support, while others may need more of a challenge. Whole class and individual needs are considered when designing this time. Additional time for students on RTI tier 2 and 3 is met through Academic Enrichment. 4<sup>th</sup>-8<sup>th</sup> grade students also receive enrichment based around their interest through clubs, such as Robotics, Gentlemen of Quality, and Band.

**\*Standards-Based Grading/Reporting** – We have completely transformed our report card to show more than just a grade for each class/subject. Our new 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.

**\*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.

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**VII. ANNUAL REPORT CERTIFICATION STATEMENT**

<b>Name of School:</b>	Campus Community School
<b>Location:</b>	350 Pear Street 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.

Lindsey Fitzgerald

12/6/19

Signature: Chairperson of Board of Directors (or designated signatory authority)

Date

<b>Print/Type Name:</b>	Lindsey Fitzgerald
<b>Title (if designated):</b>	Board President
<b>Date of approval by board of directors:</b>	December 6, 2019

## References:

<sup>1</sup> Based on September 30<sup>th</sup> Unit Count

<sup>2</sup> 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.

<sup>3</sup> 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 (4 pages)

Student	Grade	Service Enrichment 2018-19	Service Learning Requirement Met?
Student 1	6	First State	yes
Student 2	6	Reading Buddies	yes
Student 3	6	Reading Buddies	yes
Student 4	6	First State	yes
Student 5	6	Learning Buddies	yes
Student 6	6	Girl Talk	yes
Student 7	6	Girl Talk	yes
Student 8	6	Girl Talk	yes
Student 9	6	Girl Talk	yes
Student 10	6	CROCS	yes
Student 11	6	Japanese Club	yes
Student 12	6	Learning Buddies	yes
Student 13	6	Learning Buddies	yes
Student 14	6	Reading Buddies	yes
Student 15	6	Learning Buddies	yes
Student 16	6	Gentlemen of Quality	yes
Student 17	6	Learning Buddies	yes
Student 18	6	Gentlemen of Quality	yes
Student 19	6	Reading Buddies	yes
Student 20	6	Japanese Club	yes
Student 21	6	First State	yes
Student 22	6	Girl Talk	yes
Student 23	6	Girl Talk	yes
Student 24	6	N/A	no
Student 25	6	Japanese Club	yes
Student 26	6	Girl Talk	yes
Student 27	6	Japanese Club	yes
Student 28	6	Girl Talk	yes
Student 29	6	CROCS	yes
Student 30	6	First State	yes
Student 31	6	Japanese Club	yes
Student 32	6	Japanese Club	yes
Student 33	6	Robotics	yes
Student 34	6	Learning Buddies	yes
Student 35	6	Girl Talk	yes
Student 36	6	Art - Biggs Museum	yes
Student 37	6	Art - Biggs Museum	yes
Student 38	6	CROCS	yes
Student 39	6	Art - Biggs Museum	yes
Student 40	6	Learning Buddies	yes
Student 41	6	CROCS	yes
Student 42	6	Art - Biggs Museum	yes
Student 43	6	Learning Buddies	yes
Student 44	6	First State	yes
Student 45	6	First State	yes
Student 46	6	News Crew	yes



Student 47	6	Art - Biggs Museum	yes
Student 48	6	Girl Talk	yes
Student 49	7	First State	yes
Student 50	7	N/A	no
Student 51	7	N/A	no
Student 52	7	N/A	no
Student 53	7	Japanese Club	yes
Student 54	7	Art - Biggs Museum	yes
Student 55	7	Gentlemen of Quality	yes
Student 56	7	First State	yes
Student 57	7	First State	yes
Student 58	7	CROCS	yes
Student 59	7	Gentlemen of Quality	yes
Student 60	7	Learning Buddies	yes
Student 61	7	Girl Talk	yes
Student 62	7	Gentlemen of Quality	yes
Student 63	7	First State	yes
Student 64	7	News Crew	yes
Student 65	7	Library Assistant	yes
Student 66	7	Girl Talk	yes
Student 67	7	Learning Buddies	yes
Student 68	7	First State	yes
Student 69	7	Gentlemen of Quality	yes
Student 70	7	First State	yes
Student 71	7	Girl Talk	yes
Student 72	7	CROCS	yes
Student 73	7	Gentlemen of Quality	yes
Student 74	7	First State	yes
Student 75	7	Reading Buddies	yes
Student 76	7	Japanese Club	yes
Student 77	7	CROCS	yes
Student 78	7	Art - Biggs Museum	yes
Student 79	7	Learning Buddies	yes
Student 80	7	News Crew	yes
Student 81	7	Gentlemen of Quality	yes
Student 82	7	Learning Buddies	yes
Student 83	7	First State	yes
Student 84	7	Art - Biggs Museum	yes
Student 85	7	N/A	no
Student 86	7	First State	yes
Student 87	7	First State	yes
Student 88	7	Girl Talk	yes
Student 89	7	First State	yes
Student 90	7	Japanese Club	yes
Student 91	7	First State	yes
Student 92	7	Japanese Club	yes
Student 93	7	Gentlemen of Quality	yes

Student 94	7	Gentlemen of Quality	yes
Student 95	7	First State	yes
Student 96	7	First State	yes
Student 97	8	First State	yes
Student 98	8	Gentlemen of Quality	yes
Student 99	8	Library Assistant	yes
Student 100	8	CROCS	yes
Student 101	8	CROCS	yes
Student 102	8	CROCS	yes
Student 103	8	CROCS	yes
Student 104	8	CROCS	yes
Student 105	8	CROCS	yes
Student 106	8	CROCS	yes
Student 107	8	CROCS	yes
Student 108	8	CROCS	yes
Student 109	8	Gentlemen of Quality	yes
Student 110	8	CROCS	yes
Student 111	8	First State	yes
Student 112	8	Reading Buddies	yes
Student 113	8	CROCS	yes
Student 114	8	First State	yes
Student 115	8	Gentlemen of Quality	yes
Student 116	8	News Crew	yes
Student 117	8	Gentlemen of Quality	yes
Student 118	8	Reading Buddies	yes
Student 119	8	CROCS	yes
Student 120	8	Gentlemen of Quality	yes
Student 121	8	Reading Buddies	yes
Student 122	8	Learning Buddies	yes
Student 123	8	Learning Buddies	yes
Student 124	8	Learning Buddies	yes
Student 125	8	First State	yes
Student 126	8	Japanese Club	yes
Student 127	8	CROCS	yes
Student 128	8	Japanese Club	yes
Student 129	8	First State	yes
Student 130	8	CROCS	yes
Student 131	8	Gentlemen of Quality	yes
Student 132	8	News Crew	yes
Student 133	8	Learning Buddies	yes
Student 134	8	Learning Buddies	yes
Student 135	8	CROCS	yes
Student 136	8	First State	yes
Student 137	8	Reading Buddies	yes
Student 138	8	Learning Buddies	yes
Student 139	8	Learning Buddies	yes
Student 140	8	Art - Biggs Museum	yes

Student 141	8	N/A	no
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Appendix 2



100 W. 10th Street P 302 777 5500  
Suite 1012 F 302 777 5386  
Wilmington, DE 19801 [www.delawarenonprofit.org](http://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  
Carolin 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

## **Performance Framework Reports**

Campus Community School

Key Indicator	Sub-Indicator	Points Awarded	Possible Points	% Achieved	Indicator Weight
Education Program	1.a Mission Fidelity	2	2	100%	40%
	1.b Applicable State and Federal Requirements	10	10	100%	
	1.c Students with Disabilities	14	14	100%	
	1.d English Learners	16	16	100%	
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100%	30%
	2.b Oversight of School Management	4	4	100%	
	2.c Reporting Requirements	3	3	100%	
Students and Staff	3.a Students Rights	7	7	100%	20%
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100%	
Facilities, Transportation, Health and Safety	Facilities	17	17	100%	10%
	Transportation				
	Health				

Overall Rating	Required Score in Overall Percent	Required Ratings in Measures
Meets Standard	95% to 100%	Score at an Approaching Standard or Meets Standard in all Measures Ratings. A school is not permitted to receive an overall rating of Meets Standard if they Standard' in any measure rating.
Approaching Standard	87% to 94.4%	Score at an Approaching Standard or Meets Standard in the majority of the Me A school is permitted to receive an overall rating of Approaching Standard if th 'Far Below Standard' in any measure rating.
Far Below Standard	Less than 87%	Score an overall rating of 86.4% or less <i>and/or</i> Achieve more than one rating of 'Far Below Standard' in any measure rating.



Sub Indicator %		Overall Rating
100%	40.00%	100%
100%	30%	
100%	20.00%	
100%	10%	

receive a rating of 'Far Below'

measures Ratings.

they achieve no more than one rating of

Key Indicator	Measure	Sample School Points Awarded	Possible Points	% Earned
Education Program	1.a Mission Fidelity	2	2	100
	1.b Applicable State and Federal Requirements	8	8	100
	1.c Students with Disabilities	13	14	93
	1.d English Learners	16	16	100
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100
	2.b Oversight of School Management	3	3	100
	2.c Reporting Requirements	3	3	100
Students and Staff	3.a Students Rights	7	7	100
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100
Facilities,	Facilities			



Transportation, Health and Safety	Transportation	17	17	100
	Health			
<b>TOTAL</b>		# of Points Earned By School (example 81 Points)		

Key Indicator %	# points required to meet standard for this measure	Range of points needed for Approaching Standard	Cut score for Far Below Standard	Calculation	The Overall Score is Calculated after all the measures have been calculated
98	2	1	0	39	This is a calculation of all of the measures. See Below
	8	6 to 7	5 or less		
	14	11 to 13	10 or less		
	16	12 to 15	11 or less		
100	10	8 or 9	7 or less	30	
	3	2	1 or less		
	3	2	1 or less		
100	7	6	5 or less	20	
	2	0	0		

100	17	14 to 16	Less than 14	10
	82	71-81	70 or less	

**Performance Framework Reports :: Organizational Performance  
Framework Report 2019-20**

Campus Community School

Key Indicator	Sub-Indicator	Points Awarded	Possible Points	% Achieved	Indicator Weight
Education Program	1.a Mission Fidelity	2	2	100%	40%
	1.b Applicable State and Federal Requirements	10	10	100%	
	1.c Students with Disabilities	14	14	100%	
	1.d English Learners	16	16	100%	
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100%	30%
	2.b Oversight of School Management	4	4	100%	
	2.c Reporting Requirements	3	3	100%	
Students and Staff	3.a Students Rights	7	7	100%	20%
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100%	
Facilities, Transportation, Health and Safety	Facilities	17	17	100%	10%
	Transportation				
	Health				

Overall Rating	Required Score in Overall Percent	Required Ratings in Measures
Meets Standard	95% to 100%	Score at an Approaching Standard or Meets Standard in all Measures Ratings. A school is not permitted to receive an overall rating of Meets Standard if they Standard' in any measure rating.
Approaching Standard	87% to 94.4%	Score at an Approaching Standard or Meets Standard in the majority of the Me A school is permitted to receive an overall rating of Approaching Standard if th 'Far Below Standard' in any measure rating.
Far Below Standard	Less than 87%	Score an overall rating of 86.4% or less <i>and/or</i> Achieve more than one rating of 'Far Below Standard' in any measure rating.



Sub Indicator %		Overall Rating
100%	40.00%	100%
100%	30%	
100%	20.00%	
100%	10%	

receive a rating of 'Far Below'

measures Ratings.

they achieve no more than one rating of

Key Indicator	Measure	Sample School Points Awarded	Possible Points	% Earned
Education Program	1.a Mission Fidelity	2	2	100
	1.b Applicable State and Federal Requirements	8	8	100
	1.c Students with Disabilities	13	14	93
	1.d English Learners	16	16	100
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100
	2.b Oversight of School Management	3	3	100
	2.c Reporting Requirements	3	3	100
Students and Staff	3.a Students Rights	7	7	100
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100
Facilities,	Facilities			

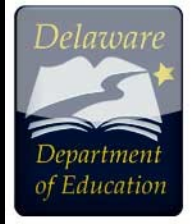
Transportation, Health and Safety	Transportation	17	17	100
	Health			
<b>TOTAL</b>		# of Points Earned By School (example 81 Points)		



Key Indicator %	# points required to meet standard for this measure	Range of points needed for Approaching Standard	Cut score for Far Below Standard	Calculation	The Overall Score is Calculated after all the measures have been calculated
98	2	1	0	39	This is a calculation of all of the measures. See Below
	8	6 to 7	5 or less		
	14	11 to 13	10 or less		
	16	12 to 15	11 or less		
100	10	8 or 9	7 or less	30	
	3	2	1 or less		
	3	2	1 or less		
100	7	6	5 or less	20	
	2	0	0		

100	17	14 to 16	Less than 14	10
	82	71-81	70 or less	

**Performance Framework Reports :: Financial Performance Framework  
Report 2019-20 (DRAFT)**



# Financial Framework Report CAMPUS COMMUNITY SCHOOL

Reporting Period: July 1, 2019 to June 30, 2020

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Financial Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

*The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.*

## 1. NEAR TERM INDICATORS

### Measure 1a. Current Ratio:

*Current Assets divided by Current Liabilities*

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
2.2	3.04	3.07	1.58	2.87

The current ratio measures a school’s ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school’s current assets exceed its current liabilities.

### School Response To Rating:(Max 1100 Characters)

**Measure 1b. Days Cash:**

*Cash divided by (Total Expenses / 365)*

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
75	100	120	93	107

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

**School Response To Rating:(Max 1100 Characters)**

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
101%	100%	101%	99%	102%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore , a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

**School Response To Rating:(Max 1100 Characters)**

**Measure 1d. Default, Loan Covenants, & Debt Service Payments**

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
No	No	No	No	No

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

School Response To Rating:(Max 1100 Characters)

## 2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

*Net Income divided by Total Revenue*

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1 YR: 3.04%	1 YR: 0.35%	1 YR: 6.06%	1 YR: -17.22%	1 YR: 8.40%
3 YR: 4.11%	3 YR: 4.58%	3 YR: 3.16%	3 YR: -2.72%	3 YR: 0.26%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

School Response To Rating:(Max 1100 Characters)

Measure 2b. Debt to Asset Ratio:

*Total Liabilities divided by Total Assets*

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
0.63	0.61	0.6	0.68	0.61

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

School Response To Rating:(Max 1100 Characters)

Measure 2c. Cash Flow

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1 YR: \$225045	1 YR: \$356402	1 YR: \$190360	1 YR: \$-321059	1 YR: \$178705
3 YR: \$499932	3 YR: \$581447	3 YR: \$546762	3 YR: \$-130699	3 YR: \$-142354

Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

**School Response To Rating:(Max 1100 Characters)**

**Measure 2d. Debt Service Coverage Ratio:**

$$(Net\ Income + Depreciation + Interest\ Expense) / (Principal\ and\ Interest\ Payments)$$

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1.71	1.34	2.13	-0.75	2.49

The debt service coverage ratio indicates a school’s ability to cover its debt obligations in the current year.

**School Response To Rating:(Max 1100 Characters)**

**3. FINANCIAL MANAGEMENT AND OVERSIGHT**

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
M	M	M	M	M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

School Response To Rating:(Max 1100 Characters)

## SUMMARY AND OVERALL RATING

### Campus Community School

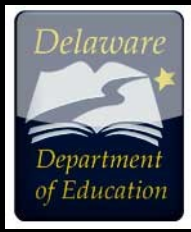
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2015-2016	M	M	M	M	M	M	M	M	M	Meets Standard
2016-2017	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	F	M	F	AS	M	Meets Standard
2019-2020	M	M	M	M	M	M	F	M	M	Meets Standard



**Performance Framework Reports :: Delaware School Success  
Framework (DSSF) 2018-19**

**<https://reportcard.doe.k12.de.us/detail.html#accountabilitypage?scope=school&district=74&school=573>**

**Performance Framework Reports :: Organizational Performance  
Framework Report 2018-19**



# Organizational Framework Report CAMPUS COMMUNITY SCHOOL

Reporting Period: July 1, 2018 to June 30, 2019

Published: October 29, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

*The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.*

## 1. EDUCATION PROGRAM

### Measure 1a.

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

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

Based on information available to the DOE, the charter school is implementing the essential terms of the education program in all material respects, including but not limited to Del. C., Title 14, Ch. 5, §512 (3), and the education program in operation reflects the essential terms as defined in the charter.

### Measure 1b.

**Is the school materially fulfilling applicable state and federal requirements pertaining to its education program (with the exception of responsibilities relating to SWDs and ELs, which are addressed separately under measures 1c. and 1d. in this framework)?**



Consistent with the school’s status and responsibilities as an LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners ([U.S. Department of Education/Office of Civil Rights](#), Title III of the [Every Student Succeeds Act \(ESSA\)](#), and [Del.C., Title 14 Section 900 Special Populations, 920 Educational Programs for English Language Learners](#)), including requirements for:

- Policies for serving EL students and properly identifying students in need of EL services;
- Access to the program for students and parents as required by law and consistent with students’ abilities;
- Operational compliance, including the academic program, assessments, and all other aspects of the school’s program and responsibilities;
- Provision of student EL services;
- Implementation of accommodations on assessments; and
- Exit of students from EL services and ongoing monitoring of exited students.

## 2. GOVERNANCE AND REPORTING

### Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to governance by its board including but not limited to:

- Board composition and membership requirements, pursuant to [Del. C., Title 14, Ch. 5, §512 \(1-2\)](#);
- Board policies, including those related to oversight of a management organization, if applicable, and including but not limited to: Board bylaws, state open meeting laws, Articles of Incorporation, and State Code of Conduct pursuant to [Del. C., Title 29, Ch. 100](#), [Del. C., Title 14, Ch. 5, §512 \(14\)](#), and [Del. C., Title 14, Ch. 5, § 504 Corporate status](#);
- Board training as required by statute, pursuant to [Del. C., Title 14, Ch. 5, §512\(15\)](#) and [Del. C., Title 14, Ch. 18, §1803](#);
- Citizen Budget Oversight Committee (CBOC) regulations and training as required by statute, pursuant to [Del. C., Title 14, Ch. 15](#), [Del. C., Title 14, Ch. 15 §1508](#), and [14 Del. Admin. Code 736](#);
- Conflicts of interest, paperwork, and processes pursuant to [Del. C., Title 29, Ch. 58, §5805](#); and
- Conduct of meetings and other business in accordance with the requirements of [Del. C., Title 29, Ch. 100](#).

### Measure 2b.

Does the governing board oversee and evaluate school management?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to oversight of school management, including:

- Ensuring the leadership carries out the school plan for evaluating student and school performance pursuant to [Del. C., Title 14, Ch. 5, §512 \(5\)](#);
- Annually evaluating management according to state-approved criteria, if applicable, pursuant to [Del. C., Title 14, Ch. 12, §1270](#) and [14 Del. Admin. Code 108A](#); and
- (For schools contracting with Education Service Providers) Overseeing and maintaining authority over management, holding it accountable for performance as agreed under a written services agreement, and requiring annual financial reports of the education service provider pursuant to [Del. C., Title 14, Ch. 5, §512 \(14\)](#).

### Measure 2c.

Is the school fulfilling reporting requirements?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to relevant reporting requirements to the school’s authorizer, state education agency, district education department, and/or federal authorities, including:

- All state and federal reporting requirements pursuant to [Del. C., Title 14, Ch. 5, §513](#); and
- Reporting requirements related to conditions placed on the charter.





## 4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

### Measure 4a.

Is the school meeting facilities, transportation, health and safety requirements?

2016-2017	2017-2018	2018-2019
Meets Standard	Approaching Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the school facilities, grounds, transportation, safety, and the provision of health-related services pursuant to [Del. C., Title 14, Ch. 5, §512 \(12\)](#), including:

- Fire inspections and related records including the requirements of [Del. C., Title 29, Ch. 82, § 8237](#);
- Viable certificate of occupancy or other required building use authorization;
- Documentation of requisite insurance coverage pursuant to [Del. C., Title 29, Ch. 29](#);
- Provision of student transportation in accordance with [Del. C., Title 14, Ch. 5, §508](#) and 14 [Del. Admin. Code §1150](#);
- Required nursing services and dispensing of pharmaceuticals 14 [Del. Admin. Code 800 regulations](#);
- Provision of a no- or low-cost breakfast or lunch under a [federal national school breakfast or lunch program](#) in compliance with [State Regulations](#)—only applicable to schools utilizing SNAP/TANF; and
- Emergency management plan as required Del. C., [Title 29, Ch. 82, § 8237](#).

## SUMMARY AND OVERALL RATING

### Campus Community School

Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	M	AS	AS	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	AS	M	M	M	M	AS	M	AS	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

### HISTORICAL DATA (SY 11/12- SY 15/16)

In the years prior to SY16/17 a school received one of the three ratings below:

<b>Meets Standard</b>
<b>Does Not Meet Standard</b>
<b>Far Below Standard</b>

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

## SUMMARY AND OVERALL RATING FOR PREVIOUS YEARS

### Campus Community School

Year	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	OVERALL RATING
2012-2013	M	M	*	M	M	M	M	M	M	M	M	D	M	Meets Standard
2013-2014	M	M	*	M	M	M	M	M	D	M	M	M	M	Meets Standard
2014-2015	M	M	*	M	M	M	M	M	D	N/R	M	M	M	Meets Standard
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

## **DESCRIPTION OF PREVIOUS YEARS MEASURES:**

### **1. EDUCATION PROGRAM**

- 1a. Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?
- 1b. Is the school compliant with legal requirements for students with disabilities and English Learners?

### **2\*. FINANCIAL MANAGEMENT AND OVERSIGHT**

*\* Data for this measure is now included in the Financial Performance Framework*

### **3. GOVERNANCE AND REPORTING**

- 3a. Is the school complying with governance requirements?
- 3b. Is the school holding management accountable?
- 3c. Is the school complying with reporting requirements?

### **4. STUDENTS AND EMPLOYEES**

- 4a. Is the school protecting the rights of all students?
- 4b. Is the school meeting attendance goals?
- 4c. Is the school meeting all staff credentialing requirements?
- 4d. Is the school respecting employee rights?

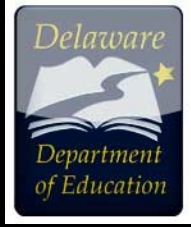
### **5. SCHOOL ENVIRONMENT**

- 5a. Is the school complying with facilities and transportation requirements?
- 5b. Is the school complying with health and safety requirements?

### **6. ADDITIONAL OBLIGATIONS**

- 6. Is the school complying with all other obligations?

**Performance Framework Reports :: Financial Performance Framework  
Report 2018-19**



# Financial Framework Report CAMPUS COMMUNITY SCHOOL

Reporting Period: July 1, 2018 to June 30, 2019

Published: December 09, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Financial Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

*The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.*

## 1. NEAR TERM INDICATORS

### Measure 1a. Current Ratio:

*Current Assets divided by Current Liabilities*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1.8	2.2	3.04	3.07	1.58

The current ratio measures a school’s ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school’s current assets exceed its current liabilities.

### Measure 1b. Days Cash:

*Cash divided by (Total Expenses / 365)*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
63	75	100	120	93

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
100%	101%	100%	101%	99%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

**Measure 1d. Default, Loan Covenants, & Debt Service Payments**

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
No	No	No	No	No

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

## 2. SUSTAINABILITY INDICATORS

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1 YR: 10.52%	1 YR: 3.04%	1 YR: 0.35%	1 YR: 6.06%	1 YR: -17.22%
3 YR: 2.85%	3 YR: 4.11%	3 YR: 4.58%	3 YR: 3.16%	3 YR: -2.72%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

**School Response To Rating:**

In the 2018/2019 school year Campus Community School paid one time settlement costs and plaintiffs legal fees for 2 legal cases (siblings) that were filed in 2015. The cost of these expenses totaled \$ 633,427.50. Although these payments resulted in a reduction of our cash on hand reserve, we still have an excess of 1 million dollars in reserve and a stable financial foundation.

**Measure 2b. Debt to Asset Ratio:**

*Total Liabilities divided by Total Assets*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
0.64	0.63	0.61	0.6	0.68

The debt to asset ratio compares the school’s liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

**Measure 2c. Cash Flow**

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1 YR: \$274887	1 YR: \$225045	1 YR: \$356402	1 YR: \$190360	1 YR: \$-321059
3 YR: \$-344004	3 YR: \$499932	3 YR: \$581447	3 YR: \$546762	3 YR: \$-130699

Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

**School Response To Rating:**

In the 2018/2019 school year Campus Community School paid one time settlement costs and plaintiffs legal fees for 2 legal cases (siblings) that were filed in 2015. The cost of these expenses totaled \$ 633,427.50. Although these payments resulted in a reduction of our cash on hand reserve, we still have an excess of 1 million dollars in reserve and a stable financial foundation.

**Measure 2d. Debt Service Coverage Ratio:**

*(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
2.73	1.71	1.34	2.13	-0.75

The debt service coverage ratio indicates a school’s ability to cover its debt obligations in the current year.

**School Response To Rating:**

In the 2018/2019 school year Campus Community School paid one time settlement costs and plaintiffs legal fees for 2 legal cases (siblings) that were filed in 2015. The cost of these expenses totaled \$ 633,427.50. Although these payments resulted in a reduction of our cash on hand reserve, we still have an excess of 1 million dollars in reserve and a stable financial foundation.

**3. FINANCIAL MANAGEMENT AND OVERSIGHT**

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
M	M	M	M	M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

**SUMMARY AND OVERALL RATING**

**Campus Community School**



Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2014-2015	M	M	M	M	M	M	F	M	M	Meets Standard
2015-2016	M	M	M	M	M	M	M	M	M	Meets Standard
2016-2017	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	F	M	F	AS	M	Meets Standard

## **Renewal Report - April 30, 2020**



Delaware Department of  
Education  
Charter Renewal Report  
Campus Community School  
April 30, 2020

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#### **II. Academic Performance**

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#### Attachments:

- i. 2016-2017 Annual Report
- ii. 2017-2018 Annual Report
- iii. 2018-2019 Annual Report
- iv. 2016-2017 Academic Performance Report
- v. 2017-2018 Academic Performance Report
- vi. 2018-2019 Academic Performance Report
- vii. 2016-2017 Financial Performance Report
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- xi. 2017-2018 Organizational Performance Report
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## Charter School Renewal Report

### Requirements Under the Law

The charter school law (14 *Del. C.* § 514A) outlines the provisions that the Delaware Department of Education (DDOE) follows for charter renewal and nonrenewal. The DDOE is required to review the preliminary performance of the charter school to determine its compliance with its charter and its satisfaction of the criteria set forth in this title for the purposes of renewal or nonrenewal<sup>1</sup>. 14 *Del. C.* § 514A (c) states that,

(c) No later than April 30, the approving authority shall issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report shall summarize the charter school's performance record to date, based on the data required by 79 *Del. Laws*, c. 51 and the charter contract, and shall provide notice of any weaknesses or concerns perceived by the approving authority concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school shall have 10 working days to respond to the renewal report and submit any corrections or clarifications for the report.

## I. OVERVIEW

### 1.1 Basic Information

Review the following chart with the school's basic information:

BASIC INFORMATION	
<b>Name of School</b>	Campus Community School
<b>Year School Opened</b>	1998
<b>Enrollment 2019-2020 <sup>2</sup></b>	420
<b>Approved Enrollment</b>	412 (SY 2018-19)
<b>School Address</b>	350 Pear Street , Dover, Delaware 19904
<b>District(s) of Residence</b>	Capital School District
<b>Website Address</b>	<a href="http://campuscommunityschool.com/">http://campuscommunityschool.com/</a>
<b>Name of School Leader</b>	Heidi Greene, Head of School/Principal
<b>School Leader Email and Phone Number</b>	Heidi.Greene@ccs.k12.de.us (302) 736-0403
<b>Name of Board President</b>	Lindsey Fitzgerald
<b>Board President Email</b>	<a href="mailto:lindsey.fitzgerald005@gmail.com">lindsey.fitzgerald005@gmail.com</a>
<b>Mission Statement:</b> 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:

Review the following chart with the school’s demographics at the time of submission (all information must be verifiable through state reporting tools):

<b>ENROLLMENT &amp; DEMOGRAPHIC INFORMATION</b>				
	<b>2016-2017<sup>2</sup></b>	<b>2017-2018<sup>2</sup></b>	<b>2018-2019<sup>2</sup></b>	<b>2019-2020<sup>2</sup></b>
Total Enrollment	413	417	408	420
<b>Gender</b>				
% Male	47.46%	50.12%	49.26%	52.38%
% Female	52.54%	49.88%	50.74%	47.62%
<b>Ethnicity/Race</b>				
% African American	51.82%	54.92%	55.39%	56.19%
% American Indian	0.73%	0.48%	0.74%	0.24%
% Asian	2.18%	1.68%	2.21%	1.67%
% Hispanic/Latino	10.65%	8.87%	9.07%	9.05%
% White	27.36%	27.10%	24.02%	23.33%
% Multiracial	7.02%	6.71%	8.33%	9.29%
<b>Special Populations</b>				
%Special Education <sup>3</sup>	8.96%	9.35%	9.07%	10.48%
% English Language Learners	0.97%	1.68%	1.96%	4.29%
% Low-Income	42.13%	43.17%	37.50%	40.48%

<b>School Comments 2018-2019</b>	The school was not required to provide a response to this information
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<b>School Comments 2017-2018</b>	In addition to the above data, 67 % of our population was eligible to receive lunch at a free or reduced cost.
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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### 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.

Date	Modification Requested	Outcome
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<b>School Comments 2018-2019</b>	The school was not required to provide a response to this information
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<b>School Comments 2017-2018</b>	The school was not required to provide a response to this information
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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## 1.4 Enrollment Trends

Review the following chart with the school's enrollment data.

School Enrollment Trends								
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>								
	2016-2017		2017-2018		2018-2019		2019-2020	
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count
K	40	36	40	42	40	38	40	42
Grade 1	40	37	40	43	40	44	40	41
Grade 2	42	35	42	47	42	41	42	46
Grade 3	44	45	44	42	44	46	44	45
Grade 4	46	52	46	44	46	43	46	49
Grade 5	50	53	50	52	50	52	50	51
Grade 6	50	51	50	52	50	49	50	52
Grade 7	50	52	50	52	50	49	50	52
Grade 8	50	52	50	43	50	46	50	42
Grade 9								
Grade 10								
Grade 11								
Grade 12								
<b>Total</b>	412	413	412	417	412	408	412	420

### DOE Summary:

Campus Community School has had consistently strong enrollment over the course of its current charter term. The school's enrollment variance (actual enrollment/authorized enrollment) has ranged from 99% (SY 18/19) to 102% (SY 19/20) over the course of its charter term.

#### School Comments 2018-2019

The school was not required to provide a response to this information.

#### School Comments 2017-2018

The school was not required to provide a response to this information.

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**School Comments  
2016-2017**

This data element was added in the SY 16/17. The school was not required to provide a response to this information

### 1.5 Reenrollment Trends

Review the following chart with the school’s reenrollment data. The reenrollment rate<sup>3</sup> is the % of students continuously enrolled in the school from one year to the next.

School Reenrollment Trends								
	2016-2017		2017-2018		2018-2019		2019-2020	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
<b>Total/Avg</b>	293	80.27%	302	83.66%	297	79.41%	313	86.46%

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

<b>DOE Summary:</b>
Campus Community School’s reenrollment rate has increased over the course of its current charter term from 80.27% to 86.46%. In SY 18/19, the rate decreased to 79.41% but rebounded to 86.46% in SY 19/20.

<b>School Comments 2018-2019</b>	The majority of our students who enroll in other schools do so in response to a change in living location. While relocation is the main reason for withdraw, other factors do play a part. These factors often include our high academic and behavioral standards. As students withdraw from our school, we collect information as to the reason for leaving and, when applicable, discuss with the parents. We also keep a monthly enrollment spreadsheet to monitor attrition rates. Our goal is to minimize attrition by building strong relationships with families through activities such as student-led conferences, various school events, and the use of parent and student surveys. Please note, although this data may be down slightly from the 17-18 year, our retention rates grew in the 19-20 year. Student enrollment is up for 19-20, along with the waiting list.
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<b>School Comments 2017-2018</b>	The majority of our students who enroll in other schools do so in response to a change in living location. While relocation is the main reason for withdraw, other factors do play a part. These factors often include our high academic and behavioral standards. As students withdraw from our school, we collect information as to the reason for leaving and, when applicable, discuss with the parents. We also keep a monthly enrollment spreadsheet to monitor attrition rates. Our goal is to minimize attrition by building strong relationships with families through activities such as student-led conferences, various school events, and the use of parent and student surveys.
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<b>School Comments 2016-2017</b>	The majority of our students that enroll within other schools do so in response to a change in living location. As students withdraw from our school we collect information as to the reason for withdraw and, when possible, discuss with the
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parents. While relocation is the main reason for withdraw, other factors do play a part. These factors often include our high academic and behavioral standards.

## II. Academic Performance

### Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

## HISTORICAL DATA (SY 16/17)

### 2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	3 Stars (74/150pts) Approaching
Growth	3 Stars (119/200pts) Approaching
On Track to Graduation	5 Stars (48/50pts) Exceeds
College and Career Preparation	3 Stars (44/100pts) Approaching

<b>School Comments 2016-2017</b>	Regarding academic achievement and growth, our school has made great strides throughout the course of the last five years. We greatly exceed the state average and the surrounding district for performance and growth in ELA. We far exceed the surrounding district in performance and growth in Math. At this time, we fall slightly short of state average in math in performance and growth, however, we far exceed the state average in our middle school for performance and growth in Math. Our challenge continues to be the performance of our lower grades (3rd-5th). Our academic program builds upon itself, resulting in great performance in our middle grades.
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## Performance Agreement

### Academic Performance Expectations

Campus Community School's overall academic rating is "Does not Meet." By September 2015, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

#### School Comments 2016-2017

Regarding academic achievement and growth, our school has made great strides throughout the course of the last five years. We greatly exceed the state average and the surrounding district for performance and growth in ELA. We far exceed the surrounding district in performance and growth in Math. At this time, we fall slightly short of state average in math in performance and growth, however, we far exceed the state average in our middle school for performance and growth in Math. Our challenge continues to be the performance of our lower grades (3rd-5th). Our academic program builds upon itself, resulting in great performance in our middle grades.

## 2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (74/150pts) Approaching	
	School	State
ELA	63.89 %	56.63%
Math	39.53%	45.13%
Science	39.22%	47.45%
Social Studies	n/a	n/a

### a) Academic Achievement ratings over the course of the charter term

<b>School Comments 2016-2017</b>	While we are happy with our standing in ELA in comparison to state data as well as surrounding district data, we continue to look to improve in the areas of Math and Science. Considerable time has been spent looking at root causes that impact our student achievement in math and science. We believe the factors we have control over include student buy-in/accountability, classroom environment, and formative assessment/data analysis, curriculum selection and teacher professional development.
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### b) Expected outcomes for Academic Achievement

<b>School Comments 2016-2017</b>	Going forward, we expect that achievement in ELA will continue to outpace that of the state and our surrounding district. We expect that our achievement in Math and Science will soon match state-wide achievement and eventually surpass that achievement. Our PLC's now focus on intense, individualized student data study. We have an RTI process in place that identifies students in need of more intense math and ELA instruction. Those students spend hours per week in an academic enrichment course that is designed to meet their needs. In after-school PLCs we will focus on social and emotional needs as well as behavioral needs of students to
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	<p>ensure that there are no barriers to academic achievement. In addition we will ensure to take part in the following practices:</p> <ul style="list-style-type: none"> <li>• Continue to develop and document units of study aligned to the CCSS.</li> <li>• Ensure instructional resources are aligned to CCSS and are common across all grade levels.</li> <li>• Increase awareness and application of mathematical practices in all classrooms.</li> <li>• Increase rigor of math instruction.</li> <li>• Ensure a shared-responsibility for literacy instruction.</li> <li>• Emphasize close reading and text-based responses in all classrooms.</li> <li>• Continue with the implementation of a standards-based grading system.</li> <li>• Establish consistent school wide cycles of inquiry to drive student achievement.</li> <li>• Ensure consistent analysis and use of formative assessment data.</li> <li>• Ensure that all classroom environments are highly productive and maximize student success.</li> <li>• Communicate and uphold high expectations and practices that are consistent across all school settings.</li> <li>• Minimize time students are out of the classroom.</li> <li>• Staff &amp; students authentically utilize mindful behaviors in their daily practice</li> <li>• Increase support and interventions for struggling students</li> </ul>
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**c) Progress measures to track expected Academic Achievement outcomes**

<p><b>School Comments 2016-2017</b></p>	<p>We use a number of intermittent assessments to ensure that students are on track for achievement goals. At the beginning of the school year and at the conclusion of each tri-mester, each student participates in the STAR Reading and Math assessments. These assessments are followed with a student-free professional development day for teachers to be used to analyze the data. Teachers use in-class assessments of all major subjects during the regular school day as well as enrichment time to assess progress. This data is studies weekly during PLC meetings.</p>
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## 2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (119/200pts) Approaching	
	School	State
ELA	64.17 %	50.00 %
Math	55.00 %	50.00 %

### a) School's Growth ratings for all students over the course of the charter term

<b>School Comments 2016-2017</b>	While our school is pleased to be outpacing the state average for growth in each subject, we realize that there is still much work to do to ensure that we are meeting the rigorous goals set before us. Considerable time has been spent looking at root causes that impact our student growth in both math and ELA. We believe the factors we have control over include student buy-in/accountability, classroom environment, and formative assessment/data analysis, curriculum selection and teacher professional development
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### b) Expected outcomes for Growth for all students

<b>School Comments 2016-2017</b>	<p>Going forward, we expect that growth in ELA and Math will continue to outpace that of the state and our surrounding district. We expect that our achievement in Math and Science will soon match state-wide achievement and eventually surpass that achievement. Our PLC's now focus on intense, individualized student data study. We have an RTI process in place that identifies students in need of more intense math and ELA instruction. Those students spend hours per week in an academic enrichment course that is designed to meet their needs. In after-school PLCs we will focus on social and emotional needs as well as behavioral needs of students to ensure that there are no barriers to academic achievement. In addition we will ensure to take part in the following practices:</p> <ul style="list-style-type: none"> <li>• Continue to develop and document units of study aligned to the CCSS.</li> <li>• Ensure instructional resources are aligned to CCSS and are common across all</li> </ul>
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	<p>grade levels.</p> <ul style="list-style-type: none"> <li>• Increase awareness and application of mathematical practices in all classrooms.</li> <li>• Increase rigor of math instruction.</li> <li>• Ensure a shared-responsibility for literacy instruction.</li> <li>• Emphasize close reading and text-based responses in all classrooms.</li> <li>• Continue with the implementation of a standards-based grading system.</li> <li>• Establish consistent school wide cycles of inquiry to drive student achievement.</li> <li>• Ensure consistent analysis and use of formative assessment data.</li> <li>• Ensure that all classroom environments are highly productive and maximize student success.</li> <li>• Communicate and uphold high expectations and practices that are consistent across all school settings.</li> <li>• Minimize time students are out of the classroom.</li> <li>• Staff &amp; students authentically utilize mindful behaviors in their daily practice</li> <li>• Increase support and interventions for struggling students</li> </ul>
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**c) Progress measures to track Growth for all students**

<p><b>School Comments 2016-2017</b></p>	<p>We use a number of intermittent assessments to ensure that students are on track for achievement goals. At the beginning of the school year and at the conclusion of each tri-mester, each student participates in the STAR Reading and Math assessments. These assessments are followed with a student-free professional development day for teachers to be used to analyze the data. Teachers use in-class assessments of all major subjects during the regular school day as well as enrichment time to assess progress. This data is studies weekly during PLC meetings.</p>
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## 2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (48/50pts) Exceeds	
	School	State
Attendance	95.02 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate <sup>5</sup>	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	**

\*\* The school did not service students in the grade levels assessed by this metric.

### a) On Track to Graduation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	Campus Community School feels that attendance is vital to student performance and success. We educate parents on this throughout the school year. We utilize the truancy process to ensure that parents and students meet attendance standards.
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### b) Expected outcomes for On Track to Graduation

<b>School Comments 2016-2017</b>	We will continue to set high standards for attendance using a combination of education and consequences to ensure acceptable student attendance.
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**c) Progress measures to monitor On Track to Graduation outcomes**

<b>School Comments 2016-2017</b>	We run attendance reports each month to track overall school attendance and individual student attendance.
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## 2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools: College and Career Preparation** is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (44/100pts) Approaching	
	School	State
Growth to Proficiency ELA	59.66 %	59.19 %
Growth to Proficiency Math	28.14 %	35.41 %
College & Career Preparation	n/a	49.64 %

### a) College and Career Preparation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	While we are happy with our standing in ELA in regards to growth to proficiency when compared to the state, we continue to look to improve in this area and ensure a complete focus on Math. Considerable time has been spent looking at root causes that impact our student achievement in math and science. We believe the factors we have control over include student buy-in/accountability, classroom environment, and formative assessment/data analysis, curriculum selection and teacher professional development.
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### b) Expected outcomes for College and Career Preparation

<b>School Comments 2016-2017</b>	<p>Going forward, we expect that growth to proficiency in ELA will continue to outpace that of the state. We expect that our growth to proficiency in Math will soon match state-wide growth and eventually surpass that growth. Our PLC's now focus on intense, individualized student data study. We have an RTI process in place that identifies students in need of more intense math and ELA instruction. Those students spend hours per week in an academic enrichment course that is designed to meet their needs. In after-school PLCs we will focus on social and emotional needs as well as behavioral needs of students to ensure that there are no barriers to academic achievement. In addition we will ensure to take part in the following practices:</p> <ul style="list-style-type: none"> <li>• Continue to develop and document units of study aligned to the CCSS.</li> <li>• Ensure instructional resources are aligned to CCSS and are common across all grade levels.</li> <li>• Increase awareness and application of mathematical practices in all classrooms.</li> <li>• Increase rigor of math instruction.</li> <li>• Ensure a shared-responsibility for literacy instruction.</li> <li>• Emphasize close reading and text-based responses in all classrooms.</li> <li>• Continue with the implementation of a standards-based grading system.</li> <li>• Establish consistent school wide cycles of inquiry to drive student achievement.</li> <li>• Ensure consistent analysis and use of formative assessment data.</li> <li>• Ensure that all classroom environments are highly productive and maximize student success.</li> <li>• Communicate and uphold high expectations and practices that are consistent across all school settings.</li> <li>• Minimize time students are out of the classroom.</li> <li>• Staff &amp; students authentically utilize mindful behaviors in their daily practice</li> <li>• Increase support and interventions for struggling students</li> </ul>
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**c) Progress measures to track College and Career Preparation outcomes**

<b>School Comments 2016-2017</b>	<p>We use a number of intermittent assessments to ensure that students are on track for achievement goals. At the beginning of the school year and at the conclusion of each tri-mester, each student participates in the STAR Reading and Math assessments. These assessments are followed with a student-free professional development day for teachers to be used to analyze the data. Teachers use in-class assessments of all major subjects during the regular school day as well as enrichment time to assess progress. This data is studies weekly during PLC meetings.</p>
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## 2.1 Delaware School Success Framework

### Overall Academic Ratings

#### Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	2017-2018			2018-2019		
	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	150.00	82.00	55% Meets Expectations	150.00	82.00	55% Meets Expectations
Academic Progress	200.00	147.00	74% Exceeds Expectations	200.00	129.00	65% Meets Expectations
School Quality/Student Success	50.00	45.00	90% Exceeds Expectations	50.00	47.00	94% Exceeds Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	n/a	n/a	Not Applicable
Overall	400.00	274.00	69% Meets Expectations	400.00	258.00	65% Meets Expectations

- a) Based on the table above discuss the school's:
- overall academic achievement results,
  - major challenges,
  - and accomplishments

#### DOE Summary:

In SY 16/17, prior to the implementation of ESSA, Campus Community School (CCS) earned “Meets Standard” or “Exceeds Standard” ratings for 1 out of 4 DSSF indicators. CCS earned an “Exceeds Expectations” rating for On-Track to Graduation and “Approaches Expectations” ratings for Academic Achievement, Academic Growth, and College and Career Preparation, respectively.

In SY 17/18, with the implementation of ESSA, each school received an overall rating on the DSSF in addition to ratings for each indicator. CCS demonstrated a positive trend from SY 17/18 to SY 18/19 earning “Meets Expectations” overall ratings, respectively. At the indicator level, CCS’ performance in Academic Achievement remained level at “Meets Expectations.” Performance in Academic Progress regressed slightly from SY 17/18 to SY 18/19, earning 74% (“Exceeds Expectations”) and 65% (“Meets Expectations”), respectively. Performance in School Quality/Student Success improved slightly from 90% (“Exceeds Expectations”) to 94% (“Exceeds Expectations”). Progress Toward English Proficiency was not applicable in SY 17/18 and SY 18/19 because the group size was not 15 or greater.

#### School Comments 2018-2019

We are happy with our overall academic achievement. Math is still our biggest challenge and the area we need to continue to revisit each year with new ideas for increasing student progress and growth. We see the most success in grades 3 and then again in middle school. Our middle school team is very strong and

students tend to get stronger each year of being part of our middle school. We are extremely proud of this. More work is needed with grades 4 and 5.

**School Comments  
2017-2018**

We are happy with the progress we are making as a school. ELA continues to be a strong point for the school. We made significant gains in Math this year. This was one of our biggest accomplishments. A few things we did differently with Math were to incorporate more opportunities for spiraling back to previously taught concepts and skills, and to establish more routine fluency practice.



## Performance Agreement

### Academic Performance Expectations

Campus Community School's overall academic rating is Does not Meet. By September 2015, our expectation is to achieve the overall rating of Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating 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).

#### DOE Summary:

CCS has earned overall ratings of "Meets Expectations" for Academic Performance in the last two years.

#### School Comments 2018-2019

We are happy with our overall academic achievement. Math is still our biggest challenge and the area we need to continue to revisit each year with new ideas for increasing student progress and growth. We see the most success in grades 3 and then again in middle school. Our middle school team is very strong and students tend to get stronger each year of being part of our middle school. We are extremely proud of this. More work is needed with grades 4 and 5.

#### School Comments 2017-2018

We are happy with the progress we are making as a school. We met or exceeded in all areas of academic performance expectations. ELA continues to be a strong point for the school. We made significant gains in Math this year. This was one of our biggest accomplishments. A few things we did differently with Math were to incorporate more opportunities for spiraling back to previously taught concepts and skills, and to establish more routine fluency practice.

## 2.2 Academic Achievement

Metric	2018-2019		
	Value	Points	Points Earned
Proficiency - ELA	65.44%	75.00	49.00
Proficiency - Math	43.57%	75.00	33.00
2017-2018			
Proficiency ELA (Grades 3-8)	62.89%	75.00	47.00
Proficiency Math (Grades 3-8)	46.82%	75.00	35.00

### DOE Summary:

In SY 18/19, CCS earned a “Meets Expectations” rating for Academic Achievement. ELA proficiency was at 65.44%, an increase of 2.55% since SY 17/18 and 12.74% higher than the State average (52.7%). Math proficiency was at 43.57%, a slight decrease of 3.25% since SY 17/18, but 1.47% above State average (42.1%).

- a) Based on the school’s Academic Achievement ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

### School Comments 2018-2019

Our proficiency levels are very similar to the year before. We are continuing to look at how we teach math as a school to determine other strategies for increasing proficiency. It is our goal close the gap between math and ELA. We believe that students tend to be less confident in math. We are diligently working on increasing proficiency in math fluency. All grade levels practice and assess fluency on a routine basis. Analyzing and solving word problems is another area of concern. We need to work on getting student to understand the context of problems so that they know how to tackle the problem. ELA is a strength because we have a well-established culture of reading and writing in our school.

### School Comments 2017-2018

Our scores in ELA are very similar to the previous year. All but one grade level exceeded the state average. Students continue to be engaged in authentic reading and writing at our school. Many grade levels hold book challenges where students read 20-40 books per school year. Our math scores have increased at every grade level. We believe this is due to a focus on mathematical fluency and spiraling within the curriculum. In addition, we instituted a policy that required students scoring a 1 on SBAC to attend summer school and students scoring a 2 to be recommended for summer school. This policy added a level of accountability that helped students take the test more seriously. Students still struggle with word problems and sometimes resort to “guessing” rather than thinking through the necessary steps.



### 2.3 Academic Progress

	2018-2019		
Metric	Value	Points	Points Earned
Growth - ELA	66.38%	75.00	50.00
Growth - Math	59.96%	75.00	45.00
Growth of Highest Quartile - ELA	54.99%	12.50	7.00
Growth of Highest Quartile - Math	61.44%	12.50	8.00
Growth of Lowest Quartile - ELA	76.43%	12.50	10.00
Growth of Lowest Quartile - Math	72.85%	12.50	9.00
	2017-2018		
Growth - ELA (grades 4-8)	74.75%	75.00	56.00
Growth - Math (grades 4-8)	73.14%	75.00	55.00
Growth of Highest Quartile - ELA(grades 4-8)	65.87%	12.50	8.00
Growth of Highest Quartile - Math(grades 4-8)	71.60%	12.50	9.00
Growth of Lowest Quartile - ELA(grades 4-8)	84.83%	12.50	11.00
Growth of Lowest Quartile - Math(grades 4-8)	62.76%	12.50	8.00

#### DOE Summary:

In the past two years, CCS has met or exceeded expectations for Academic Progress. CCS has outperformed State averages in 4 out of 6 metrics as noted below.

#### English Language Arts – SY 18/19

- 66.38% of CCS students met growth targets in English Language Arts, which was 5.46% higher than the State average (60.92%). From SY 17/18 to SY 18/19 performance regressed from 74.75% to 66.38%, respectively.



	analyze assessment data and discuss how to move all students. This will be done in grade level teams and as a whole school. The more we are looking at and talking about the data, the more we can hold ourselves accountable for taking action.
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<b>School Comments 2017-2018</b>	It is equally important to us that the highest and lowest quartile of students continue to make progress. Our goal is to have similar outcomes in the 18-19 school year by continuing to implement and refine the practices previously mentioned.
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

<b>School Comments 2018-2019</b>	STAR Reading and Math (administered 3 times a year), curriculum-based assessments, RTI data, formative assessments, and report card data are tracked throughout the year to determine progress toward our academic achievement goals. These measures help us to see if students are working at grade-level expectations. In addition to PLCs, we have 3 in-service days dedicated to analyzing student data and progress. In the 2019-20 school year, all 3rd-8th grade ELA classrooms will engage in several cold reads throughout the year to monitor progress in reading
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<b>School Comments 2017-2018</b>	STAR Reading and Math (administered 3 times a year), RTI data, and report card data will be tracked throughout the year to determine progress toward our academic progress goals. When compared over the course of the year, these measures help us to see if students are improving.
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## 2.4 School Quality/ Student Success

Metric	2018-2019		
	Value	Points	Points Earned
On-Track Attendance	94.75%	50.00	47.00
Proficiency - Science	n/a	n/a	n/a
Proficiency - Social Studies	n/a	n/a	n/a
2017-2018			
Chronic Absenteeism	90.93%	50.00	45.00
Proficiency – Science (grades 5 and 8)	n/a	n/a	n/a
Proficiency - Social Studies (grades 4 and 7)	n/a	n/a	n/a

### DOE Summary:

In SY 18/19, CCS earned a rating of “Exceeds Expectations” for School Quality/Student Success. 94.75% of students demonstrated on-track attendance, which was 7.2% higher than the State average (87.55%). The State assessments for social studies and science were not administered in SY 18/19.

a) Based on the school’s School Quality/ Student Success ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results.

<b>School Comments 2018-2019</b>	Student attendance shows that our students enjoy coming to school and that we make attendance a priority. We are happy with these results.
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<b>School Comments 2017-2018</b>	Attendance is a key factor in student success. We utilize the truancy process to ensure that parents and students meet attendance standards.
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b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

<b>School Comments 2018-2019</b>	We meet with families before they are referred to truancy court. This gives us a chance to support the parent in determining a plan for improved attendance so that they can avoid truancy court, summer school, and/or retention.
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<b>School Comments 2017-2018</b>	One way that we are enhancing our attendance procedures in the 18-19 school year is to meet with families before they are referred to truancy court. We hope that this will give us a chance to support the parent in determining a plan for improved attendance so that they can avoid truancy court, summer school, and/or retention.
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c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

<b>School Comments 2018-2019</b>	We run an attendance report weekly to look for chronic patterns of tardiness or absences. This helps us address concerns quickly, before they turn in to major problems, and serves as a way to monitor the attendance rate in our school.
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<b>School Comments 2017-2018</b>	We run an attendance report weekly to look for chronic patterns of tardiness or absences. This helps us address concerns quickly, before they turn in to major problems, and serves as a way to monitor the attendance rate in our school.
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**2.5 Progress toward English language proficiency (ELP) \* new**

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	2018-2019		
	Value	Points	Points Earned
Progress Toward English Language Proficiency	n/a	n/a	n/a
	2017-2018		
Progress Toward English Language Proficiency	n/a	n/a	n/a

**DOE Summary:**  
 Progress Toward English Proficiency was not applicable in SY 17/18 and SY 18/19 because the group size was not 15 or greater.

a) Based on your Progress toward English language proficiency (ELP) ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

<b>School Comments 2018-2019</b>	N/A
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<b>School Comments 2017-2018</b>	N/A
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b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

<b>School Comments 2018-2019</b>	N/A
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<b>School Comments 2017-2018</b>	N/A
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

<b>School Comments 2018-2019</b>	N/A
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<b>School Comments 2017-2018</b>	N/A
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### 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?

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><b>Meets Standard:</b> 85– 100 percent of Middle School students complete a service learning course, including the required activity or project and written reflection.</p> <p><b>Approaching Standard:</b> 70- percent of Middle School students complete a service learning course, including the required activity or project and written reflection.</p> <p><b>Far Below Standard:</b> 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

#### DOE Summary:

Campus Community School has earned a “Meets Standard” rating for its mission-specific goal for the past three years of its current charter term.

#### a) mission specific goal(s).

<b>School Comments 2018-2019</b>	In 2018-19, 135 out of 141 middle school students (96%) completed at least one trimester of a service learning enrichment class. Many students participate in more than one.
<b>School Comments 2017-2018</b>	In 2017-18, 137 out of 143 middle school students (96%) completed at least one trimester of a service learning enrichment class. Many students participate in more than one.
<b>School Comments 2016-2017</b>	Attached is the gradebook tracking each middle school student and the service learning that they took part in (highlighted in yellow). Names have been redacted.

**Note:** This data element was added in the SY 16/17. The school was not required to provide a response to this information.

### 3.2 Organizational Performance

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

#### SUMMARY AND OVERALL RATING

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		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2016-2017	M	AS	AS	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	AS	M	M	M	M	AS	M	AS	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

#### DOE Summary:

Campus Community School has earned overall ratings of “Meets Standard” for the past three years of its current charter term. In SY 16/17, the school earned “Approaching Standard” for measure 1b. (Applicable State and Federal Requirements) and measure 1c (Students with Disabilities). In SY 17/18, the school’s performance on measure 1b. improved from “Approaching Standard” to “Meets Standard.” However, measures 1c. (Students with Disabilities), 3a. (Students Rights), and measure 3b. (Teacher Certification and Hiring Staff) were rated “Approaching Standard.” In SY 18/19, CCS earned “Meets Standard” ratings on every measure.

#### a) School's organizational performance over the current charter term

<b>School Comments 2018-2019</b>	Meets Standards
<b>School Comments 2017-2018</b>	Meets Standard
<b>School Comments 2016-2017</b>	Campus Community is approaching standard in section 1b and 1c. We are currently working with the Delaware Department of Education to improve our documentation standards as it relates to federal programs (section 1b). In regards to section 1c Campus Community School was deemed to be fully compliant in regards to special education records in January of 2017. We continue to monitor our records and work with the Delaware Department of Education to ensure full compliance with all state and federal special education regulations.

**b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes**

<b>School Comments 2018-2019</b>	Meets Standards
<b>School Comments 2017-2018</b>	Meets Standard
<b>School Comments 2016-2017</b>	<ul style="list-style-type: none"> <li>• CCS complies with all applicable state and federal requirements in a timely and thorough way including ensuring all board agenda, minutes and financial reports are placed on our web page;</li> <li>• Our governing board is compliant with all laws, rules and regulations, attends required trainings and participates in board development by having a close and on-going relationship with the Head of School and administrative team;</li> <li>• The administrative team holds weekly meetings to review all monitored activities to ensure compliance with areas such as health and safety requirements, discipline and student behavior, special education concerns etc. We prioritize our findings (developed by data analysis) and proceed to develop weekly targets for our work as an administrative team.</li> <li>• In the fall of 2016, our board of directors and administrative team underwent extensive training in regards to board recruitment and development. We have since expanded our Board of Directors to include new, dedicated members.</li> </ul>

c) Indicator measure where school did not meet standard or is approaching standard

<b>School Comments 2018-2019</b>	Meets Standard
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<b>School Comments 2017-2018</b>	<p><b>Measure 1c.</b> <b>Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?</b></p> <p><b>DOE Rating Information:</b></p> <p>The school has been identified as noncompliant for this IDEA regulatory area and is engaged in a Corrective Action Plan.</p> <p><b>School Response To Rating:</b> <i>A corrective action plan was submitted in February 2018 to address Disproportionate Representation. We are currently compliant in this area; see attached letter from Mary Ann Mieczkowski.(Appendix 2)</i></p> <p><b>Measure 3a.</b> <b>Is the school protecting the legal rights of all students?</b></p> <p><b>DOE Rating Information:</b></p> <p>The school did not participate in the ASV process.</p> <p><b>School Response To Rating:</b></p> <p><i>We have reached out to DOE to ensure that we have a full understanding of this process. It will be completed in a timely manner moving forward.</i></p>
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<b>School Comments 2016-2017</b>	<p><b>Measure 1b.</b> <b>Is the school materially fulfilling applicable state and federal requirements pertaining to its education program (with the exception of responsibilities relating to SWDs and ELs, which are addressed separately under measures 1c. and 1d. in this framework)?</b></p> <p><b>DOE Rating Information:</b></p> <p>The school is not implementing some mandated programming in accordance with the Consolidated Grant terms but is actively working with the Department on a corrective action plan where it has met all deadlines and compliance requirements.</p> <p><b>School Response To Rating:</b></p> <p><i>As a result</i> of an audit of federal programs during the 2016/2017 school year, Campus Community School has been working cooperatively with the Department of Education to ensure that record keeping in regards to employee schedules meets a more rigorous standard.</p>
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	<b>Measure 1c.</b>
	<b>Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?</b>
	<b>DOE Rating Information:</b>
	The school had some individual student special education records out of compliance measured by this indicator and is engaged in a Corrective Action Plan.
	<b>School Response To Rating:</b>
	Campus Community School was deemed to be fully compliant in regards to special education records in January of 2017. We continue to monitor our records and work with the Delaware Department of Education to ensure full compliance with all state and federal special education regulations. Our school is not currently engaged in a Corrective Action Plan pertaining to student records and has not been since January of 2017.



## Performance Agreement

### Organizational Performance Expectations

Campus Community School's overall organizational rating is "Meets." By September 2015, 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.

#### DOE Summary:

Campus Community School has earned overall ratings of "Meets Standard" for the past three years of its current charter term.

<b>School Comments 2018-2019</b>	As of the 18/19 school year we have obtained a "Meets Standards" in all categories.
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<b>School Comments 2017-2018</b>	While we had three areas that were approaching the standard, our overall rating was Meets Standard. We are committed to making sure that we meet or exceed in all measures moving forward.
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<b>School Comments 2016-2017</b>	School did not provide a response
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### 3.3 Board Financial and Governance Members and Training

a) 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	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Lindsey	Fitzgerald	7/1/2017	7/1/2021	President/Treasurer	10/24/2017	
Laura	Axtell	4/29/2019	4/29/2023	Vice President/ Community Member	Pending	
Annie	Norman	5/1/2015	2/1/2018	Community Member	3/19/2014	6/9/2015
Harry	Papaleo	12/1/2013	12/1/2017	Community Member	9/29/2014	6/9/2015
Jennifer	Boland	5/1/2019	5/1/2023	Teacher Representative/ Secretary	Pending	
Patti	Sandy	10/1/2011	10/1/2019	Teacher Representative	10/27/2017	6/9/2015
Heidi	Greene	11/1/2018	TBD	Ex Officio/Head of School	10/27/2017	
Leroy	Travers	7/1/2016	11/15/2018	Resigned Head of School 11/1/2018	10/24/2017	
Laura	Axtell	4/29/2019	4/29/2023	Community Member	Pending	
Lisa	Weis	5/1/2015	2/28/2018	Resigned Parent Representative	9/29/2014	6/9/2015
Silvia	Lopez	8/1/2018	8/1/2022	Parent Representative	Pending	
Renatae	Burton	4/1/2020	4/1/2023	Parent Representative	Pending	
Sarah	Zimmerman	9/1/2017	9/30/2021	Resigned	10/24/2017	6/9/2015

**DOE Summary:**

As of December 16, 2019, the school’s board of directors was in compliance with State membership and board training requirements (board governance, financial).

**School Comments**  
**2018-2019**

Our most recent Board Governance Training occurred on May 9, 2019. See Appendix 2 for verification letter.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 17/18 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

b) 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	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Shelly	Baker Redden	1/31/2014	5/31/2017	Resigned/Business Assistant	
Marc	Cote	7/1/2014	7/31/18	Parent/Community Member	7/1/2007
Lindsey	Fitzgerald	11/1/2017	11/21/2017	Treasurer/Community Member	10/24/2017
Carolin	Lyon	4/1/2010	TBD	Ex Officio/Business Manager	7/1/2010
Harry	Papaleo	4/30/2014	4/30/2018	Board President	9/29/2014
Richard	Riggs	8/9/2015	TBD	DOE Representative	11/30/2015
Leroy	Travers	5/1/2016	11/15/18	Resigned 11/15/18 Ex-officio/Head of School	10/24/2017
Heidi	Greene	11/15/19	TBD	Ex-officio/Head of School	Prior to 2010
Jhonita	Ervin		TBD	Parent	2/24/19

**DOE Summary:**

As of December 16, 2019, the school's Citizens Budget Oversight Committee was in compliance with State membership and financial training requirements.

<b>School Comments 2018-2019</b>	N/A
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 17/18 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### 3.4 Teacher Retention

2016-2017			2017-2018			2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
80	20	25	72	18	25	72	18	25

#### DOE Summary:

From SY 16/17 to SY 17/18, Campus Community School’s teacher retention rate decreased from 80% to 72%. In SY 18/19, the rate remained at 72%.

#### a) School’s plans to monitor and minimize teacher attrition rates

<b>School Comments 2018-2019</b>	<p>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:</p> <ol style="list-style-type: none"> <li>1) Teacher autonomy – teachers have great autonomy over the instruction and curriculum within their classrooms.</li> <li>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.</li> <li>3) The school strives to offer competitive pay, benefits and a positive work environment.</li> <li>4) The interview process screens candidates for content knowledge and pedagogy, along with core values and traits that align with Campus Community School.</li> </ol> <p>CCS had 7 teachers who did not return in 18/19 from the 17/18 school year. The reasons are as follows:</p> <ol style="list-style-type: none"> <li>1) Two teachers retired.</li> <li>2) One teacher is pursuing a doctorate degree full time.</li> <li>3) One teacher moved out of State to return to her home state.</li> <li>4) Three teachers moved to a district closer to their home to reduce their daily commute.</li> </ol> <p>In addition, we reduced our teaching staff by one, due to the fact that we did not replace the Spanish teacher that retired in 17/18.</p> <p>CCS had 7 teachers who did not return in 19/20 from the 18/19 school year. The reasons are as follows:</p> <ol style="list-style-type: none"> <li>1) One teacher retired.</li> <li>2) One teacher is changing professions.</li> <li>3) Three teachers moved out of state to be with their families.</li> </ol>
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- 4) One teacher moved to another district.
- 5) One teacher moved to teach at the high school level.

**School Comments  
2017-2018**

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.

CCS had 7 teachers who did not return in 17/18 from the 16/17 school year. The reasons are as follows:

- 1) Two teachers – we did not renew their contracts due to overall job performance not meeting expectations.
- 2) Two teachers gave birth and did not return to work afterwards.
- 3) One teacher moved to a different district to pursue a career geared towards working with only special education students.
- 4) One teacher moved out of state.
- 5) One position in 16/17 was filled with a long-term substitute. In 17/18 the position was filled with a long term teacher.

CCS had 7 teachers who did not return in 18/19 from the 17/18 school year. The reasons are as follows:

- 1) Two teachers retired.
- 2) One teacher is pursuing a doctorate degree full time.
- 3) One teacher moved out of State to return to her home state.
- 4) Three teachers moved to a district closer to their home to reduce their daily commute.

<p><b>School Comments</b> <b>2016-2017</b></p>	<p>Campus Community prides itself on its retention of quality employees. During the 2016/2017 school year, only two openings (6%) became available. The following strategies are utilized to maximize the retention of quality teachers:</p> <ul style="list-style-type: none"> <li>• Teacher autonomy – teachers have great autonomy over instruction and curriculum within their classrooms.</li> <li>• Each teacher receives a meeting with administration at mid-year and at the end of the year discuss strengths, areas for improvement, and provide feedback to administration.</li> <li>• A staff satisfaction survey is conducted at the beginning of each year.</li> <li>• A compensation committee made up of a representative group of staff members is in place and meets regularly to determine how to improve the school’s compensation structure.</li> <li>• Campus Community School now has an interview process in place that insures that potential candidates are screened for knowledge of content and pedagogy along with values and traits that align with our school.</li> </ul>
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**b) School’s professional development plans support teachers and leadership.**

<p><b>School Comments</b> <b>2018-2019</b></p>	<p>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.</p> <p>In 2018-19 staff engaged in monthly PD related to Responsive Classroom from two of our teachers who attended advanced training in the summer of 2018. Our Special Ed team and principal participated in a year-long Spec Ed PLN through DASL and University of Delaware. We also hired a consultant to work with our new Special Ed Coordinator and Special Ed Department to work on implementation of best practices.</p>
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<p><b>School Comments</b> <b>2017-2018</b></p>	<p>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.</p> <p>In 2017-18 staff engaged in bi-monthly PD related to two aspects of Responsive Classroom: teacher language and engaging academics. These two areas were a priority for the whole school as we continue our journey into Responsive Classroom. Another focus for the whole staff was about Habits of Mind. These PD sessions took place over multiple in-service days.</p> <p>In addition to whole-staff PD, staff is encouraged and supported in pursuing individualized PD. Examples of this in 2017-18 include 3 teachers attended the NSTA conference in Baltimore, several teachers went to the Spring Literacy Event about teaching argument/opinion writing, our special ed team attended the Inclusion Conference, etc.</p>
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**School Comments**  
**2016-2017**

Surveys are given twice per year to drive and personalize professional development throughout the year. This data is used to plan individualized development. Teachers use days throughout the year to meet with the Director of Curriculum to plan instruction, curriculum, and assessment.



## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

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

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	
2016-2017	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	F	M	F	AS	M	Meets Standard

#### DOE Summary:

Campus Community School has earned overall ratings of “Meets Standard” for the past three years of its current charter term. In SY 16/17 and SY 17/18, CCS earned “Meets Standard” ratings on every measure. However, in SY 18/19, the following measures did not meet standard: 2a. Total Margin (“Far Below Standard”), 2c. Cash Flow (“Far Below Standard”), and 2d. Debt Service Coverage Ratio (“Approaching Standard”).

#### a) School's financial performance over the current charter term

<b>School Comments 2018-2019</b>	Overall we met standards. We are always seeking ways to strengthen our financial position. For the 2018/2019 school year we settled two special education legal claims that were filed in 2015. In addition, we continue to monitor and make process improvements in our special education department to ensure we are in compliance and meeting the needs of the students.
<b>School Comments 2017-2018</b>	Meets Standards
<b>School Comments 2016-2017</b>	Meets Standards

**b) Financial practices that the school has implemented to improve the school's financial outcomes**

<b>School Comments 2018-2019</b>	Overall we met standards. We are always seeking ways to strengthen our financial position. For the 2018/2019 school year we settled two special education legal claims that were filed in 2015. In addition, we continue to monitor and make process improvements in our special education department to ensure we are in compliance and meeting the needs of the students.
<b>School Comments 2017-2018</b>	Meets Standards
<b>School Comments 2016-2017</b>	Meets Standards

c) Indicator measure where school did not meet standard or is approaching standard

School Comments  
2018-2019

## 2. SUSTAINABILITY INDICATORS

### Measure 2a. Total Margin:

*Net Income divided by Total Revenue*

2018-2019
1 YR: -17.22%
3 YR: -2.72%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

### School Response To Rating:

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In the 2018/2019 school year Campus Community School paid one time settlement costs and plaintiffs legal fees for 2 legal cases (siblings) that were filed in 2015. The cost of these expenses totaled \$ 633,427.50. Although these payments resulted in a reduction of our cash on hand reserve, we still have an excess of 1 million dollars in reserve and a stable financial foundation.

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### Measure 2c. Cash Flow

2018-2019
1 YR: \$-321059
3 YR: \$-130699

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

### School Response To Rating:

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In the 2018/2019 school year Campus Community School paid one time settlement costs and plaintiffs legal fees for 2 legal cases (siblings) that were filed in 2015. The cost of these expenses totaled \$ 633,427.50. Although these payments resulted in a reduction of our cash on hand reserve, we still have an excess of 1 million dollars in reserve and a stable financial foundation.

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**Measure 2d. Debt Service Coverage Ratio:**

*(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)*

**2018-2019**

**-0.75**

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

**School Response To Rating:**

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In the 2018/2019 school year Campus Community School paid one time settlement costs and plaintiffs legal fees for 2 legal cases (siblings) that were filed in 2015. The cost of these expenses totaled \$ 633,427.50. Although these payments resulted in a reduction of our cash on hand reserve, we still have an excess of 1 million dollars in reserve and a stable financial foundation.

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<b>School Comments 2017-2018</b>	Meets Standard
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<b>School Comments 2016-2017</b>	Meets Standard
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## Performance Agreement

### Financial Performance Expectations

Campus Community School's overall financial rating is "Meets." By September 2015, our expectation is to achieve the overall rating of ""Meets"" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

#### DOE Summary:

Campus Community School has earned overall ratings of "Meets Standard" for the past three years of its current charter term.

#### School Comments 2018-2019

Overall we met standards. We are always seeking ways to strengthen our financial position. For the 2018/2019 school year we settled two special education legal claims that were filed in 2015. In addition, we continue to monitor and make process improvements in our special education department to ensure we are in compliance and meeting the needs of the students.

#### School Comments 2017-2018

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. 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. In addition, our Board President, who owns an accounting firm, has over 30 years for accounting experience.

N/A

#### School Comments 2016-2017

N/A

**How the school developed and implemented a corrective action plan in response to audit findings (if applicable)**

<b>DOE Summary:</b>
The school's FY19 independent audit did not have any audit findings.

<b>School Comments 2018-2019</b>	There were no finding to address with the fiscal year 2019 audit.
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<b>School Comments 2017-2018</b>	N/A
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<b>School Comments 2016-2017</b>	N/A
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## V. INNOVATION

### School's innovative practice(s) that could be replicated at other schools in Delaware

<b>School Comments 2018-2019</b>	<p>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.</p> <p>*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:</p> <ul style="list-style-type: none"><li>• Teaching social and emotional skills is as important as teaching academic content.</li><li>• How we teach is as important as what we teach.</li><li>• Great cognitive growth occurs through social interaction.</li><li>• What we know and believe about our students—individually, culturally, and developmentally—informs our expectations, reactions, and attitudes about those students.</li><li>• How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.</li><li>• Partnering with families – knowing them and valuing their contributions – is as important as knowing the children we teach.</li></ul> <p>*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. Staff also meets one or more times per month to discuss and study academic focus areas. The focus area for 2018-19 was level two of Responsive Classroom and Content Studies.</p> <p>*Academic Enrichment - All K-8 students participate daily in Academic Enrichment, as part of Campus Community's day. The purpose of Academic Enrichment is to provide students with additional time to enhance their academic skills in the core content areas, especially reading, writing and math. Some students may need more support, while others may need more of a challenge. Whole class and individual needs are considered when designing this time. Additional time for students on RTI tier 2 and 3 is met through Academic Enrichment. 4th-8th grade students also receive enrichment based around their interest through clubs, such as Robotics, Gentlemen of Quality, and Band.</p> <p>*Standards-Based Grading/Reporting – We have completely transformed our</p>
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report card to show more than just a grade for each class/subject. Our new 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.

\*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.

**School Comments  
2017-2018**

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.

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- 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. Staff also meets one or more times per month to discuss and study academic focus areas. The focus areas for 2017-18 were two aspects of Responsive Classroom: Teacher Language and Engaging Academics.

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Whole class and individual needs are considered when designing this time.

Additional time for students on RTI tier 2 and 3 is met through Academic Enrichment. 4th-8th grade students also receive enrichment based around their interest through clubs, such as Robotics, Gentlemen of Quality, and Band.

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## References:

<sup>1</sup>A full copy of 14 *Del. C.* Chapter 5 can be found at: <http://delcode.delaware.gov/title14/c005/>

<sup>2</sup>Based on September 30<sup>th</sup> Unit Count

<sup>3</sup> 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.

<sup>4</sup> US DOE Flexibility Letter can be found at

[http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA\\_Flex\\_Renewal\\_Letter\\_7-9-15.pdf](http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA_Flex_Renewal_Letter_7-9-15.pdf).

<sup>5</sup>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.

**Renewal Application - September 30, 2020**

**DELAWARE CHARTER SCHOOL  
RENEWAL APPLICATION**

**September 30, 2020**



**CAMPUS COMMUNITY SCHOOL**

**350 Pear Street,  
Dover, Delaware 19904**

**Phone:(302) 736-0403 Fax:(302) 736-5330**

**<http://campuscommunityschool.com/>**

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- 2-Curriculum Documents
- 3-Current Organizational Chart
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- 7-Certificate of Occupancy
- 8-Fire Inspection Certificate
- 9-Insurance Certificate
- 10-ERIP Reporting SY18/19 and SY19/20
- 11-Summary of Findings from Independent Audits
- 12-Final Fiscal Year 2020 Revenue & Expenditure Budget Report
- 13-Approved Preliminary Fiscal Year 2021 Budget
- 14-Fiscal Year 2020 Audited Financial Statements
- 15-Settlements

## I. INTRODUCTION AND RENEWAL APPLICATION GUIDANCE

In accordance with 14 *Del. C.* § 514A(c), no later than April 30, the Department will issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report will summarize the charter school's performance record to date in accordance with the school's Performance Agreement, and as measured by the Performance Framework, and will provide notice of any weaknesses or concerns perceived by the Department concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school will have 10 working days to respond to the renewal report and submit any corrections or clarifications.

As stated in 14 *Del. C.* Ch. 5 § 514A(g), in making charter renewal decisions every approving authority shall:

1. Ground its decisions in evidence of the school's performance over the term of the charter contract in accordance with the performance agreement set forth in the charter contract;
2. Ensure that data used in making renewal decisions are available to the school and the public; and
3. Provide a public report summarizing the evidence basis for each decision.

In addition to the renewal guidance provided in 14 *Del. C.* § 514A(g), the following renewal guidance is stated in 14 DE Admin. Code 275.10:

10.1 Charters are granted for an initial period of 4 years of operation and are renewable every 5 years thereafter.

10.2 Renewals are only available to the current Charter Holder and may not be used to transfer a charter to a different legal entity.

10.3 Charters shall be renewed only if the school receives a satisfactory performance review. Performance reviews shall be conducted by the Department using the Performance Framework approved by the Department with the assent of the State Board.

10.4 The Department shall conduct annual performance reviews based on the Performance Framework. The Department shall provide the results of the Performance Review to the school.

The renewal application has been aligned with the measures and targets within the Performance Framework. The decision to renew a charter will be based on a comprehensive review, guided, in part, by the following three questions:

1. Is the academic program meeting or exceeding academic standards?
2. Is the school financially viable?
3. Is the school organizationally sound?

Applications will allow the applicant to include an analysis of the school's performance review and provide additional evidence, beyond the data contained in the Renewal Report, supporting its case for charter renewal. The renewal application also gives a school the opportunity to examine its progress towards meeting its mission, goals and objectives, assess its strengths and needs, and plan its course for the future. The charter school may also describe improvements undertaken or planned for the school and detail the plans for the next charter term.

As defined in 14 DE Admin. C. 275, the Performance Framework is used by the Department to assess compliance with the Performance Agreement in the areas of academic performance, economic viability, organizational responsibilities and accountability of the Charter School. The completed framework will be provided to the Charter School Accountability Committee ("Accountability Committee"), Secretary of Education and State Board of Education to inform their decision making. Guidance Documents for the Delaware School Success Framework (DSSF), Organizational Performance Framework and Financial Performance may be found [here](#).



Pursuant to 14 *Del. C.* § 514A(b), where a charter school has demonstrated an outstanding record of performance, an approving authority may grant it a renewal term of 10 years. An “outstanding record of performance” is defined by the Department as a school that is entering at least its 4th renewal term and has earned overall ratings of meets or exceeds every year in all of the academic, financial, and organization performance frameworks. Note that any charter school receiving such an extended renewal term shall, at the midpoint of the 10-year charter, be subject to an annual performance and program evaluation that includes academic, financial and operations data that looks back to all of the years of the charter up to that point. If, upon this evaluation, the approving authority determines that the charter school's level of performance is deficient by renewal standards, the approving authority may initiate the formal renewal and nonrenewal process.

## **II. RENEWAL PROCESS**

**Application Submission:** A completed application must be received by the Department of Education’s Charter School Office on or before **September 30** in order for the application to be considered. Applications must be submitted electronically. Please refer to the Renewal Application Submission Guidelines and Checklist for further guidance. Incomplete applications, or applications received after the deadline, will not be considered.

**Application Review:** All applications must be complete in order to be evaluated. The application for renewal will be reviewed and evaluated by the approving authority as outlined in 14 *Del. C.* Ch. 5 and applicable provisions of 14 DE Admin. Code 275. The review process will include a meeting with the applicant and the Charter School Accountability Committee (CSAC) to discuss the components of the application and its alignment with the renewal criteria. The process will also include at least one published report by the Accountability Committee on its recommendation and a public hearing to assist in the decision.

**Renewal Determination:** The Secretary of Education will present the decision on charter renewal within sixty (60) working days of receipt of the renewal application.

Date	Item	Document Reference
April 30	Charter school renewal report and guidance document issued by Department of Education for those charters which will expire the following year; charter school renewal meetings held.	CHARTER 14 Del. C. 514(A)(c) Renewals and non-renewals
June	Renewal application published for charter schools renewing their charter.	CHARTER Renewal Timeline (DOE website)
July	The Charter School Office shall provide technical assistance to renewing charter schools.	CHARTER 14 Del. C. 510 (c)
September	Charter school board shall submit to the Department of Education (approving authority) a renewal application and annual report due by September 30.	CHARTER 14 Del. C. 514 A (f) Renewals and Non-renewals
October	Initial public hearings held; Initial Charter School Accountability Committee (CSAC) Meeting held; CSAC Initial Reports Issued on renewing applications.	CHARTER Renewal Timeline (DOE website)
November – early	Responses to CSAC initial reports due.	CHARTER Renewal Timeline (DOE website)
November – mid	Final CSAC meeting held; CSAC Final Reports issued.	CHARTER Renewal Timeline (DOE website)
December early to mid	Public hearings held for renewals; comment period ends.	CHARTER Renewal Timeline (DOE website)
December – mid	The State Board of Education Meeting is held and a decision is made on applications.	CHARTER Renewal Timeline (DOE website)

### III. APPLICATION CONTENT AND FORMAT

The prescribed content and format for the renewal application are specified below.

**Format:** All pages must be typed with 1-inch page margins and 12-point font, single-spaced Calibri. Charts may use single spacing and a type size of 10-point font.

- If a particular question does not apply, respond “Not Applicable,” and briefly explain.
- All required attachments should be clearly labeled.
- The following includes a list of attachments by section that must accompany the application.

**Table of Contents:** The application contains a clearly-labeled Table of Contents naming all major sections and appendices (Overview, Academic Framework/Delaware School Success Framework, Organizational Framework, etc.).

**Appendices:** All supplementary documents should be identified appropriately and properly labeled as appendices at the end of the application. Please refer to the “Application Content Checklist” for further guidance.

#### **IV. APPLICATION CONTENT CHECKLIST**

The completed Application should present the required information in the following order (Note: Items with a check mark will be provided by the Charter School Office):

- Cover Page labeled “Charter School Renewal Application” that lists the following information:
  - School name
  - Application submission date
  - School address, phone number, fax number and website
  - School’s logo
- Table of Contents: The application shall contain a clearly-labeled Table of Contents naming all major sections and appendices with corresponding page numbers.

##### **I. Overview**

- 1.1 Review the table with the school’s basic information (Note: Charter School Office will provide)
- 1.2 Review the table with the school’s enrollment and demographics.
  - Complete the last column “SY 2020-2021”
- 1.3 Review Approved Minor and Major Modifications table (Note: Charter School Office will provide)
- 1.4 Review the School Enrollment Trends table (Note: Charter School Office will provide)
  - Complete the last column “Current Waitlist 2020-2021 school year”
- 1.5 Review the School Reenrollment Trends table (Note: Charter School Office will provide)
  - Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

##### **II. Academic Performance**

- 2.1 Review the Academic Framework and Delaware School Success Framework tables.
  - 2.1.a Discuss the school’s academic performance results over the course of the charter term. Describe the school’s performance against its remote learning plan and address areas i-viii:
    - 2.1.b Discuss the school’s academic performance results based on its approved Performance Agreement
- 2.2 Review the Academic Achievement/Proficiency Data
  - 2.2.a Discuss the school’s current performance based on Academic Achievement ratings
  - 2.2.b Discuss the school’s expected outcomes and steps to achieve them
  - 2.2.c Describe how the school will measure progress and track expected outcomes
- 2.3 Review the Academic Progress (Growth) Data
  - 2.3.a Discuss the school’s current performance based on Academic Progress ratings
  - 2.3.b Discuss the school’s expected outcomes and steps to achieve them
  - 2.3.c Describe how the school will measure progress and track expected outcomes
- 2.4 Review the School Quality/Student Success Data

- 2.4.a Discuss the school's current performance based on School Quality/Student Success data
- 2.4.b Discuss the school's expected outcomes and steps to achieve them
- 2.4.c Describe how the school will measure progress and track expected outcomes
- 2.5 Review the Progress toward English language proficiency (ELP) Data
  - 2.5.a Discuss the school's current performance based on English language proficiency ratings
  - 2.5.b Discuss the school's expected outcomes and steps to achieve them
  - 2.5.c Describe how the school will measure progress and track expected outcomes

### III. Organizational Framework

#### 3.1 Mission Specific Goal(s)

- Review mission statement for accuracy.
- 3.1.a Rate the school's performance according to the criteria established by the school for its mission specific goal(s).
- 3.1.b Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s).

#### 3.2 Organizational Performance

- Review Table 3.2
- 3.2.a Describe the school's organizational performance results over the course of the charter...
- 3.2.b Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.
- 3.2.c Address any measure where school did not meet standard or is approaching standard.
- 3.2.d Discuss the school's organizational performance results based on its approved Performance Agreement.

#### 3.3 Educational Program

- 3.3.a Describe any proposed changes to the educational program or curricula
- 3.3.b **Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual / Performing Arts, World Languages) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas.

#### 3.4 At-risk students, Students with Disabilities, and English Language Learners

- Review Table 3.4
- 3.4.a If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.
- 3.4.b Describe the process by which at-risk students are identified and evidence that...
- 3.4.c Describe the process by which English Language Learners are identified and evidence...

- 3.4.d Describe the process by which students with disabilities are identified and evidence...

### 3.5 Governance and Reporting Requirements

- Review Table 3.5
- 3.5.a Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).
- 3.5.b Provide information regarding how the Board of Trustees effectively evaluates its own success.
- 3.5.c Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.
- 3.5.d Describe the school's process for succession planning including identification, development and retention of school leaders.
- 3.5.e Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.
- 3.5.f **Appendix 3** Current Organizational Chart
- 3.5.g Complete the Board of Trustees governance training chart
- 3.5.h Complete the Citizen Budget Oversight Committee chart
- 3.5.i **Appendix 4** Board Governance training certificates
- 3.5.j **Appendix 5 Board member and school leader succession plans.**
- 3.5.k **Appendix 6** Current board bylaws.

### 3.6 Students, Employees, and School Environment

- Review Table 3.6
- 3.6.a Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.
- 3.6.b Provide information about the best practices the school uses to meet standards in the above noted areas.
- 3.6.c Appendices
  - Appendix 7** Up-to-date Certificate of Occupancy
  - Appendix 8** Up-to-date Fire Inspection Certificate
  - Appendix 9** Up-to-date Insurance Certificate(s)
  - Appendix 10** ERIP Reporting **SY18/19 and SY19/20**

### 3.7 Teacher Retention Rates: Is the school monitoring and minimizing teacher retention rates and maintaining a stable teaching staff?

- 3.7.a Review the chart with the school's teacher retention trends.
  - Complete the last column "2019-2020"
- 3.7.b Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.
- 3.7.c Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.
- 3.7.d **Describe how the school's completion of educator evaluations has evolved over the course of the charter term.**

### 3.8 Closure Requirements

- 3.8.a Describe the school's plans and procedures it will follow in the event of closure or dissolution of the school.

#### IV. Financial Framework

##### 4.1 Financial Performance

- 4.1.a Discuss the school's financial performance results over the course of the charter term
- 4.1.b Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.
- 4.1.c Address any measure where school did not meet standard or is approaching standard
- 4.1.d Discuss the school's financial performance results based on its approved Performance Agreement
- 4.1.e Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable)
- 4.1.f Appendices
  - Appendix 11** Summary of Findings from Independent Audits
  - Appendix 12** Final Fiscal Year 2020 Revenue & Expenditure Budget Report
  - Appendix 13** Approved preliminary Fiscal Year 2021 Budget
  - Appendix 14** Fiscal Year 2020 Audited Financial Statements
  - Appendix 15** A list of all settlements (if applicable)

##### V. Innovation

- 5.1.a 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).

#### VI. Five-Year Planning

##### 6.1 Projected Enrollment

- 6.1.a Complete the Projected Enrollment chart

##### 6.2 The school's plans for the next five years of the charter

- 6.2.1 Explain how the school's Board and Leadership Team will measure and evaluate...
  - 6.2.1.a Outline the clearly measurable annual performance status and growth goals...
  - 6.2.1.b Describe the student performance standards for the school as a whole
  - 6.2.1.c In addition to the State's mandatory assessments, identify the primary interim...
- 6.2.2 Explain how the school will collect and analyze student academic achievement data...
- 6.2.3 Describe the corrective actions the school will take, pursuant to 14 Del. C. §512 (5)...
- 6.2.4 Describe how State data systems will be used and monitored to support informed...
- 6.2.5 Describe how the School Leadership Team will oversee and monitor compliance with...
- 6.2.6 Provide detailed information on the school's plan for any changes or improvements...
- 6.2.7 Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.
- 6.2.8 Complete the Hourly Attendance Survey**

- VII. Compliance Certification Statement

- VIII. Renewal Application Certification Statement
- IX. Performance Agreement Template



## V. CHARTER SCHOOL RENEWAL APPLICATION QUESTIONS

Please indicate below if the school is applying for a 5-year or 10-year charter:

5-year charter

10-year charter

Note: To be eligible for a 10-year charter, the school must be entering at least its fourth renewal term and earned overall ratings of Meets or Exceeds every year in all performance frameworks. Please provide clear, complete, and accurate information in response to each question.

### I. OVERVIEW

**1.1 Basic Information:** Please review the following table for accuracy. Please fill in “Current Enrollment” at time of application submission.

BASIC INFORMATION	
Name of School	Campus Community School
Year School Opened	1998
Current Enrollment	<b>421</b>
Approved Enrollment	412
School Address	350 Pear Street , Dover, Delaware 19904
District(s) of Residence	Capital School District
Website Address	<a href="http://campuscommunityschool.com/">http://campuscommunityschool.com/</a>
Name of School Leader	Heidi Greene, Head of School/Principal
School Leader Email and Phone Number	Heidi.Greene@ccs.k12.de.us (302) 736-0403
Name of Board President	Laura Axtell
Board President Email	Laura.Axtell@ccs.k12.de.us
<b>Mission Statement:</b> 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 Enrollment and Demographics:** Please review the following table and complete the last column (SY 2019-20)

	2016-2017 <sup>1</sup>	2017-2018 <sup>1</sup>	2018-2019 <sup>1</sup>	2019-2020 <sup>1</sup>	2020-2021 <sup>1</sup> *
Total Enrollment	413	417	408	420	421
<b>Gender</b>					
% Male	47.46%	50.12%	49.26%	52.38%	49.41%
% Female	52.54%	49.88%	50.74%	47.62%	50.49%
<b>Ethnicity/Race</b>					
% African American	51.82%	54.92%	55.39%	56.19%	62.95%
% American Indian	0.73%	0.48%	0.74%	0.24%	.23%
% Asian	2.18%	1.68%	2.21%	1.67%	1.90%
% Hispanic/Latino	10.65%	8.87%	9.07%	9.05%	Captured among other Races
% White	27.36%	27.10%	24.02%	23.33%	27.79%
% Multiracial	7.02%	6.71%	8.33%	9.29%	7.13%
<b>Special Populations</b>					
% Special Education <sup>3</sup>	8.96%	9.35%	9.07%	10.48%	11.63%
% English Language Learners	0.97%	1.68%	1.96%	4.29%	5.22%
% Low-Income	42.13%	43.17%	37.50%	40.48%	61.76%

**\* To be completed by the school**

<b>School Comments 2018-2019</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2017-2018</b>	In addition to the above data, 67 % of our population was eligible to receive lunch at a free or reduced cost.
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2. Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2. Please note the following: At this time the low-income percentage for this year's demographic is not available in the DOE format. Per DOE guidance (Marc Edery), we are utilizing our current percentage of students that are eligible for free or reduced lunch. In addition, this number may be low as a result of remote students who may be eligible based on income, but have not completed an application.

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**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.

Date	Modification Requested	Outcome
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<b>School Comments 2018-2019</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2017-2018</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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**Schools are invited but not required to comment on any aspect of the modification data above in table 1.3.**

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**1.4 Enrollment Trends:** Please review the following table with the school’s enrollment trends during the current term of the charter and complete the last column (“Current Waitlist for 2019-20”).

School Enrollment Trends									
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>									
	2016-2017		2017-2018		2018-2019		2019-2020		
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Current Wait list for 2020-2021 *
K	40	36	40	42	40	38	40	42	11
Grade 1	40	37	40	43	40	44	40	41	4
Grade 2	42	35	42	47	42	41	42	46	9
Grade 3	44	45	44	42	44	46	44	45	1
Grade 4	46	52	46	44	46	43	46	49	0
Grade 5	50	53	50	52	50	52	50	51	17
Grade 6	50	51	50	52	50	49	50	52	10
Grade 7	50	52	50	52	50	49	50	52	13
Grade 8	50	52	50	43	50	46	50	42	11
Grade 9									
Grade 10									
Grade 11									
Grade 12									
<b>Total</b>	412	413	412	417	412	408	412	420	76

**\* To be completed by the school**

**DOE Summary:**  
 Campus Community School has had consistently strong enrollment over the course of its current charter term. The school’s enrollment variance (actual enrollment/authorized enrollment) has ranged from 99% (SY 18/19) to 102% (SY 19/20) over the course of its charter term.

**School Comments 2018-2019** The school was not required to provide a response to this information.

<b>School Comments 2017-2018</b>	The school was not required to provide a response to this information.
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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**Schools are invited but not required to comment on any aspect of the demographic data above in table 1.4.**

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**1.5 Reenrollment Trends :** Please review the following table with the school’s reenrollment trends during the current term of the charter.

School Reenrollment Trends								
	2016-2017		2017-2018		2018-2019		2019-2020	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	30-Sep Enrollment Count	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
<b>Total/Avg</b>	293	80.27%	302	83.66%	297	79.41%	313	86.46%

**DOE Summary:**

Campus Community School’s reenrollment rate has increased over the course of its current charter term from 80.27% to 86.46%. In SY 18/19, the rate decreased to 79.41% but rebounded to 86.46% in SY 19/20.

**School Comments 2018-2019** The majority of our students who enroll in other schools do so in response to a change in living location. While relocation is the main reason for withdraw, other factors do play a part. These factors often include our high academic and behavioral standards. As students withdraw from our school, we collect information as to the reason for leaving and, when applicable, discuss with the parents. We also keep a monthly enrollment spreadsheet to monitor attrition rates. Our goal is to minimize attrition by building strong relationships with families through activities such as student-led conferences, various school events, and the use of parent and student surveys. Please note, although this data may be down slightly from the 17-18 year, our retention rates grew in the 19-20 year. Student enrollment is up for 19-20, along with the waiting list.

**School Comments 2017-2018** The majority of our students who enroll in other schools do so in response to a change in living location. While relocation is the main reason for withdraw, other factors do play a part. These factors often include our high academic and behavioral standards. As students withdraw from our school, we collect information as to the reason for leaving and, when applicable, discuss with the parents. We also keep a monthly enrollment spreadsheet to monitor attrition rates. Our goal is to minimize attrition by building strong relationships with families through activities such as student-led conferences, various school events, and the use of parent and student surveys.

**School Comments 2016-2017** The majority of our students that enroll within other schools do so in response to a change in living location. As students withdraw from our school we collect information as to the reason for withdraw and, when possible, discuss with the parents. While relocation is the main reason for withdraw, other factors do play a part. These factors often include our high academic and behavioral standards.

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

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Campus Community School monitors its enrollment on a monthly basis. In addition, we collect data as to why students chose to enroll in other schools. The main reason is relocation. Campus Community School builds strong bonds with their families, which is a main factor in retaining our students. Servicing K through 8<sup>th</sup> students, we have several large families in our school; therefore, if they relocate, it can create several openings at various grade levels. Our students and parents are our best advertising through recommendations to others. Our waiting list for enrollment continues to grow and we have had less openings available in 1<sup>st</sup> through 8<sup>th</sup> over the last few years.

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## II. Academic Performance

### Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

## HISTORICAL DATA (SY 15/16-16/17)

### 2.1 Delaware School Success Framework

#### Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	3 Stars (74/150pts) Approaching
Growth	3 Stars (119/200pts) Approaching
On Track to Graduation	5 Stars (48/50pts) Exceeds
College and Career Preparation	3 Stars (44/100pts) Approaching

<b>School Comments 2016-2017</b>	Regarding academic achievement and growth, our school has made great strides throughout the course of the last five years. We greatly exceed the state average and the surrounding district for performance and growth in ELA. We far exceed the surrounding district in performance and growth in Math. At this time, we fall slightly short of state average in math in performance and growth, however, we far exceed the state average in our middle school for performance and growth in
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Math. Our challenge continues to be the performance of our lower grades (3rd-5th). Our academic program builds upon itself, resulting in great performance in our middle grades.

## Performance Agreement

### Academic Performance Expectations

Campus Community School's overall academic rating is Does not Meet. By September 2015, our expectation is to achieve the overall rating of Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

#### School Comments 2016-2017

Regarding academic achievement and growth, our school has made great strides throughout the course of the last five years. We greatly exceed the state average and the surrounding district for performance and growth in ELA. We far exceed the surrounding district in performance and growth in Math. At this time, we fall slightly short of state average in math in performance and growth, however, we far exceed the state average in our middle school for performance and growth in Math. Our challenge continues to be the performance of our lower grades (3rd-5th). Our academic program builds upon itself, resulting in great performance in our middle grades.

## 2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (74/150pts) Approaching	
	School	State
ELA	63.89 %	56.63%
Math	39.53%	45.13%
Science	39.22%	47.45%
Social Studies	n/a	n/a

### a) Academic Achievement ratings over the course of the charter term

<b>School Comments 2016-2017</b>	While we are happy with our standing in ELA in comparison to state data as well as surrounding district data, we continue to look to improve in the areas of Math and Science. Considerable time has been spent looking at root causes that impact our student achievement in math and science. We believe the factors we have control over include student buy-in/accountability, classroom environment, and formative assessment/data analysis, curriculum selection and teacher professional development.
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### b) Expected outcomes for Academic Achievement

<b>School Comments 2016-2017</b>	Going forward, we expect that achievement in ELA will continue to outpace that of the state and our surrounding district. We expect that our achievement in Math and Science will soon match state-wide achievement and eventually surpass that achievement. Our PLC's now focus on intense, individualized student data study. We have an RTI process in place that identifies students in need of more intense math and ELA instruction. Those students spend hours per week in an academic enrichment course that is designed to meet their needs. In after-school PLCs we will focus on social and emotional needs as well as behavioral needs of students to
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- ensure that there are no barriers to academic achievement. In addition we will ensure to take part in the following practices:
- Continue to develop and document units of study aligned to the CCSS.
  - Ensure instructional resources are aligned to CCSS and are common across all grade levels.
  - Increase awareness and application of mathematical practices in all classrooms.
  - Increase rigor of math instruction.
  - Ensure a shared-responsibility for literacy instruction.
  - Emphasize close reading and text-based responses in all classrooms.
  - Continue with the implementation of a standards-based grading system.
  - Establish consistent school wide cycles of inquiry to drive student achievement.
  - Ensure consistent analysis and use of formative assessment data.
  - Ensure that all classroom environments are highly productive and maximize student success.
  - Communicate and uphold high expectations and practices that are consistent across all school settings.
  - Minimize time students are out of the classroom.
  - Staff & students authentically utilize mindful behaviors in their daily practice
  - Increase support and interventions for struggling students

**c) Progress measures to track expected Academic Achievement outcomes**

**School Comments  
2016-2017**

We use a number of intermittent assessments to ensure that students are on track for achievement goals. At the beginning of the school year and at the conclusion of each tri-mester, each student participates in the STAR Reading and Math assessments. These assessments are followed with a student-free professional development day for teachers to be used to analyze the data. Teachers use in-class assessments of all major subjects during the regular school day as well as enrichment time to assess progress. This data is studies weekly during PLC meetings.

### 2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (119/200pts) Approaching	
	School	State
ELA	64.17 %	50.00 %
Math	55.00 %	50.00 %

#### a) School's Growth ratings for all students over the course of the charter term

<b>School Comments 2016-2017</b>	While our school is pleased to be outpacing the state average for growth in each subject, we realize that there is still much work to do to ensure that we are meeting the rigorous goals set before us. Considerable time has been spent looking at root causes that impact our student growth in both math and ELA. We believe the factors we have control over include student buy-in/accountability, classroom environment, and formative assessment/data analysis, curriculum selection and teacher professional development
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#### b) Expected outcomes for Growth for all students

<b>School Comments 2016-2017</b>	Going forward, we expect that growth in ELA and Math will continue to outpace that of the state and our surrounding district. We expect that our achievement in Math and Science will soon match state-wide achievement and eventually surpass that achievement. Our PLC's now focus on intense, individualized student data study. We have an RTI process in place that identifies students in need of more intense math and ELA instruction. Those students spend hours per week in an academic enrichment course that is designed to meet their needs. In after-school PLCs we will focus on social and emotional needs as well as behavioral needs of students to ensure that there are no barriers to academic achievement. In addition we will ensure to take part in the following practices:
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- Continue to develop and document units of study aligned to the CCSS.
- Ensure instructional resources are aligned to CCSS and are common across all grade levels.
- Increase awareness and application of mathematical practices in all classrooms.
- Increase rigor of math instruction.
- Ensure a shared-responsibility for literacy instruction.
- Emphasize close reading and text-based responses in all classrooms.
- Continue with the implementation of a standards-based grading system.
- Establish consistent school wide cycles of inquiry to drive student achievement.
- Ensure consistent analysis and use of formative assessment data.
- Ensure that all classroom environments are highly productive and maximize student success.
- Communicate and uphold high expectations and practices that are consistent across all school settings.
- Minimize time students are out of the classroom.
- Staff & students authentically utilize mindful behaviors in their daily practice
- Increase support and interventions for struggling students

**c) Progress measures to track Growth for all students**

**School Comments  
2016-2017**

We use a number of intermittent assessments to ensure that students are on track for achievement goals. At the beginning of the school year and at the conclusion of each tri-mester, each student participates in the STAR Reading and Math assessments. These assessments are followed with a student-free professional development day for teachers to be used to analyze the data. Teachers use in-class assessments of all major subjects during the regular school day as well as enrichment time to assess progress. This data is studies weekly during PLC meetings.

## 2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (48/50pts) Exceeds	
	School	State
Attendance	95.02 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate <sup>5</sup>	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	**

\*\* The school did not service students in the grade levels assessed by this metric.

### a) On Track to Graduation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	Campus Community School feels that attendance is vital to student performance and success. We educate parents on this throughout the school year. We utilize the truancy process to ensure that parents and students meet attendance standards.
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### b) Expected outcomes for On Track to Graduation

<b>School Comments 2016-2017</b>	We will continue to set high standards for attendance using a combination of education and consequences to ensure acceptable student attendance.
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**c) Progress measures to monitor On Track to Graduation outcomes**

<b>School Comments 2016-2017</b>	We run attendance reports each month to track overall school attendance and individual student attendance.
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## 2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools:** *College and Career Preparation* is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (44/100pts) Approaching	
	School	State
Growth to Proficiency ELA	59.66 %	59.19 %
Growth to Proficiency Math	28.14 %	35.41 %
College & Career Preparation	n/a	49.64 %

### a) College and Career Preparation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	While we are happy with our standing in ELA in regards to growth to proficiency when compared to the state, we continue to look to improve in this area and ensure a complete focus on Math. Considerable time has been spent looking at root causes that impact our student achievement in math and science. We believe the factors we have control over include student buy-in/accountability, classroom environment, and formative assessment/data analysis, curriculum selection and teacher professional development.
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### b) Expected outcomes for College and Career Preparation

<b>School Comments 2016-2017</b>	Going forward, we expect that growth to proficiency in ELA will continue to outpace that of the state. We expect that our growth to proficiency in Math will soon match state-wide growth and eventually surpass that growth. Our PLC's now
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focus on intense, individualized student data study. We have an RTI process in place that identifies students in need of more intense math and ELA instruction. Those students spend hours per week in an academic enrichment course that is designed to meet their needs. In after-school PLCs we will focus on social and emotional needs as well as behavioral needs of students to ensure that there are no barriers to academic achievement. In addition we will ensure to take part in the following practices:

- Continue to develop and document units of study aligned to the CCSS.
- Ensure instructional resources are aligned to CCSS and are common across all grade levels.
- Increase awareness and application of mathematical practices in all classrooms.
- Increase rigor of math instruction.
- Ensure a shared-responsibility for literacy instruction.
- Emphasize close reading and text-based responses in all classrooms.
- Continue with the implementation of a standards-based grading system.
- Establish consistent school wide cycles of inquiry to drive student achievement.
- Ensure consistent analysis and use of formative assessment data.
- Ensure that all classroom environments are highly productive and maximize student success.
- Communicate and uphold high expectations and practices that are consistent across all school settings.
- Minimize time students are out of the classroom.
- Staff & students authentically utilize mindful behaviors in their daily practice
- Increase support and interventions for struggling students

### c) Progress measures to track College and Career Preparation outcomes

#### School Comments 2016-2017

We use a number of intermittent assessments to ensure that students are on track for achievement goals. At the beginning of the school year and at the conclusion of each tri-mester, each student participates in the STAR Reading and Math assessments. These assessments are followed with a student-free professional development day for teachers to be used to analyze the data. Teachers use in-class assessments of all major subjects during the regular school day as well as enrichment time to assess progress. This data is studies weekly during PLC meetings.

## SY 2017-18 & SY 2018-19

### 2.1 Delaware School Success Framework

#### Overall Academic Ratings

#### Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	2017-2018			2018-2019			2019-2020		
	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	150.00	82.00	55% Meets Expectations	150.00	82.00	55% Meets Expectations	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.		
Academic Progress	200.00	147.00	74% Exceeds Expectations	200.00	129.00	65% Meets Expectations			
School Quality/Student Success	50.00	45.00	90% Exceeds Expectations	50.00	47.00	94% Exceeds Expectations			
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	n/a	n/a	Not Applicable			
Overall	400.00	274.00	69% Meets Expectations	400.00	258.00	65% Meets Expectations			

#### DOE Summary:

In SY 16/17, prior to the implementation of ESSA, Campus Community School (CCS) earned “Meets Standard” or “Exceeds Standard” ratings for 1 out of 4 DSSF indicators. CCS earned an “Exceeds Expectations” rating for On-Track to Graduation and “Approaches Expectations” ratings for Academic Achievement, Academic Growth, and College and Career Preparation, respectively.

In SY 17/18, with the implementation of ESSA, each school received an overall rating on the DSSF in addition to ratings for each indicator. CCS demonstrated a positive trend from SY 17/18 to SY 18/19 earning “Meets Expectations” overall ratings, respectively. At the indicator level, CCS’ performance in Academic Achievement remained level at “Meets Expectations.” Performance in Academic Progress regressed slightly from SY 17/18 to SY 18/19, earning 74% (“Exceeds Expectations”) and 65% (“Meets Expectations”), respectively. Performance in School Quality/Student Success improved slightly from 90% (“Exceeds Expectations”) to 94% (“Exceeds Expectations”). Progress Toward English Proficiency was not applicable in SY 17/18 and SY 18/19 because the group size was not 15 or greater.

#### School Comments 2018-2019

We are happy with our overall academic achievement. Math is still our biggest challenge and the area we need to continue to revisit each year with new ideas for increasing student progress and growth. We see the most success in grades 3 and then again in middle school. Our middle school team is very strong and

	students tend to get stronger each year of being part of our middle school. We are extremely proud of this. More work is needed with grades 4 and 5.
<b>School Comments 2017-2018</b>	We are happy with the progress we are making as a school. ELA continues to be a strong point for the school. We made significant gains in Math this year. This was one of our biggest accomplishments. A few things we did differently with Math were to incorporate more opportunities for spiraling back to previously taught concepts and skills, and to establish more routine fluency practice.

**a. Based on the table above discuss the school’s overall academic achievement results, major challenges and accomplishments over the course of the charter term. Evidence should reflect performance during the course of the charter term. Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please describe the school’s performance against its remote learning plan and address the following areas:**

- i. Content mastery;
- ii. Addressing learning gaps (e.g. serving students with disabilities);
- iii. Equity (e.g. measuring and addressing the technology gap, technological literacy)
- iv. Student engagement;
- v. Student wellness (e.g. challenges at home);
- vi. Assessment and measures of success;
- vii. Grade level differences;
- viii. Lessons learned and improvements for school year 2020-2021 (e.g. preparation, content, synchronous vs. asynchronous learning, etc.)

**Content Mastery** – During the remote learning period, Campus Community School continued to provide students with learning opportunities to reinforce previously taught skills and to introduce new content. We prioritized the standards at each grade level to determine what was most important for students to learn/do. Due to the challenges (little time to plan and prepare for remote learning; varying degrees of academic support and involvement from parents; lack of technological resources), face to face teaching was limited. Teachers did their best to continue to support growth and mastery by providing tutoring and increased communication. This was an important factor in how we designed our school model for 2020-21. It was really important to us to see the students in person, if possible, and to see the younger students as much as possible. We believe that most students will learn better in person and we will be able to better assess their mastery of content as well as their needs.

**Learning Gaps** – During the 2019-2020 school year, with the decision to move to remote learning, students with disabilities were assigned a case manager and/or educational support staff member to act as their point of contact. Support services were provided remotely via Zoom. General education teachers, special education teachers, and related services staff all provided services remotely. Direct services were provided via Zoom. Indirect services were provide via phone call, e-mail, or text messages. The Special Services Department utilized a Google Voice phone number so that parents/guardians would have a consistent contact number beyond that of the traditional school phone number. Campus Community School accommodated student’s needs by providing educational materials in a variety of accessible formats; to include but not limited to digital, paper copy, web accessed links, and audiobooks. In order to enhance the student learning experience for the 2020-2021 School year, Special Services staff provide check-ins on independent work days, schedule service

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times to maximize the student's physical time in class (as applicable), and frequently communicates with students and their families about their needs or addresses any questions they may have.

Preparing for the 20-21 school year for ALL students, we had grade level teams meet with the grade before and after them to discuss potential learning gaps based on what wasn't taught as robustly as normal, and what they noticed in students.

**Equity** – Prior to Covid, our technology was sufficient for in-school use. It became apparent very quickly that we needed to get up to speed with actual devices and also a single learning platform. We conducted surveys and also had individual conversations with our parents about their struggles. One of the biggest issues is/was larger families where there were not enough devices per child. Due to the lack of technology in the Spring, we relied mostly on distributing hard copies of work. During the summer, we signed up for schoology and ordered 400+ chromebooks. Unfortunately, these are still on back order and are expected to arrive in late October. This has been one of the hardest parts of remote learning.

**Student Engagement** – Overall we had good student engagement in the Spring. Teachers maintained spreadsheets to track what students were doing/not doing, and we stayed in close contact with parents. Our overall expectations really didn't change. We expected all students to do their work, and we communicated this expectation. Work was graded and counted for promotion. This really helped the engagement level. We are taking a similar approach in 20-21. Students are expected to be present in-person or through Zoom on their scheduled class days, and they have work to submit on their independent days. We are tracking attendance through both of these methods.

**Student Wellness** – In the Spring, we assigned all big families a support person to check in at least weekly and help in any way possible. Also, if a student was already receiving support services (mentoring, small group or 1:1 counseling, daily check-ins) from us, we continued this as much as possible through phone calls, Zoom meetings, and home visits. Students and families were appreciative of our check-ins. We had more reports of parents struggling (rather than kids). During the 20-21 school year, we have increased out fact-to-face contact with families and students, which has been vastly helpful. Remote and hybrid students have been and will continue to be identified for additional support with academic and social/emotional challenges as needed. The need will determine the staff member (special ed teacher, special services coordinator, nurse, para, behavior support person, Family Crisis Therapist, etc.) who is identified to best help the child/family. Also, with our mental health grant we are working with Delaware Guidance to secure a part-time therapist to work with students and families.

**Assessment** – This was (and still is) an area that teachers struggled to determine how to best assess students remotely. They worried about getting accurate results. We are experimenting with 1:1 assessments, small group assessments, and just being very clear with students and families about our expectations for completing assessments independently.

**Grade Level Differences** – In general, we noticed that the older students could do more independently and online. Teaching foundational skills like writing was really difficult remotely. Going into the 20-21 school year, our 3<sup>rd</sup> -8<sup>th</sup> grade students have class with their teacher (in person or through Zoom) 3 times a week. 2 of the days are for independent work through schoology. Our K-2 students have 5 days of class with their teacher (in person or through Zoom). We felt like the younger students would do better in person (behaviorally, socially, academically) so we made them the priority for in-person instruction.

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**Lessons Learned/Improvements** – Most of our lessons learned are already included in the sections above. The biggest lesson that was reinforced is that good communication, flexibility, and a caring attitude can really make or break situations like this. Families want to feel supported.

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## Performance Agreement

### Academic Performance Expectations

Campus Community School's overall academic rating is Does not Meet. By September 2015, our expectation is to achieve the overall rating of Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

"Campus Community School's overall financial rating is Meets. By September 2015, our expectation is to achieve the overall rating of ""Meets"" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

" Campus Community School's overall organizational rating is Meets. By September 2015, 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.

#### DOE Summary:

CCS has earned overall ratings of "Meets Expectations" for Academic Performance in the last two years.

<b>School Comments 2018-2019</b>	We are happy with our overall academic achievement. Math is still our biggest challenge and the area we need to continue to revisit each year with new ideas for increasing student progress and growth. We see the most success in grades 3 and then again in middle school. Our middle school team is very strong and students tend to get stronger each year of being part of our middle school. We are extremely proud of this. More work is needed with grades 4 and 5.
<b>School Comments 2017-2018</b>	We are happy with the progress we are making as a school. We met or exceeded in all areas of academic performance expectations. ELA continues to be a strong point for the school. We made significant gains in Math this year. This was one of our biggest accomplishments. A few things we did differently with Math were to incorporate more opportunities for spiraling back to previously taught concepts and skills, and to establish more routine fluency practice.

b. Discuss the school's academic performance based on its approved Performance Agreement (see above). **Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.**

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Over the course of the charter term, Campus Community School students have mostly performed at or above the state and Capital School District since the last charter renewal. We have been able to Meet or Exceed Expectations in our Overall Academic Ratings.

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## 2.2 Academic Achievement

Metric	2017-2018			2018-2019			2019-2020
	Value	Points	Points Earned	Value	Points	Points Earned	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.
Proficiency - ELA	62.89%	75.00	47.00	65.44%	75.00	49.00	
Proficiency - Math	46.82%	75.00	35.00	43.57%	75.00	33.00	

### DOE Summary:

In SY 18/19, CCS earned a “Meets Expectations” rating for Academic Achievement. ELA proficiency was at 65.44%, an increase of 2.55% since SY 17/18 and 12.74% higher than the State average (52.7%). Math proficiency was at 43.57%, a slight decrease of 3.25% since SY 17/18, but 1.47% above State average (42.1%).

### a) Academic Achievement ratings over the course of the charter term

<b>School Comments 2018-2019</b>	Our proficiency levels are very similar to the year before. We are continuing to look at how we teach math as a school to determine other strategies for increasing proficiency. It is our goal close the gap between math and ELA. We believe that students tend to be less confident in math. We are diligently working on increasing proficiency in math fluency. All grade levels practice and assess fluency on a routine basis. Analyzing and solving word problems is another area of concern. We need to work on getting student to understand the context of problems so that they know how to tackle the problem. ELA is a strength because we have a well-established culture of reading and writing in our school.
<b>School Comments 2017-2018</b>	Our scores in ELA are very similar to the previous year. All but one grade level exceeded the state average. Students continue to be engaged in authentic reading and writing at our school. Many grade levels hold book challenges where students read 20-40 books per school year.  Our math scores have increased at every grade level. We believe this is due to a focus on mathematical fluency and spiraling within the curriculum. In addition, we instituted a policy that required students scoring a 1 on SBAC to attend summer school and students scoring a 2 to be recommended for summer school. This policy added a level of accountability that helped students take the test more seriously. Students still struggle with word problems and sometimes resort to “guessing” rather than thinking through the necessary steps.

### b) Expected outcomes for Academic Achievement

<b>School Comments 2018-2019</b>	In the 2019-20 school year we have 3 new ELA teachers. We will be meeting weekly with grade level teams and monthly with 3rd-8th to ensure fidelity to our ELA best practices. We will also spend more time as a department looking at data from cold reads and performance tasks. For Math, we have 2 new teachers. We will be meeting weekly with 4th and 5th grade and monthly with 3rd-8th to analyze data and to discuss school-wide strategies to increase confidence,
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	passion, and proficiency in math. One new practice in math will be to have each student take an end of trimester assessment on all concepts and skills taught up to that point. This data will be used to plan for the next trimester and to get an idea on what students are retaining cumulatively. We will also more deliberately incorporate Smarter-like performance tasks into the math curriculum.
<b>School Comments 2017-2018</b>	We expect to continue to grow in our academic performance. Our next steps in math are to strengthen mathematical problem-solving strategies as a school to enhance students' comfort-level and success rate with word problems. We also want to focus on getting students to assess the reasonableness of their answers.

**c) Progress measures to track expected Academic Achievement outcomes**

<b>School Comments 2018-2019</b>	STAR Reading and Math (administered 3 times a year), curriculum-based assessments, RTI data, formative assessments, and report card data are tracked throughout the year to determine progress toward our academic achievement goals. These measures help us to see if students are working at grade-level expectations. In addition to PLCs, we have 3 in-service days dedicated to analyzing student data and progress. In the 2019-20 school year, all 3rd-8th grade ELA classrooms will engage in several cold reads throughout the year to monitor progress in reading comprehension. Similarly, all 3rd-8th grade Math classrooms will engage in end of trimester exams to monitor progress in math.
<b>School Comments 2017-2018</b>	STAR Reading and Math (administered 3 times a year), curriculum-based assessments, RTI data, formative assessments, and report card data are tracked throughout the year to determine progress toward our academic achievement goals. These measures help us to see if students are working at grade-level expectations. In addition to PLCs, we have 3 in-service days dedicated to analyzing student data and progress.

The table above lists the school's available Academic Achievement ratings. Respond to the following questions.

a. Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. **Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.**

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Academic Achievement has remained consistent during the course of the charter term.

One thing that has helped us with academic achievement is having a school policy for required summer school when students are well below proficiency. This policy helps students to take the tests more seriously and to give us a more accurate picture of their ability.

ELA – Reading and writing are high priorities for us as a school. Through the use of read-alouds and independent reading of choice books, most of our students learn to enjoy reading.

Math – We noticed students have more negative perceptions of math than ELA. We also noticed students struggling with fluency so we developed a more consistent school-wide approach to practicing and assessing the fluency expectations of each grade level. Attacking word problems is another area of struggle for a lot of students.

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b. Looking ahead, what are the school's expected outcomes for Academic Achievement and what steps will the school take to achieve them?

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At a minimum we would like to match the state and local DESSA scores, but our ultimate goal is to exceed these scores as well as to show improvement against our previous scores from year to year. Math continues to be a priority for us. We want students to be more confident and excited about math. This is something we will continue to examine and plan for in PLCs. In ELA, we want to continue to strengthen our teachers' understanding and implementation of Reader's and Writer's Workshop. We will be looking for PD opportunities in these areas.

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c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected Academic Achievement outcomes.

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Progress will be monitored through our annual performance review. We will continue to use DESSA scores, report card grades, STAR data, and classroom based assessments to make sure we are on track academically. In ELA, we will utilize cold reads and performance tasks throughout the year to measure student's progress. In math, we will utilize fluency assessments, as well as a beginning of the year and end of trimester assessments to measure student's progress. In addition, opportunities for spiraling in math will help us see how students are retaining content/skills.

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### 2.3 Academic Progress

Metric	2017-2018			2018-2019			2019-2020
	Value	Points	Points Earned	Value	Points	Points Earned	
Growth - ELA (grades 4-8)	74.75%	75.00	56.00	66.38%	75.00	50.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.
Growth - Math (grades 4-8)	73.14%	75.00	55.00	59.96%	75.00	45.00	
Growth of Highest Quartile - ELA(grades 4-8)	65.87%	12.50	8.00	54.99%	12.50	7.00	
Growth of Highest Quartile - Math(grades 4-8)	71.60%	12.50	9.00	61.44%	12.50	8.00	
Growth of Lowest Quartile - ELA(grades 4-8)	84.83%	12.50	11.00	76.43%	12.50	10.00	
Growth of Lowest Quartile - Math(grades 4-8)	62.76%	12.50	8.00	72.85%	12.50	9.00	

**DOE Summary:**

In the past two years, CCS has met or exceeded expectations for Academic Progress. CCS has outperformed State averages in 4 out of 6 metrics as noted below.

English Language Arts – SY 18/19

- 66.38% of CCS students met growth targets in English Language Arts, which was 5.46% higher than the State average (60.92%). From SY 17/18 to SY 18/19 performance regressed from 74.75% to 66.38%, respectively.
- 54.99% of CCS students in the highest quartile met growth targets in English Language Arts, which was 7.33% lower than the State average (62.32%). From SY 17/18 to SY 18/19 performance regressed from 65.87% to 54.99%, respectively.
- 76.43% of CCS students in the lowest quartile met growth targets in English Language Arts, which was 13.93% higher than the State average (62.5%). From SY 17/18 to SY 18/19 performance regressed from 84.83% to 76.43%, respectively.

Math – SY 18/19

- 59.96% of CCS students met growth targets in math, which was .86 higher than the State average (59.1%). From SY 17/18 to SY 18/19 performance regressed from 73.14% to 59.96%, respectively.

- 61.44% of CCS students in the highest quartile met growth targets in math, which was .88% lower than the State average (62.32%). From SY 17/18 to SY 18/19 performance regressed from 71.60% to 61.44%, respectively.

72.85% of CCS students in the lowest quartile met growth targets in math, which was 10.35% higher than the State average (62.5%). From SY 17/18 to SY 18/19 performance improved from 62.76% to 72.85%, respectively.

**a) School's Academic Progress ratings for all students over the course of the charter term**

<b>School Comments 2018-2019</b>	We are proud of the growth made by our students. Having a SBAC accountability policy helps increase student buy-in to the test-taking process. The data shows that our struggling students have made the most growth. This may be a result of us focusing heavily on interventions for these students. Plus the lowest scoring students have the most growth to make. In addition, the growth of the lowest quartile is more balanced between math and ELA this school year. This may be a result of more concerted efforts with math fluency practice.
<b>School Comments 2017-2018</b>	We are so proud of the growth made by our students. Having an accountability policy helped increase student buy-in to the test-taking process. In addition, we sat down as a team to look at assessment data every marking period to adjust the supports we provide to students throughout a trimester. We also spent a great deal of time studying and implementing various components of engaging academics, as well as ways to increase productive struggle in our classrooms. Teachers have high expectations for students and make it a priority to help students grow.

**b) Expected outcomes for Academic Progress for all students**

<b>School Comments 2018-2019</b>	It is important to us that the highest and lowest quartile of students continue to make progress. The majority of our lowest quartile of students are making progress. Our goal is to maintain or exceed these outcomes in the 19-20 school year. Within our weekly and monthly content meetings, we will continue to analyze assessment data and discuss how to move all students. This will be done in grade level teams and as a whole school. The more we are looking at and talking about the data, the more we can hold ourselves accountable for taking action.
<b>School Comments 2017-2018</b>	It is equally important to us that the highest and lowest quartile of students continue to make progress. Our goal is to have similar outcomes in the 18-19 school year by continuing to implement and refine the practices previously mentioned.

**c) Progress measures to track Academic Progress for all students**

<b>School Comments 2018-2019</b>	STAR Reading and Math (administered 3 times a year), curriculum-based assessments, RTI data, formative assessments, and report card data are tracked throughout the year to determine progress toward our academic achievement goals. These measures help us to see if students are working at grade-level expectations. In addition to PLCs, we have 3 in-service days dedicated to analyzing student data and progress. In the 2019-20 school year, all 3rd-8th grade
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	ELA classrooms will engage in several cold reads throughout the year to monitor progress in reading
<b>School Comments 2017-2018</b>	STAR Reading and Math (administered 3 times a year), RTI data, and report card data will be tracked throughout the year to determine progress toward our academic progress goals. When compared over the course of the year, these measures help us to see if students are improving.

The table above lists the school's available Academic Progress ratings. Respond to the following questions.

a. Based on the school's Academic Progress ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.) Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.

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1. We believe our lowest quartile in math improved because we spent more time looking at our struggling math students and how to help them.
  2. Having a SBAC accountability policy helps increase student buy-in to the test-taking process.
  3. We sometimes have a tendency to talk more about our strugglers than those who need us to push them for an extra challenge.
- 

b. Looking ahead, what are the school's expected outcomes for Academic Progress for all students and what steps will the school take to achieve them?

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We would like to see more of an upward trend from year to year. This will require more PD for staff regarding best practices in math and ELA, more consistent use of effective assessment practices – especially in regards to formative assessment and using the data to drive instruction. We need to look at who our most successful teachers are and ask ourselves what they're doing that can be replicated. We would also like to talk to other schools with similar demographics who are exceling with academic progress so that we can be closer to Exceeds rather than just Meets.

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c. Describe how the school will measure progress to determine whether the school is on track to meet expected Academic Progress outcomes for all students.

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We will continue to use DESSA scores, report card grades, STAR data, and classroom based assessments to make sure we are on track academically. In ELA, we will utilize cold reads and performance tasks throughout the year to measure student's progress. In math, we will utilize fluency assessments, as well as a beginning of the year and end of trimester assessments to measure student's progress. In addition, opportunities for spiraling in math will help us see how students are retaining content/skills.

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## 2.4 School Quality/ Student Success

Metric	2017-2018			2018-2019			2019-2020
	Value	Points	Points Earned	Value	Points	Points Earned	
Chronic Absenteeism	90.93%	50.00	45.00	94.75%	50.00	47.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.
Proficiency - Science(grades 5 and 8)	n/a	n/a	n/a	n/a	n/a	n/a	
Proficiency - Social Studies(grades 4 and 7)	n/a	n/a	n/a	n/a	n/a	n/a	

### DOE Summary:

In SY 18/19, CCS earned a rating of "Exceeds Expectations" for School Quality/Student Success. 94.75% of students demonstrated on-track attendance, which was 7.2% higher than the State average (87.55%). The State assessments for social studies and science were not administered in SY 18/19.

### a) School's School Quality/ Student Success ratings over the course of charter term

<b>School Comments 2017-2018</b>	Student attendance shows that our students enjoy coming to school and that we make attendance a priority. We are happy with these results.
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### b) Expected outcomes for School Quality/ Student Success

<b>School Comments 2017-2018</b>	We meet with families before they are referred to truancy court. This gives us a chance to support the parent in determining a plan for improved attendance so that they can avoid truancy court, summer school, and/or retention.
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### c) Progress measures to track School Quality/ Student Success

<b>School Comments 2017-2018</b>	We run an attendance report weekly to look for chronic patterns of tardiness or absences. This helps us address concerns quickly, before they turn in to major problems, and serves as a way to monitor the attendance rate in our school.
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The table above lists the school's available School Quality/ Student Success ratings. Respond to the following questions. Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.

a. Based on the school's School Quality/ Student Success ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

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We are happy with our attendance data and we make attendance a priority. We try to make school a joyful place so that students want to come to school. When students are out for more than a day, we contact their parents to check on them. When students do have attendance issues, we send home a letter, meet with them to develop a plan, and send them to truancy court if needed.

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b. Looking ahead, what are the school's expected outcomes for School Quality/ Student Success for all students and what steps will the school take to achieve them?

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We expect our data to remain relatively the same each year. We will continue our current practices.

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c. Describe how the school will measure progress to determine whether the school is on track to meet expected School Quality/ Student Success outcomes for all students.

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We will continue to run attendance reports and contact families when we notice patterns.

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**2.5 Progress toward English language proficiency (ELP) \* new**

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	2017-2018			2018-2019			2019-2020
	Value	Points	Points Earned	Value	Points	Points Earned	
Progress Toward English Language Proficiency	n/a	n/a	n/a	n/a	n/a	n/a	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

**DOE Summary:**  
 Progress Toward English Proficiency was not applicable in SY 17/18 and SY 18/19 because the group size was not 15 or greater.

**a) English language proficiency (ELP) ratings over the course charter term**

<b>School Comments 2018-2019</b>	N/A
<b>School Comments 2017-2018</b>	N/A

**b) Expected outcomes for Progress toward English language proficiency (ELP)**

<b>School Comments 2018-2019</b>	N/A
<b>School Comments 2017-2018</b>	N/A

**c) Progress measures to track English language proficiency (ELP) outcomes**

<b>School Comments 2018-2019</b>	N/A
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**School Comments**  
**2017-2018**

N/A

The table above lists the school's available English language proficiency (ELP) ratings. Respond to the following questions. **Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.**

**a. Based on the school's English language proficiency (ELP) ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)**

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N/A – No data or ratings were provided.

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**b. Looking ahead, what are the school's expected outcomes for English language proficiency (ELP) for all students and what steps will the school take to achieve them?**

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Campus Community School looks to advance all EL's English Language Proficiency during their time at our LEA. Currently, students receive additional instructional support services via one of two teachers in the school building. Services are provided as push-in and pull-out. In addition, all staff were trained (August 2019) in strategies and ways to assist ELs in the classroom. Classroom teachers regularly receive consultative input, educational resources, and updates from the Special Services Coordinator.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet expected English language proficiency (ELP) outcomes for all students.**

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EL student progress is measured by teacher input, parent input, and the student's academic success. In order to track individual progress towards English Language Proficiency (ELP), yearly ACCESS tests are administered and their scores reviewed for educational planning.

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### 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?

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><b>Meets Standard:</b> 85- 100 percent of Middle School students complete a service learning course, including the required activity or project and written reflection.</p> <p><b>Approaching Standard:</b> 70- percent of Middle School students complete a service learning course, including the required activity or project and written reflection.</p> <p><b>Far Below Standard:</b> 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

#### DOE Summary:

Campus Community School has earned a “Meets Standard” rating for its mission-specific goal for the past three years of its current charter term.

#### a) mission specific goal(s).

<b>School Comments 2018-2019</b>	In 2018-19, 135 out of 141 middle school students (96%) completed at least one trimester of a service learning enrichment class. Many students participate in more than one.
<b>School Comments 2017-2018</b>	In 2017-18, 137 out of 143 middle school students (96%) completed at least one trimester of a service learning enrichment class. Many students participate in more than one.
<b>School Comments 2016-2017</b>	Attached is the gradebook tracking each middle school student and the service learning that they took part in (highlighted in yellow). Names have been redacted.

**Note:** This data element was added in the SY 16/17. The school was not required to provide a response to this information.

**a. Rate the school's performance according to the criteria established by the school for its mission specific goal(s).**

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As noted above, we always meet or exceed the goal of having middle school students participate in a service club. Many of our students participate in more than one. Our students enjoy helping others and we are proud of that.

In SY19-20 85% of students met the goal (see Appendix 1). This is slightly lower than previous years due to the school have to close for Covid in March.

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**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).**

### 3.2 Organizational Performance

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

#### SUMMARY AND OVERALL RATING

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
2016-2017	M	AS	AS	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	AS	M	M	M	M	AS	M	AS	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	M	M	M	M	M	M	Meets Standard

#### DOE Summary:

Campus Community School has earned overall ratings of “Meets Standard” for the past three years of its current charter term. In SY 16/17, the school earned “Approaching Standard” for measure 1b. (Applicable State and Federal Requirements) and measure 1c (Students with Disabilities). In SY 17/18, the school’s performance on measure 1b. improved from “Approaching Standard” to “Meets Standard.” However, measures 1c. (Students with Disabilities), 3a. (Students Rights), and measure 3b. (Teacher Certification and Hiring Staff) were rated “Approaching Standard.” In SY 18/19, CCS earned “Meets Standard” ratings on every measure.

#### a) School's organizational performance over the current charter term

<b>School Comments 2018-2019</b>	Meets Standards
<b>School Comments 2017-2018</b>	Meets Standard
<b>School Comments 2016-2017</b>	Campus Community is approaching standard in section 1b and 1c. We are currently working with the Delaware Department of Education to improve our

	documentation standards as it relates to federal programs (section 1b). In regards to section 1c Campus Community School was deemed to be fully compliant in regards to special education records in January of 2017. We continue to monitor our records and work with the Delaware Department of Education to ensure full compliance with all state and federal special education regulations.
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**b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes**

<b>School Comments 2018-2019</b>	Meets Standards
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<b>School Comments 2017-2018</b>	Meets Standard
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<b>School Comments 2016-2017</b>	<ul style="list-style-type: none"> <li>• CCS complies with all applicable state and federal requirements in a timely and thorough way including ensuring all board agenda, minutes and financial reports are placed on our web page;</li> <li>• Our governing board is compliant with all laws, rules and regulations, attends required trainings and participates in board development by having a close and on-going relationship with the Head of School and administrative team;</li> <li>• The administrative team holds weekly meetings to review all monitored activities to ensure compliance with areas such as health and safety requirements, discipline and student behavior, special education concerns etc. We prioritize our findings (developed by data analysis) and proceed to develop weekly targets for our work as an administrative team.</li> <li>• In the fall of 2016, our board of directors and administrative team underwent extensive training in regards to board recruitment and development. We have since expanded our Board of Directors to include new, dedicated members.</li> </ul>
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c) Indicator measure where school did not meet standard or is approaching standard

<p><b>School Comments</b> 2018-2019</p>	<p>Meets Standards</p>
<p><b>School Comments</b> 2017-2018</p>	<p><b>Measure 1c.</b> <b>Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?</b></p> <p><b>DOE Rating Information:</b> The school has been identified as noncompliant for this IDEA regulatory area and is engaged in a Corrective Action Plan.</p> <p><b>School Response To Rating:</b> <i>A corrective action plan was submitted in February 2018 to address Disproportionate Representation. We are currently compliant in this area; see attached letter from Mary Ann Mieczkowski.(Appendix 2)</i></p> <p><b>Measure 3a.</b> <b>Is the school protecting the legal rights of all students?</b></p> <p><b>DOE Rating Information:</b> The school did not participate in the ASV process.</p> <p><b>School Response To Rating:</b> <i>We have reached out to DOE to ensure that we have a full understanding of this process. It will be completed in a timely manner moving forward.</i></p>
<p><b>School Comments</b> 2016-2017</p>	<p><b>Measure 1b.</b> <b>Is the school materially fulfilling applicable state and federal requirements pertaining to its education program (with the exception of responsibilities relating to SWDs and ELs, which are addressed separately under measures 1c. and 1d. in this framework)?</b></p> <p><b>DOE Rating Information:</b> The school is not implementing some mandated programming in accordance with the Consolidated Grant terms but is actively working with the Department on a corrective action plan where it has met all deadlines and compliance requirements.</p> <p><b>School Response To Rating:</b> <i>As a result</i> of an audit of federal programs during the 2016/2017 school year, Campus Community School has been working cooperatively with the Department of Education to ensure that record keeping in regards to employee schedules meets a more rigorous standard.</p>

	<b>Measure 1c.</b>
	<b>Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?</b>
	<b>DOE Rating Information:</b>
	The school had some individual student special education records out of compliance measured by this indicator and is engaged in a Corrective Action Plan.
	<b>School Response To Rating:</b>
	Campus Community School was deemed <del>to be fully</del> compliant in regards to special education records in January of 2017. We continue to monitor our records and work with the Delaware Department of Education to ensure full compliance with all state and federal special education regulations. Our school is not currently engaged in a Corrective Action Plan pertaining to student records and has not been since January of 2017.

**a. Describe the school’s organizational performance over the current charter term. (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.)**

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N/A - Our overall rating has always been Meets Standard.

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

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We have been working with the Department of Education to understand what is expected and when, keeping better documentation of expectations and due dates, and discussing these items as a team for checks and balances. This has helped us Meet each individual measure.

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**c. Address any measure where school did not meet standard or is approaching standard.**

---

All measures were met for the last 2 years.  
 In SY 17-18 and 18-19 we were approaching standard in being in compliance with all IDEA regulations (disproportionate representation and better record keeping of employee schedules). This has since been corrected. We hired a new Special Services Coordinator in January of 2019 and she remains up to date on understanding and meeting all regulatory areas.

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## Performance Agreement

### Organizational Performance Expectations

Campus Community School's overall organizational rating is Meets. By September 2015, 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.

#### DOE Summary:

Campus Community School has earned overall ratings of "Meets Standard" for the past three years of its current charter term.

<b>School Comments 2018-2019</b>	As of the 18/19 school year we have obtained a "Meets Standards" in all categories.
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<b>School Comments 2017-2018</b>	While we had three areas that were approaching the standard, our overall rating was Meets Standard. We are committed to making sure that we meet or exceed in all measures moving forward.
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<b>School Comments 2016-2017</b>	School did not provide a response.
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

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

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We met our Performance Agreement goal by earning a rating of Meets Standard over the last 5 years.

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### 3.3 Educational Program

**a. Describe any changes to the education program or curricula the Board plans to make prior to the renewal.**

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Our only major change is our current hybrid and remote learning model due to Covid restrictions. Families were given a choice of hybrid or all remote instruction for the 1<sup>st</sup> trimester (until Thanksgiving).

**HYBRID:**

- K-2 Hybrid students will attend school in person 4 days a week: Mondays, Tuesdays, Thursdays, and Fridays. They will also participate in Virtual Wednesdays. Attendance will be taken every day.
- 3-8 students will be placed in a cohort (either A or B) and attend school in person 2 days a week, have 2 independent learning days at home, and will participate in Virtual Wednesdays. Attendance will be taken every day.

**REMOTE ONLY:**

- K-2 Remote students will attend school on Zoom 4 days a week: Mondays, Tuesdays, Thursdays, and Fridays. They will also participate in Virtual Wednesdays. Attendance will be taken every day.
  - 3-8 students will be placed in a cohort (either A or B) and attend school on Zoom 2 days a week, have 2 independent learning days at home, and will participate in Virtual Wednesdays. Attendance will be taken every day.
- 

**b. As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:**

**Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual / Performing Arts, World Languages) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas.

Evidence to establish adherence to the state's expectations regarding **ELA standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org. or curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red)
- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.

- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate, or dual enrollment courses.

Evidence to establish adherence to the state’s expectations regarding **Math standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resource as defined by EdReports.org. or curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red)
- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within the curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state’s expectations regarding **Science standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high-quality instructional resource as defined by EdReports.org or curricular resources that meet the criteria of the EQulP rubric from nextgenscience.org, reviewed by an external evaluator which is not the materials publisher.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students do and figuring out in the unit, and include a lesson and sample assessment from K-2, 3-5, 6-8, 9-12, depending on the structure of the school.
- Schedule of time allotted for science instruction in each grade
- Questions:
  - What is the professional development plan to support continuous three-dimensional learning along with your instructional resources?
  - Describe how you ensure accessibility for all students in science?
  - Describe how your administrators are monitoring science instruction to ensure the shifts in science are occurring?

Evidence to establish adherence to the state’s expectations regarding **Social Studies standards and instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state's expectations regarding **World Languages standards and instruction** in grades 9-12 should include the following:

- Curriculum map or scope and sequence showing standards targeted, proficiency targets and major learning contexts (themes) for each level of language instruction
- No curricular documents are required for AP, IB

Evidence to establish adherence to the state's expectations regarding **Visual /Performing Arts standards and instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- Schedule of time allotted for arts instruction in each grade band
- No curricular documents are required for AP, IB

### 3.4 At-risk students, Students with Disabilities, and English Language Learners

Year	Education Program		
	Applicable State & Federal Requirements	Students with Disabilities	English learners
	1b	1c	1d
2016-2017	AS	AS	M
2017-2018	M	AS	M
2018-2019	M	M	M
2019-2020	M	M	M

*\*Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.*

**Note:** Each item below must be addressed separately.

- a. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.

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During the 2018-2019 School Year, Campus Community School hired an independent consultant, Stephanie Robinson, to aide in the improvement of Special Services processes and procedures. In addition, a new Special Services Coordinator was hired. The 2019 Department of Education audit yielded 100% compliance. Improved communication methods among related services staff, school staff, and the school psychologist were implemented to increase timeliness of evaluations. Regular internal audits were added to insure compliance maintenance. Data collection processes were developed for classroom teachers, training was provided, and enhanced data collection for students with academic goals in their IEPs was implemented. Special Education Consultations are scheduled monthly, minimally, in order to touch-base with classroom teachers, review IEPs, provide ideas for servicing special services students, and monitor data logging. Based on review of staff qualifications and student needs, English Learners were placed under the responsibility of the Special Services Coordinator in order to ensure screening, services to students were provided, and best practices are adhered to. The Special Services Coordinator attends statewide and concentration specific meetings to stay up to date on regulations, state guidance, and best practices for Special Education students as well as English Learners.

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**b. Describe any changes or enhancements to the process by which at-risk students are identified and the evidence that the school was able to provide the right resources and services for these students.**

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Each year, as a universal screener, all students take the STAR Reading or Early Literacy assessment and the STAR Math assessment from Renaissance Learning's STAR assessment suite. If a student falls below the 25<sup>th</sup> percentile rank in either subject area, they are referred to the grade level and administrative team for further discussion. During a meeting involving this team (grade level Professional Learning Community), all data concerning this student is studied and a determination is made as to whether or not to provide this student with Tier 2 Response to Intervention (RTI) interventions. Students not making progress are then moved to Tier 3 and provided additional interventions. Each cycle lasts approximately 12 weeks. Students not making progress are referred to the Instructional Support Team (IST) for further instruction. If a student is still not making progress, they are referred for an evaluation by Special Services.

Due to COVID-19, Campus Community School Leadership Team developed a process for screening all K-8 students in ELA and Math content areas upon returning for the 2020-2021 School year. Universal screeners were developed for each grade level specific to the skills expected of students entering that grade. Screeners were administered to all students; both hybrid and remote only. Students who ended the 2019-2020 School year in an RTI cycle will continue that RTI cycle for the first 12 weeks of the 2020-2021 School year. Students new to Campus Community School will be placed in RTI based on the results of their screener from the 2020-2021 School year. Data collected from the universal screening tools was also used to guide instruction and address learning gaps at every grade level. Data was also used to assist in reviewing Present Levels of Educational Performance for students with disabilities, where appropriate.

In addition, Campus Community School addresses behavioral concerns through the Behavior RTI process. The Behavior RTI cycle will begin and end based on the student's needs rather than each trimester (approximately 12-week cycle). At a minimum of every two weeks, during RTI meetings, there will be an opportunity to discuss concerning behaviors and Tier 1 Interventions being utilized at each grade level. The Student Support Coordinator will oversee Behavior RTI. A master spreadsheet is maintained to identify student's placement in RTI and their progress. If a teacher notices a pattern of concerning behavior and Tier 1 interventions are not effective, the teacher will request an observation from the Principal or any member of the Educational Leadership Team. After observing the student in the classroom, the observer will conduct a follow-up meeting with the teacher/team about recommended interventions. At that point, the student may remain on Tier 1 or be placed on Tier 2 of Behavior RTI. Students not making progress with Tier 2 interventions may be placed on Tier 3. If a student still fails to be successful in demonstrating appropriate behaviors or modifying problem behaviors, the student may be referred to Special Services for further evaluation.

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**c. Describe any changes or enhancements to the process by which English Language Learners are identified and the evidence that the school was able to provide the right resources and services for these students.**

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As part of the application process at Campus Community School, all students are given the Home Language Survey. If a language other than English is listed on the application, the student is given the WIDA ACCESS Placement Test within-in twenty-five days of enrollment. In addition, during monthly Special Services Consultation meetings, teachers may refer a student if concerns arise regarding English Language Acquisition, the student's ability to receive educational instruction in English, or the student's ability to express themselves using English. Any K-8 student that scores below a 5.0 on the W-APT will receive EL support. All EL students will take the ACCESS test to determine their eligibility to continue receiving EL services during the testing window. In addition, identified student strengths will be reviewed with classroom teachers as well as ways to enhance language instruction for specific EL students.

During the 2018-2019 School year, Campus Community School had 6 identified ELs. Due to changes in processes, procedures, and training, the school currently has 22 identified ELs; 3 of which are in the monitoring phase of EL services.

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**d. Describe any changes or enhancements to the process by which students with disabilities are identified and the evidence that the school was able to provide the right resources and services for these students.**

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Campus Community School adheres to Title 14 DE Administrative Code Section 900: Special Populations, Subsection 922.1.0 through 923.3.0 when identifying, evaluating, servicing, and monitoring a student suspected of having a disability. A "child with a disability" means a child evaluated in accordance with 14 DE Admin. Code 925.4.0 through 925.12.0 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disability, an orthopedic impairment, autism, traumatic brain, injury, an other health impairment, a specific learning disability, deaf-blindness or multiple disabilities, and who, by reason thereof, needs special education and related services.

Students who demonstrate a consistent need for RTI services (multiple cycles and/or Tiers) are referred to IST for evaluation by Special Services. Student's whose parent's request an evaluation by Special Services are provided a Permission to Evaluate and appropriate meetings are held within the state required timeframe. Campus Community School Nurse provides medical diagnostic information to the Special Services coordinator upon the start of a new school year or when a student transfers in. Cumulative records are also reviewed upon enrollment to insure a continuum of services for all incoming students.

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### 3.5 Governance and Reporting Requirements

Year	Governance & Reporting		
	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements
	2a	2b	2c
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M
2019-2020	M	M	M

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

\* Measure 2: Financial Management and Oversight was moved to the Financial Performance Framework beginning in school year 2016-17.

**a. Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).**

A yearly survey is provided to staff in April to collect data on strengths and areas for improvement regarding the Head of School. This information is shared with the entire Board. The Board, in executive session, discusses the data as well as any of their own observations. The Board President then meets with the Head of School to provide feedback and an overall evaluation.

**b. Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.**

The Board participates in periodic surveys regarding how they function as a Board. Categories include Planning, Governance, Building and Sustaining an Effective Board, Effective Meetings, Legal and Financial Oversight, and Resource Development. In May 2019, CCS utilized DANA to help administer and analyze the most recent survey results. At that time, the following conclusions were shared:

Areas of Excellence: The strongest area of self-assessed effectiveness is in the area of Financial Management with 88% of the respondents indicating the board is highly or very highly effective. Meeting Effectiveness and Legal Oversight are two additional areas of effectiveness which each had 50% of respondents affirming effectiveness. The strongest areas of alignment that the board executes activities which lead to excellence were Meeting Effectiveness with 9 of 11 categories showing significant agreement (88-100%), and Financial and Legal Oversight, with 13 of 16 categories reflecting significant agreement (88-100%).

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Opportunities for Development: The self-assessment reveals an opportunity for improvement in the areas of Planning and Building/Sustaining an Effective Board.

As a result, 2 additional committees were formed: Long-Range Planning (looking at strategic planning for the school) and Board Development (looking at increasing board membership/diversity and overall effectiveness).

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**c. Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.**

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The board self-survey mentioned above is used to identify areas of strength and areas for improvement. These results are then discussed in terms of goals and action items that need to happen to ensure effectiveness. The Board Development Committee oversees this work. Recently, one of the goals has been to increase Board membership and diversity. The board identified skill-sets (mental health background, legal background, people well known in the community, etc.) it was looking for in its Board members and actively recruited people who fit the needs. Since March we have on-boarded 2 new members and have 2 more who are currently going through the interview process.

CCS works with DANA to conduct governance training every 3 years.

New members go through a process of meeting with the Head of School and Board President, spending time at the school, and being interviewed by the Board prior to being voted on. We review the expectations and role of being on the Board. Once on the Board, they participate in financial training, as well.

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**d. Describe the school's process for succession planning including identification, development and retention of school leaders.**

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Because charter schools have a very specific philosophy, vision, and mission, it is important to find a school leader (and members of the leadership / admin team) who are deeply rooted in the philosophy and values of the school, while also possessing the right skill-set to perform the duties of the job. Ideally this person can be found within the organization. We encourage all teachers (and staff) in our school to be leaders in some capacity and we provide them with opportunities to grow and lead. Some are more formal leaders and others take on more informal leadership roles. When a school leader leaves, we always look within first, and then consider whether we need to look externally. In terms of the Head of School, CCS has been able to pull from its current staff when there was a viable candidate. In times when there has not, the school has posted the position for external candidates. The current Head of School, Heidi Greene, has been at Campus Community School for 19 years in both teacher and leader positions. While there is not a formal plan to actively identify who would take her place, there are definite leaders in the school who are equally rooted in the school philosophy.

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- e. Share how the Board supports the school. Speak to the Board’s involvement in events, operations, and fundraising activities.**

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The CCS Board is very supportive of staff and students. The Board reviews all of the data from staff and parent surveys so that they have a pulse on perceptions. They like to hear what’s going on in the school and stay involved through attending events throughout the year (Holiday Concert, Veteran’s Day Celebration, 8<sup>th</sup> Grade Graduation, Back to School Picnic, etc). This is one of our expectations of a Board member.

Prior to Covid, we invited students to each monthly Board meeting to share or present something to help the Board know our students better.

Board members have also helped to fund some of our student experiences (trip to Japan, cheerleading competition in Disney, etc.)

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- f. Appendix 3: Current Organizational Chart**

- g. Please complete the Board Financial and Governance table 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;**

- h. Please complete the Citizen Budget Oversight Committee Membership and Training table below.**

- i. Please include:**

**Appendix 4 Board Governance Training Certificates and/or Documentation.**

**Appendix 5 Board member and school leader succession plans.**

**Appendix 6 Current board bylaws**

## Board Financial and Governance Members and Training

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.

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Lindsey	Fitzgerald	7/1/2017	6/29/2020	Past President/Past Treasurer	10/24/2017	5/10/2019
Annie	Norman	5/30/2015	2/28/2022	Community Member	3/19/2014	5/10/2019
Harry	Papaleo	12/1/2013	12/30/2021	Past President	9/29/2014	5/10/2019
Jennifer	Boland	5/1/19	5/1/23	Teacher Representative Secretary	4/24/2020	5/10/19
Patti	Sandy	10/1/2011	5/31/19	Teacher Representative Past Secretary	10/27/2017	6/9/2015
Heidi	Greene	11/1/2018		Head of School	10/27/2017	5/10/2019
Leroy	Travers	7/1/2016	11/15/2018	Resigned Head of School 11/1/2018	10/24/2017	6/9/2015
Laura	Axtell	4/29/19	4/29/23	Community Member President as of 8/24/2020	5/20/2020	
Lisa	Weis	5/1/2015	6/15/19	Resigned Parent Representative	9/29/2014	6/9/2015
Silvia	Lopez	8/27/18	8/27/2022	Parent Representative	5/31/2020	5/10/19
Sarah	Zimmerman	9/1/2017	10/28/19	Resigned Community Member	10/24/2017	5/10/19
Renatae	Burton	5/26/2020	5/26/23	Parent – Vice President as of 8/24/20	9/23/2020	
Austin	Auen	5/26/2020	5/26/2023	Community Member – Treasurer as of 8/24/2020	8/24/2020	

\*Please list only the most recent training date.

**DOE Summary:**

As of December 16, 2019, the school's board of directors was in compliance with State membership and board training requirements (board governance, financial).

**School Comments  
2018-2019**

Our most recent Board Governance Training occurred on May 9, 2019. See Appendix 2 for verification letter.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 17/18 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### Citizen Budget Oversight Committee Membership & Trainings

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.

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Shelly	Baker Redden	1/31/2014	5/31/2017	Business Assistant Not a member in SY 17/18	Prior to 2007
Marc	Cote	7/31/2014		Parent/Community Member	7/1/2007
Lindsey	Fitzgerald	10/23/2017	6/29/2020	Treasurer	10/24/2017
Carolyn	Lyon	04/15/2012		Ex Officio/Business Manager	7/1/2010
Heidi	Greene	10/30/2018		Head of School	10/27/2017
Harry	Papaleo	4/30/2014	12/30/2021	Board Member	9/29/2014
Richard	Riggs	8/9/2015		DOE Representative	11/30/2015
Jhonita	Ervin	11/26/2018		Parent	2/24/2019
Austin	Auen	8/24/2020		Treasurer	8/24/2020

**DOE Summary:**

As of December 16, 2019, the school's Citizens Budget Oversight Committee was in compliance with State membership and financial training requirements.

**School Comments 2018-2019** N/A

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 17/18 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### 3.6 Students, Employees and School Environment

Year	Students & Staff		Facilities, Transportation, Health & Safety
	Students Rights	Req. on Teacher Certification & Hiring Staff	
	3a	3b	
2016-2017	M	M	M
2017-2018	AS	M	AS
2018-2019	M	M	M
2019-2020	M	M	M

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

**a. Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.**

In SY17-18 there were 2 areas marked as “approaching standard”, both of which were addressed as soon as we became aware of the issues.

1. We did not have the ASV process completed. To remedy this, we reached out to DOE to gain a better understanding of the process.
2. We did not have proper documentation of a few health services. We worked with Jane Boyd to understand the expectations and correct this issue.

**b. Provide information about the best practices the school uses to meet standards in the above noted areas.**

The admin team meets weekly to keep up to date on priorities and due dates. We often discuss procedures and how to make them more effective.

**c. Include the following documents as appendices:**

- Appendix 7** Up-to-date Certificate of Occupancy
- Appendix 8** Up-to-date Fire Inspection Certificate
- Appendix 9** Up-to date Insurance Certificate(s)
- Appendix 10** ERIP Reporting **SY18/19 and SY19/20**





	<p>reasons are as follows:</p> <ol style="list-style-type: none"> <li>1) One teacher retired.</li> <li>2) One teacher is changing professions.</li> <li>3) Three teachers moved out of state to be with their families.</li> <li>4) One teacher moved to another district.</li> <li>5) One teacher moved to teach at the high school level.</li> </ol>
<p><b>School Comments 2017-2018</b></p>	<p>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:</p> <ol style="list-style-type: none"> <li>1) Teacher autonomy – teachers have great autonomy over the instruction and curriculum within their classrooms.</li> <li>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.</li> <li>3) The school strives to offer competitive pay, benefits and a positive work environment.</li> <li>4) The interview process screens candidates for content knowledge and pedagogy, along with core values and traits that align with Campus Community School.</li> </ol> <p>CCS had 7 teachers who did not return in 17/18 from the 16/17 school year. The reasons are as follows:</p> <ol style="list-style-type: none"> <li>1) Two teachers – we did not renew their contracts due to overall job performance not meeting expectations.</li> <li>2) Two teachers gave birth and did not return to work afterwards.</li> <li>3) One teacher moved to a different district to pursue a career geared towards working with only special education students.</li> <li>4) One teacher moved out of state.</li> <li>5) One position in 16/17 was filled with a long-term substitute. In 17/18 the position was filled with a long term teacher.</li> </ol> <p>CCS had 7 teachers who did not return in 18/19 from the 17/18 school year. The reasons are as follows:</p> <ol style="list-style-type: none"> <li>1) Two teachers retired.</li> <li>2) One teacher is pursuing a doctorate degree full time.</li> <li>3) One teacher moved out of State to return to her home state.</li> <li>4) Three teachers moved to a district closer to their home to reduce their daily commute.</li> </ol>
<p><b>School Comments 2016-2017</b></p>	<p>Campus Community prides itself on its retention of quality employees. During the 2016/2017 school year, only two openings (6%) became available. The following strategies are utilized to maximize the retention of quality teachers:</p> <ul style="list-style-type: none"> <li>• Teacher autonomy – teachers have great autonomy over instruction and curriculum within their classrooms.</li> <li>• Each teacher receives a meeting with administration at mid-year and at the end of the year discuss strengths, areas for improvement, and provide feedback to administration.</li> <li>• A staff satisfaction survey is conducted at the beginning of each year.</li> </ul>

- A compensation committee made up of a representative group of staff members is in place and meets regularly to determine how to improve the school's compensation structure.
- Campus Community School now has an interview process in place that insures that potential candidates are screened for knowledge of content and pedagogy along with values and traits that align with our school.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**b) School's professional development plans support teachers and leadership.**

<p><b>School Comments 2018-2019</b></p>	<p>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.</p> <p>In 2018-19 staff engaged in monthly PD related to Responsive Classroom from two of our teachers who attended advanced training in the summer of 2018. Our Special Ed team and principal participated in a year-long Spec Ed PLN through DASL and University of Delaware. We also hired a consultant to work with our new Special Ed Coordinator and Special Ed Department to work on implementation of best practices.</p>
<p><b>School Comments 2017-2018</b></p>	<p>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.</p> <p>In 2017-18 staff engaged in bi-monthly PD related to two aspects of Responsive Classroom: teacher language and engaging academics. These two areas were a priority for the whole school as we continue our journey into Responsive Classroom. Another focus for the whole staff was about Habits of Mind. These PD sessions took place over multiple in-service days.</p> <p>In addition to whole-staff PD, staff is encouraged and supported in pursuing individualized PD. Examples of this in 2017-18 include 3 teachers attended the NSTA conference in Baltimore, several teachers went to the Spring Literacy Event about teaching argument/opinion writing, our special ed team attended the Inclusion Conference, etc.</p>
<p><b>School Comments 2016-2017</b></p>	<p>Surveys are given twice per year to drive and personalize professional development throughout the year. This data is used to plan individualized development. Teachers use days throughout the year to meet with the Director of Curriculum to plan instruction, curriculum, and assessment.</p>

**a. Review the table above with the school's teacher retention trends.**

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CCS had 7 teachers who did not return in 19/20 from the 18/19 school year. The reasons are as follows:

- 1) One teacher retired.
- 2) One teacher changed professions.
- 3) Three teachers moved out of state to be with their families.
- 4) One teacher moved to another district.
- 5) One teacher moved to teach at the high school level.

For the 20/21 school year, CCS had 22 positions with teachers eligible to return. At the end of the 19/20 year we had 2 positions filled by long term substitutes. Of the 22 positions, 19 teachers returned, 3 did not. Of the 3, 1 retired and 2 were not offered contracts for 20/21 based on their performance. For the 20/21 we have filled all open positions and believe that we have a strong staff that embraces the core values of Campus Community, along with the competencies to teach our students.

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

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Any time a teacher leaves Campus Community, we sit down with them to discuss the reasons. In the most recent years, teachers have left due to retirement, relocating, or wanting to be closer to home. Throughout the year, we meet with teachers in person to hear about their year, including needs and concerns. We also provide a yearly survey to collect data on perceptions and satisfaction about working at our school. We are also always looking at pay scales of surrounding schools in order to remain competitive.

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**c. Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.**

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Each year we look at the needs of the school, teachers and students to determine PD goals. Within this charter term one of our biggest priorities has been onboarding everyone to Responsive Classroom. This began during the summer of 2016-17 with all staff participating in the Core Training. We are committed to ensuring all new staff participates in the core training upon completion of their first year at CCS. In addition, we support anyone who wants to move on to the Advanced Training. We also choose areas of focus (as a whole school and as individuals) on a yearly basis. For example, in 2017-18, we had monthly PD on Teacher Language and Engaging Academics. In 18-19, we utilized two of our staff members who did advanced training to lead monthly PD sessions around various topics like Logical Consequences. In 19-20 we spent the year looking at Responsiveness through different lenses (knowing your students, knowing your families, responding to students' academic needs,

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responding to students' social/emotional needs, etc.). In addition to school-wide PD goals, we support teachers in pursuing individual PD goals. This includes pursuing higher degrees, attending workshops, and being part of state leadership opportunities.

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**d. Describe how the school's completion of educator evaluations has evolved over the course of the charter term.**

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The main thing that has changed is the platform for completing evaluations. To date, the Head of School and Curriculum Director are responsible for educator evaluations. Everyone on a continuing license is evaluated by the Head of School. Everyone on an initial license is evaluated by both positions. We often meet to discuss what we are seeing in the classrooms so that we can have a more unified approach for improvement.

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### 3.8 Closure Requirements

- a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:
- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2016-17 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
  - If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
  - Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

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Campus Community School currently has an excess of 1,100,000 in surplus in our local funds. Based on our current FY 2021 budget, we are estimated to have in excess of 1,500,000 in local funds available at the end of the 20/21 school year. This would be more than enough funds to pay for the summer salary obligations (estimated to be \$400,000), a final audit estimated to be \$21,000 and various final expenses. We are confident that CCS would have the contingency funds available, if we were to close at the end of the 20/21 school year.

If a closure were necessary, Campus Community School would follow the DDOE Charter School Closure Protocol. The Board of Directors would remain in tack until the process was completed. The Head of School, The Director of Finance and Human Resources, the Business/Human Recourses Assistant and a small limited support staff would assume the responsibilities required to ensure the process is completed effectively and efficiently, while meeting all of the protocol requirements.

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## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

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

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	
2016-2017	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	F	M	F	AS	M	Meets Standard
2019-2020	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available

#### DOE Summary:

Campus Community School has earned overall ratings of “Meets Standard” for the past three years of its current charter term. In SY 16/17 and SY 17/18, CCS earned “Meets Standard” ratings on every measure. However, in SY 18/19, the following measures did not meet standard: 2a. Total Margin (“Far Below Standard”), 2c. Cash Flow (“Far Below Standard”), and 2d. Debt Service Coverage Ratio (“Approaching Standard”).

#### a) School's financial performance over the current charter term

<b>School Comments 2018-2019</b>	Overall we met standards. We are always seeking ways to strengthen our financial position. For the 2018/2019 school year we settled two special education legal claims that were filed in 2015. In addition, we continue to monitor and make process improvements in our special education department to ensure we are in compliance and meeting the needs of the students.
<b>School Comments 2017-2018</b>	Meets Standards
<b>School Comments 2016-2017</b>	Meets Standards

**b) Financial practices that the school has implemented to improve the school's financial outcomes**

<b>School Comments 2018-2019</b>	Overall we met standards. We are always seeking ways to strengthen our financial position. For the 2018/2019 school year we settled two special education legal claims that were filed in 2015. In addition, we continue to monitor and make process improvements in our special education department to ensure we are in compliance and meeting the needs of the students.
<b>School Comments 2017-2018</b>	Meets Standards
<b>School Comments 2016-2017</b>	Meets Standards



c) Indicator measure where school did not meet standard or is approaching standard

School Comments  
2018-2019

**2. SUSTAINABILITY INDICATORS**

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2018-2019
1 YR: -17.22%
3 YR: -2.72%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

**School Response To Rating:**

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In the 2018/2019 school year Campus Community School paid one time settlement costs and plaintiffs legal fees for 2 legal cases (siblings) that were filed in 2015. The cost of these expenses totaled \$ 633,427.50. Although these payments resulted in a reduction of our cash on hand reserve, we still have an excess of 1 million dollars in reserve and a stable financial foundation.

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**Measure 2c. Cash Flow**

2018-2019
1 YR: \$-321059
3 YR: \$-130699

Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

**School Response To Rating:**

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In the 2018/2019 school year Campus Community School paid one time settlement costs and plaintiffs legal fees for 2 legal cases (siblings) that were filed in 2015. The cost of these expenses totaled \$ 633,427.50. Although these payments resulted in a reduction of our cash on hand reserve, we still have an excess of 1 million dollars in reserve and a stable financial foundation.

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**Measure 2d. Debt Service Coverage Ratio:**

***(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)***

2018-2019

-0.75

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

**School Response To Rating:**

In the 2018/2019 school year Campus Community School paid one time settlement costs and plaintiffs legal fees for 2 legal cases (siblings) that were filed in 2015. The cost of these expenses totaled \$ 633,427.50. Although these payments resulted in a reduction of our cash on hand reserve, we still have an excess of 1 million dollars in reserve and a stable financial foundation.

School Comments  
2017-2018

Meets Standard

School Comments  
2016-2017

Meets Standard

**a. Describe the school's Financial performance over the current charter term (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.)**

The school has Meet Standards each year for the overall financial rating.

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

The school has employees within the business department that have a wealth of knowledge in accounting, payroll and the business aspects for running a school. However, our financial position has been effected by special education settlements in the past years. We have restructured our special education department, along with hiring new employees within the department. These changes are to ensure compliance and reduce our risk of exposure to such cases. Even with this exposure, CCS has maintained a surplus in excess of 1 million dollars and continued to remain financially stable.

**c. Address any measure where school did not meet standard or is approaching standard**

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In 2018/2019 CCS did not meet the following indicators: Total Margin, Cash Flow and Debit Service Coverage Ratio. All of these indicators were effected by a special education settlement for 2 students, which totaled \$633,427.50. These were claims filed in 2015, and we have restructured our special education department to ensure we are within compliance and meeting students' needs. In addition, our Head of School is more actively involved with the special education department than in 2015.

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## Performance Agreement

### Financial Performance Expectations

Campus Community School's overall financial rating is Meets. By September 2015, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

#### DOE Summary:

Campus Community School has earned overall ratings of "Meets Standard" for the past three years of its current charter term.

#### School Comments 2018-2019

Overall we met standards. We are always seeking ways to strengthen our financial position. For the 2018/2019 school year we settled two special education legal claims that were filed in 2015. In addition, we continue to monitor and make process improvements in our special education department to ensure we are in compliance and meeting the needs of the students.

#### School Comments 2017-2018

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. 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. In addition, our Board President, who owns an accounting firm, has over 30 years for accounting experience.

#### School Comments 2016-2017

N/A

### How the school developed and implemented a corrective action plan in response to audit findings (if applicable)

#### DOE Summary:

The school's FY19 independent audit did not have any audit findings.

<b>School Comments 2018-2019</b>	There were no finding to address with the fiscal year 2019 audit.
<b>School Comments 2017-2018</b>	N/A
<b>School Comments 2016-2017</b>	N/A

**d. Discuss the school’s financial performance based on its approved Performance Agreement.**

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Campus Community School has strived hard to increase the financial stability of the school. The school has maintained an overall rating of Meets Standards throughout the course of the last five years. We continue to ensure that we are meeting the student needs, along with increasing our surplus. In 2018/2019 we settled 2 special education claims which were filed in 2015. This did have an effect on our surplus. In addition, we have made process improvements and revamped our special education department to ensure that we are in compliance, and avoid such claims in the future.

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

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N/A – The school has not had any audit findings.

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**f. As appendices, please provide the following documents:**

**Appendix 11** Summary of Findings from Independent Audits (if applicable)

**Appendix 12** Final Fiscal Year 2018 Revenue & Expenditure Budget Report in the prescribed Department format

**Appendix 13** Approved preliminary Fiscal Year 2019 Budget in the prescribed Department format

**Appendix 14** Fiscal Year 2018 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

**Appendix 15** A list of all settlements (if applicable).

(Note: If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.)

## V. INNOVATION

### School's innovative practice(s) that could be replicated at other schools in Delaware

#### School Comments 2018-2019

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. Staff also meets one or more times per month to discuss and study academic focus areas. The focus area for 2018-19 was level two of Responsive Classroom and Content Studies.

\*Academic Enrichment - All K-8 students participate daily in Academic Enrichment, as part of Campus Community's day. The purpose of Academic Enrichment is to provide students with additional time to enhance their academic skills in the core content areas, especially reading, writing and math. Some students may need more support, while others may need more of a challenge. Whole class and individual needs are considered when designing this time. Additional time for students on RTI tier 2 and 3 is met through Academic Enrichment. 4th-8th grade students also receive enrichment based around their interest through clubs, such as Robotics, Gentlemen of Quality, and Band.

\*Standards-Based Grading/Reporting – We have completely transformed our report card to show more than just a grade for each class/subject. Our new 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.

\*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.

**School Comments  
2017-2018**

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.

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- 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. Staff also meets one or more times per month to discuss and study academic focus areas. The focus areas for 2017-18 were two aspects of Responsive Classroom: Teacher Language and Engaging Academics.

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Additional time for students on RTI tier 2 and 3 is met through Academic Enrichment. 4th-8th grade students also receive enrichment based around their interest through clubs, such as Robotics, Gentlemen of Quality, and Band.

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**School Comments  
2016-2017**

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.

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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. Staff also meets one or more times per month to discuss and study academic focus areas. The focus areas for 2017-18 were two aspects of Responsive Classroom: Teacher Language and Engaging Academics.

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\*Standards-Based Grading/Reporting – We have completely transformed our report card to show more than just a grade for each class/subject. Our new 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.

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conferences are required and take place twice per year.  
\*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.

**a. 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).**

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The practices referenced above are still utilized in our school and make up the core of who we are and what we do.

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## VI. Five-Year Planning

### 6.1 Projected Enrollment

- a. Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

**Note:** *This will become the school's authorized enrollment for the new charter term.*

Projected Enrollment						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
K		40	40	40	40	40
Grade 1		40	40	40	40	40
Grade 2		42	42	42	42	42
Grade 3		44	44	44	44	44
Grade 4		46	46	46	46	46
Grade 5		50	50	50	50	50
Grade 6		50	50	50	50	50
Grade 7		50	50	50	50	50
Grade 8		50	50	50	50	50
Grade 9		0	0	0	0	0
Grade 10		0	0	0	0	0
Grade 11		0	0	0	0	0
Grade 12		0	0	0	0	0
<b>Total</b>		<b>412</b>	<b>412</b>	<b>412</b>	<b>412</b>	<b>412</b>

**Note:** *An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such, if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a [Charter Modification Application](#) including budget sheets, and budget narrative reflecting the new enrollment figures.*

## **6.2 The school's plans for the next five years of the charter.**

*(Note: The school's responses to this 1.a, b, and c of this section will be used to populate the Academic Performance section of the school's new Performance Agreement.)*

1. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

---

Over the next 5 years, academic progress will be measured through DESSA test scores, report card grades, STAR testing, and standards-based assessments. This data will be looked at as a whole school, by grade level, by classroom, and by student to more thoroughly evaluate academic performance.

---

- a. Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.

---

Our goals are to meet or exceed the standard in all academic areas. We especially want to have increased academic growth and proficiency from our special ed population.

Academic Achievement - Our goal is to increase the total number of students meeting proficiency by at least 2-5% each year, and never fall below 50% proficient. Specifically in Math, we would like to increase our percent proficient to at least 53%. In ELA, we would like to increase our percent proficient to at least 72%.

Academic Progress - Our goal is to increase the total number of students meeting their growth targets by at least 5%-10% each year, and never fall below 60% of students meeting their growth targets. Specifically in Math, we would like to increase our percent meeting their growth target to at least 65%. In ELA, we would like to increase our percent meeting their growth target to at least 70%.

---

- b. Describe the student performance standards for the school as a whole.

---

Campus Community School will meet or exceed expectations on all metrics of the Academic Performance Framework.

---

- c. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum,

performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

---

We will use STAR as a school-wide assessment to help us track progress in Math and ELA. In addition, cold-reads and performance tasks will be utilized each trimester to track ELA progress. End of trimester math assessments and bi-weekly fluency assessments will be used to track Math progress. During the 20-21 school year, we will be focusing on Science PD to enhance our current practices. During this time, we will decide on a school-wide approach for interim science assessments.

---

2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

---

Using the above mentioned assessment methods, as well as curriculum-based assessments, teachers will analyze assessment data on a regular basis (after each assessment). This will be done individually and collectively to look for trends within a classroom and across classrooms and grades. The primary people to lead this process will be our Head of School, Curriculum Director, and Special Services Coordinator.

---

3. Describe the corrective actions the school will take, pursuant to 14 *Del. C. § 512(5)*, if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

---

If we were to fall short of achievement goals, we would analyze the root cause for these issues and develop a corrective action plan based on what would be realistic and beneficial. This responsibility would start with Head of School and Curriculum Director, and involve all associated staff members.

---

4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

---

In regards to the financial viability Campus Community School utilizes the State of Delaware's FSF and PHRST systems to record all financial transactions. This allows the school to be completely transparent in regards to its financial status. In addition, we utilize the data weekly and monthly to monitor our financial position and compare it to our budget.

---

5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

---

One of our goals is to create a yearly calendar where tasks and dates are listed as soon as we get them. The goal is to review this weekly when we meet and also include time frames (how long something will take) and the associated tasks that go along with each statutory requirement. We plan to make sure all requirements are met in a timely manner without any reminders.

---

6. Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

---

To date there are no plans for major changes.

---

7. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

---

The Board will continue to monitor itself on a yearly basis through board surveys and member evaluations. The Board will set annual goals and review its progress towards those goals, quarterly, at a minimum. Annually, each member will sign a contract to recommit to the expectations of being a CCS Board member.

---

**B. Complete the Hourly Attendance Survey below.**

## Hourly Attendance Survey 2021 - 2022 School Year

Number of school attendance days	169
Number of full days	169
Number of half days	0
Number of instructional hours in a day	7
Number of hours in a full day	7.5 (including lunch)
Number of hours in a half day	0

**VII. Compliance certification statement**

The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school.

9-30-20

Date of Signature

Campus Community School

Name of the Charter School

We have reviewed the Delaware Charter Law (14 Del. C. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents.



Signature of the Chairperson of the Board of Directors

Print/Type Name:	Laura Axtell
Title (if designated):	



### VIII. RENEWAL APPLICATION CERTIFICATION STATEMENT

<b>Name of School:</b>	Campus Community School
<b>Location:</b>	350 Pear St. Dover, DE 19904

I hereby certify that the information submitted in this application for renewal 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; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

Laura Axtell 9/30/2020  
 Signature: Chairperson of Board of Directors (or designated signatory authority) Date

<b>Print/Type Name:</b>	Laura Axtell
<b>Title (if designated):</b>	
<b>Date of approval by board of directors:</b>	9-28-20

## IX. PERFORMANCE Agreement Template

To be completed by the school in conjunction with the Department of Education should the school be renewed by the Secretary with the assent of the State Board of Education.

### DELAWARE DEPARTMENT OF EDUCATION

#### CHARTER SCHOOL PERFORMANCE AGREEMENT – Renewing Charter School

##### *Campus Community School*

This Performance Agreement (“Agreement” is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_ by and between the Delaware Department of Education (hereinafter referred to as “DDOE”) and \_\_\_\_\_, a public charter school of the State of Delaware (hereinafter referred to as “School”), authorized by the Department of Education with the assent of the Delaware State Board of Education (hereinafter referred to as “DSBE”).

1. **Effective Date.** Notwithstanding the date set forth above this Agreement shall become effective on the date upon which the DSBE shall assent to the terms and conditions of this Agreement.

2. **Term of the Agreement.** This agreement shall continue in full force and effect during the term of the school’s charter and any subsequent renewal term thereof; provided, nevertheless, that in the sole discretion of the DDOE, with the assent of the DSBE, this agreement may be amended at such time as the school’s charter may be renewed under the provisions of 14 *Del. C.* §514A or subjected to review under 14 *Del. C.* §515 (b). This agreement may also be amended to comply with subsequent changes in state or federal law and/or regulations relating to charter schools or the Performance Framework (“Framework”) as deemed necessary by the DDOE, with the assent of the DSBE. This Agreement may also be modified:

(a) At anytime by mutual consent of the DDOE and the School, provided, nevertheless that the DSBE shall assent to such modification; or

(b) If the DDOE shall determine, with the assent of the DSBE, that it is necessary or appropriate to modify this Agreement to reflect subsequent changes in the Performance Framework.

3. **Obligations of School.** While this agreement remains in effect, the School shall:

(a) Comply with all state and federal laws and regulations imposed on Delaware public charter schools, and otherwise comply with the terms of the School’s charter, including any conditions now or subsequently imposed upon its charter by the DDOE with the assent of the DSBE; and

(b) Make satisfactory annual progress toward the indicators and performance targets in the Academic, Financial and Organizational Expectations set forth in this Agreement as measured by the Framework. An annual performance review will be conducted by the Department of Education Charter School Office using the Framework to evaluate such progress. The Framework is incorporated into and made a part of this agreement. If the DDOE finds that the school is not making satisfactory progress toward its performance targets, the DDOE, with the assent of the DSBE, may place the school’s charter on formal review pursuant to 14 *Del. C.* §515 (b).

**Background Information** (*Characteristics of school, current location, summary of student population and grades served by the school, etc.*)

*Campus Community School serves...*

##### **Mission Statement**

The mission of *Campus Community School* is 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.

##### **Vision Statement**

The vision of *Campus Community School* is...to create passionate lifelong learners and responsible citizens

## Academic Performance Expectations

Campus Community School's DSSF ratings are:

Metric Area/Metrics	Points	Point Earned	Percent Point
<i>Academic Achievement</i>			
<i>Academic Progress</i>			
<i>School Quality/Student Success</i>			
<i>Graduation Rate</i>			
<i>Progress toward English Language Proficiency</i>			
<b>Overall Percentage/Ratings</b>			

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.

Mission Specific Goal(s):

{Insert your responses to section 6.2.1 a, b, and c here}

## Financial Performance Expectations

Campus Community School's overall financial rating is \_\_\_\_\_. By September 2024, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

## Organizational Performance Expectations

Campus Community School's overall organizational rating is \_\_\_\_\_. 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.

**IN WITNESS WHEREOF, the parties have hereunto set their Hand and Seals the day and year first above-written.**

**[NAME OF SCHOOL]**

**DELAWARE DEPARTMENT OF EDUCATION**

**BY: \_\_\_\_\_**

**BY: \_\_\_\_\_**

**President**

**Secretary of Education**

**Assented to by resolution of the Delaware State Board of Education on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.**

**References:**

<sup>1</sup>Based on September 30<sup>th</sup> Unit Count

<sup>2</sup>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 - Data Source for Mission-Specific Goal(s)**

Student Name	Grade	Homeroom	Service Learning Requirement T1	Service Learning Requirement
Student 1	6	Fox	yes	
Student 2	6	Fox	yes	
Student 3	6	Fox	yes	
Student 4	6	Fox	yes	yes
Student 5	6	Fox	yes	yes
Student 6	6	Fox		
Student 7	6	Fox		yes
Student 8	6	Fox		
Student 9	6	Fox	yes	
Student 10	6	Fox	yes	yes
Student 11	6	Fox		
Student 12	6	Fox	yes	
Student 13	6	Fox	yes	
Student 14	6	Fox		
Student 15	6	Fox	yes	
Student 16	6	Fox	yes	
Student 17	6	Fox	yes	
Student 18	6	Fox	yes	yes
Student 19	6	Fox		
Student 20	6	Fox		
Student 21	6	Fox	yes	
Student 22	6	Fox	yes	yes
Student 23	6	Fox	yes	
Student 24	6	Fox	yes	
Student 25	6	Brown		
Student 26	6	Brown		
Student 27	6	Brown		
Student 28	6	Brown	yes	
Student 29	6	Brown		yes
Student 30	6	Brown	yes	
Student 31	6	Brown		
Student 32	6	Brown	yes	
Student 33	6	Brown	yes	yes
Student 34	6	Brown		
Student 35	6	Brown	yes	
Student 36	6	Brown		
Student 37	6	Brown		yes
Student 38	6	Brown		



Student 39	6	Brown		
Student 40	6	Brown		
Student 41	6	Brown	yes	
Student 42	6	Brown	yes	yes
Student 43	6	Brown	yes	
Student 44	6	Brown	yes	
Student 45	6	Brown	yes	
Student 46	6	Brown	yes	
Student 47	6	Brown	yes	
Student 48	6	Brown	yes	
Student 49	6	Brown		yes
Student 51	7	Wiggins		yes
Student 52	7	Wiggins		yes
Student 53	7	Wiggins	yes	
Student 54	7	Wiggins	yes	
Student 55	7	Wiggins		yes
Student 56	7	Wiggins		yes
Student 57	7	Wiggins		yes
Student 58	7	Wiggins		yes
Student 59	7	Wiggins		yes
Student 60	7	Wiggins	yes	
Student 61	7	Wiggins		yes
Student 62	7	Wiggins		yes
Student 63	7	Wiggins		yes
Student 64	7	Wiggins	yes	
Student 65	7	Wiggins	yes	
Student 66	7	Wiggins		
Student 67	7	Wiggins		
Student 68	7	Wiggins		
Student 69	7	Wiggins	yes	yes
Student 70	7	Wiggins	yes	yes
Student 71	7	Wiggins		
Student 72	7	Wiggins		
Student 73	7	Wiggins		yes
Student 74	7	Smith	yes	yes
Student 75	7	Smith	yes	yes
Student 76	7	Smith		yes
Student 77	7	Smith		yes
Student 78	7	Smith		yes
Student 79	7	Smith		yes
Student 80	7	Smith	yes	
Student 81	7	Smith		yes
Student 82	7	Smith	yes	
Student 83	7	Smith	yes	
Student 84	7	Smith	yes	
Student 85	7	Smith		yes
Student 86	7	Smith	yes	

Student 87	7	Smith		yes
Student 88	7	Smith	yes	
Student 89	7	Smith	yes	
Student 90	7	Smith	yes	
Student 91	7	Smith	yes	
Student 92	7	Smith		yes
Student 93	7	Smith	yes	
Student 94	7	Smith		yes
Student 95	7	Smith		yes
Student 96	7		yes	
Student 97	7	Smith		yes
Student 98	7	Smith		yes
Student 100	8	Hippolyte	yes	yes
Student 101	8	Hippolyte		yes
Student 102	8	Hippolyte	yes	
Student 103	8	Hippolyte		yes
Student 104	8	Hippolyte	yes	yes
Student 105	8	Hippolyte		yes
Student 106	8	Hippolyte	yes	
Student 107	8	Hippolyte	yes	yes
Student 108	8	Hippolyte		yes
Student 109	8	Hippolyte		yes
Student 110	8	Hippolyte	yes	
Student 111	8	Hippolyte	yes	
Student 112	8	Hippolyte		yes
Student 113	8	Hippolyte		yes
Student 114	8	Hippolyte	yes	yes
Student 115	8	Hippolyte	yes	yes
Student 116	8	Hippolyte		yes
Student 117	8	Hippolyte		yes
Student 118	8	Hippolyte		yes
Student 119	8	Hippolyte	yes	
Student 120	8	Hippolyte		yes
Student 121	8	Hippolyte		yes
Student 122	8	Hippolyte	yes	
Student 123	8	Wilkerson		yes
Student 124	8	Wilkerson		yes
Student 125	8	Wilkerson		yes
Student 126	8	Wilkerson		yes
Student 127	8	Wilkerson		
Student 128	8	Wilkerson		
Student 129	8	Wilkerson	yes	
Student 130	8	Wilkerson		yes
Student 131	8	Wilkerson		yes
Student 132	8	Wilkerson	yes	
Student 133	8	Wilkerson		yes
Student 134	8	Wilkerson	yes	

Student 135	8	Wilkerson		yes
Student 136	8	Wilkerson		yes
Student 137	8	Wilkerson		yes
Student 138	8	Wilkerson		yes
Student 139	8	Wilkerson	yes	
Student 140	8	Wilkerson	yes	
Summary				MET - 119/140 (85%) students participated in a service learning enrichment
				Due to Covid-19 and the school closures, we were not able to offer Enrichment the third trimester, which resulted in a lower percentage than previous years, but it was still on target.







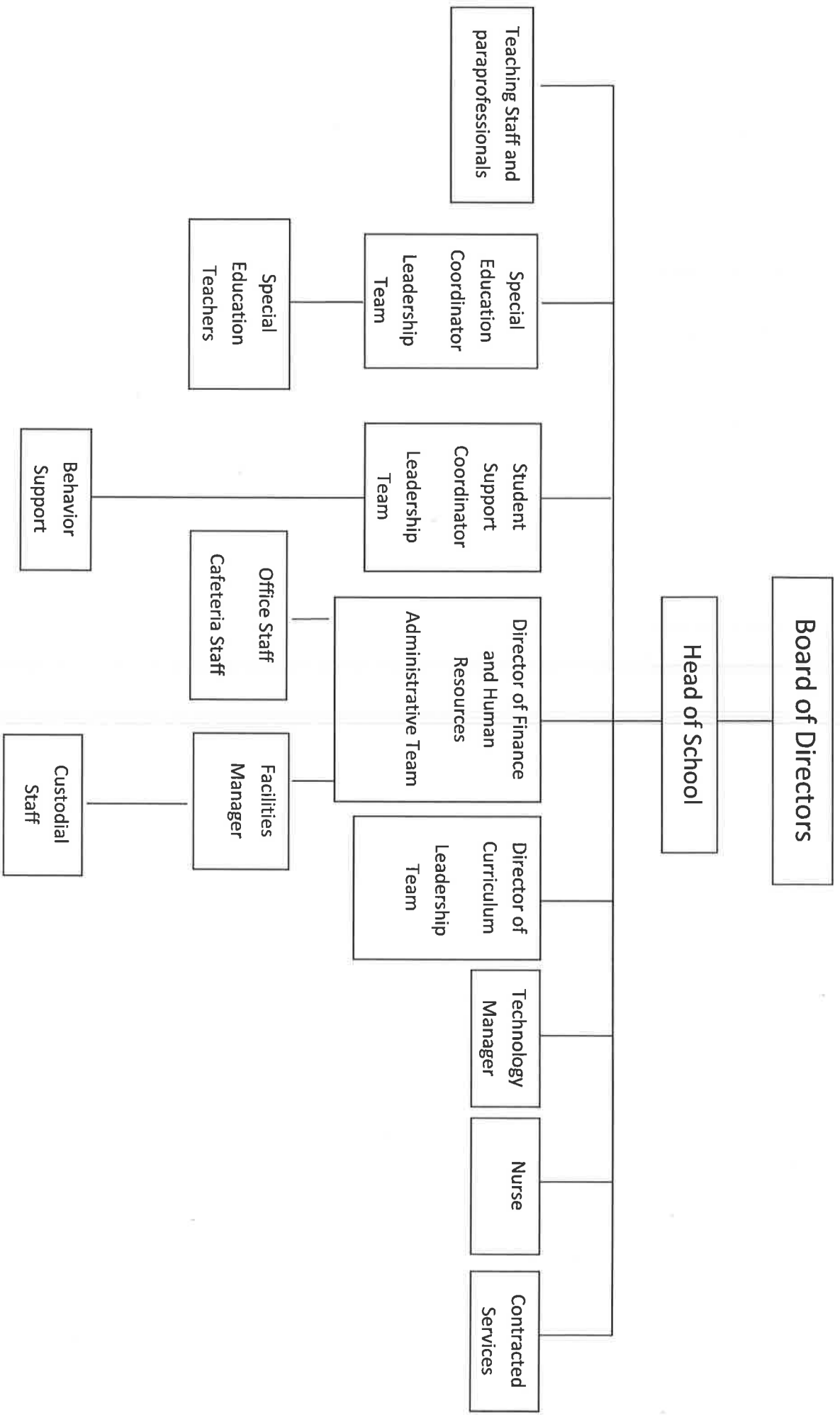
N/A due to Covid
N/A due to Covid
N/A due to Covid
N/A due to Covid
N/A due to Covid
N/A due to Covid

## **Appendix 3 - Current Organizational Chart**



# Appendix 3

Campus Community School Organizational Chart – 2020



## **Appendix 4 - Board Governance Training Certificates/Documents**

Appendix 4



LEADING  
THE SECTOR  
FORWARD

100 W. 10th Street P 302 777 5500  
Suite 1012 F 302 777 5366  
Wilmington, DE 19801 [www.delawarenonprofit.org](http://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 Lyn  
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,

A handwritten signature in black ink that reads "Paul Stock". The signature is written in a cursive, flowing style.

Paul Stock  
Executive Vice President,  
Excellence Academy

## **Appendix 5 - Board Member and School Leader Succession Plans**

## Campus Community School

### Board Member and School Leader Succession Plan

#### **Board Members**

It is the intent of the CCS Board to maintain a skilled and diverse Board that supports the school.

According to the by-laws:

- The number of directors shall be no fewer than five (5) nor more than thirteen (13).
- The terms of office of the directors shall be three (3) years with the number of directors being established by the Board and elected at each annual meeting of the directors. The terms should be staggered so that no more than 1/3 expires each year. No director shall serve for more than nine (9) consecutive years. After completion of the applicable maximum consecutive service, a director is not eligible for re-election until 24 months have elapsed.
- Any vacancy on the Board of Directors shall merely reduce the number of duly elected and acting Directors until such time as that vacancy is filled.
- The officers of the Board shall be nominated by the Board and shall be elected by and serve at the discretion of the Board subject to the foregoing limitations. Each officer shall be elected for a three-year term, except that an officer elected to fill a vacancy shall serve for the remainder of the term of his predecessor.

The Board will follow the guidelines below when adding and replacing Board members and electing officers:

- 6 months prior to a member's term expiring, the President will ask the member if he/she wants to stay on the Board for another term (if applicable). If he/she doesn't, the process will begin to search for a replacement.
- Prospective Board members will submit an application, meet with the President and Head of School, and go through an interview process before being voted on to the Board.
- All Board members will participate in trainings and PD sessions, organized by the Board President, to further their leadership skills.
- Any member who is elected as an officer will receive a job description and will meet with the President throughout the first few months of their term to help the person feel confident in the new role. When possible, cross-training will occur.
- Ideally, the member who serves as President will have already held another office. When possible, cross-training will occur with the previous President.

## **Head of School**

### **PRIOR to a VACANCY:**

- Identify leadership development opportunities for all staff so that people grow into natural leaders.
- Cross-train leadership and admin team members in some duties.
- Document as many policies, procedures and tasks as possible.

### **WHEN SOMEONE GIVES THEIR NOTICE:**

- Post the position internally. The Board and administration will decide if the position needs to be posted externally, as well. If there is not a viable internal candidate, a current staff member may need to fulfill the role on an interim basis.
- If the vacancy is planned and there is time allotted for a transition, draft a timeline and set of transition tasks.
- Determine what to communicate to staff.

## **Appendix 6 - Current Board Bylaws**

**AMENDED AND RESTATED**  
**BY-LAWS**  
**OF**  
**CHARTER SCHOOL, INC.**



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## **ARTICLE I – POWERS AND RESPONSIBILITIES OF DIRECTORS**

Subject to limitations imposed by law, the articles of incorporation of this corporation or these by-laws, all corporate powers shall be exercised by or under the authority of the Board of Directors. The Board of Directors (referred to in this and the following articles as the “Board”) has the power to manage the property and business of the corporation. The purposes of the corporation are to operate a Charter School, as such term is defined in Title 14, Chapter 5 of the Delaware Code and regulations associated therewith (collectively, the “Charter School Code”) and to conduct such activities in connection with the foregoing as may be determined by the Board and as shall be permissible under the Charter School Code; provided, however, that such purposes and business shall at all times be limited exclusively to those purposes that are “exempt purposes” within the meaning of Section 501(c)(3) of the Internal Revenue Code.

The Board’s primary responsibility is to determine the character for the corporation, to establish overall policy, and to work towards financial stability. The Board has the responsibility for the effective implementation of the policies it lays down.

Without limiting the foregoing, the Board of Directors:

1. maintains the essential character and integrity of the corporation as outlined by the charter and preserves its independence;
2. establishes the goals and parameters which determine the nature of the corporation consistent with its articles of incorporation;
3. approves long-range plans which enable the corporation to approach the desired goals;
4. oversees the general operation of the corporation, assuring that the established policies are effectively interpreted and appropriately implemented;
5. establishes policies regarding the number of employees and the total compensation of personnel;
6. approves major fringe benefits, including employee contribution options deducted from pay;

7. establishes by-laws for effective operations;
8. cultivates, nominates, appoints and orients Board members who possess the talent, skills, and means to further the work of the Board;
9. serves as a court of last resort when decisions at lower echelons have been appealed to and accepted for review by the Board;
10. keeps contact with constituents and evaluates concerns for relevance.

## **ARTICLE II – MEMBERSHIP OF THE BOARD OF DIRECTORS**

### Section 1. Number and Composition.

The number of directors shall be no fewer than five (5) nor more than thirteen (13). One director shall be a certificated teacher in the school nominated by fellow teachers. One director shall be a parent of a currently enrolled student in the school no later than the school's First Instructional Day, further provided a single individual shall not represent both the certified teacher and parent role on the board.

### Section 2. Eligibility.

The directors of the corporation shall be the only members of the corporation and, upon ceasing to be a director; any such person shall cease to be a member. Election of a director as provided in these by-laws shall likewise serve to elect such director to membership in the corporation. The director shall, for the purpose of any statutory provision or rule of law relating to non-profit corporations, be a member of the corporation and shall have and exercise all the rights, privileges, powers and immunities of members thereof. Other than as stated above, no person shall be eligible who is employed by the corporation. Additionally, no director who has a member of his immediate family employed by the corporation or is an employee of the corporation shall serve in the position of president, vice president or treasurer. The Board of Directors will make efforts to ensure that the majority of the directors are persons who are not employed by the corporation nor have a member of their family employed by the corporation. Persons under the age of 21 are not eligible for membership on the Board of Directors.

Section 3.      Liability.

No director shall be personally liable for the debts, liabilities or obligations of the corporation.

Section 4.      Fiduciary Duties.

A director of the corporation shall stand in a fiduciary relation to the corporation and shall perform his duties as a director, including his duties as a member of any committee of the Board upon which he may serve, in good faith, in a manner he reasonably believes to be in the best interest of the corporation, and with such care, including reasonable inquiry, skill and diligence as a person of ordinary prudence would use under similar circumstances.

Absent a breach of fiduciary duty, lack of good faith or self-dealing, any action taken as a director or any failure to take any action as a director shall be presumed to be in the best interests of the corporation.

Section 5.      Election and Term.

The initial directors of the corporation are the persons who executed and are named in the certificate of incorporation. The terms of office of the directors shall be three (3) years with the number of directors being established by the Board and elected at each annual meeting of the directors. The terms should be staggered so that no more than 1/3 expires each year. No director shall serve for more than nine (9) consecutive years. After completion of the applicable maximum consecutive service, a director is not eligible for re-election until 24 months have elapsed.

Section 6.      Vacancies.

Any vacancy on the Board of Directors shall merely reduce the number of duly elected and acting Directors until such time as that vacancy is filled. Vacancies existing from time to time by reason of an increase in the authorized number of directors, or for other reasons, may be filled by a majority vote of the remaining directors by election at any regular meeting of the Board, provided a notice of the election and qualifications of nominees be distributed to the directors at least ten (10) days prior to the election. Vacancies occurring in existing positions shall be filled for the unexpired term only.

Section 7.      Removal.

A director may be removed from the Board, with or without cause, by an affirmative vote of at least a majority of the directors. A director may also be removed from the Board should he fail to attend three or more meetings in a calendar year beginning with the annual meeting in October.

Section 8.      Compensation.

Directors may not receive compensation for attendance at regular and special meetings and their services as directors, including, without limitation, their services as members of committees of the Board. Nothing contained herein shall be construed to preclude any teacher member of the board of directors from receiving appropriate compensation for their employment at the school.

Section 9.      Resignations.

Any director may resign from a committee of the Board, an office of the Board, or the Board itself by giving written notice to the President or the Secretary. Any such resignation shall take effect at the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

**ARTICLE III – HONORARY DIRECTORS**

Any individual whose assistance and expertise is sought by the Board may be elected an Honorary Director by a majority of the Board of Directors. Honorary Directors shall be elected for one-year terms and may be re-elected without limit. They are entitled to receive minutes of all Board meetings and may attend all meetings of the Board. An Honorary Director shall not be considered a member of the Board for any legal purpose, including voting. The additional number of Honorary Directors shall not exceed twenty-five percent (25%) of the number of the regularly authorized Board members.

## ARTICLE IV – OFFICERS OF THE CORPORATION

### Section 1. Generally.

The officers of the Corporation shall consist of a President, one or more Vice Presidents, a Secretary, a Treasurer and such other officers as may from time to time be appointed by the Board of Directors. Officers shall be elected by the Board of Directors which shall consider that subject at its first meeting after every annual meeting. Each officer shall hold office until his successor is elected and qualified or until his earlier resignation or removal. The President shall be a member of the Board of Directors. An officer may hold more than one office at a time, but no more than two. One person may also have such other titles as the Board of Directors may determine.

### Section 2. President.

The President shall be the chief executive officer of the Corporation. Subject to the provisions of these Bylaws and to the direction of the Board of Director, he shall have the responsibility for the general management and control of the business and affairs of the Corporation and shall perform all duties and have all powers which are commonly incident to the office of chief executive or which are delegated to him by the Board of Directors. He shall have power to sign all contracts and other instruments of the Corporation which are authorized and shall have general supervision and direction of all of the other officers, employees and agents of the Corporation.

### Section 3. Vice President.

The Vice President shall have such powers and duties as may be delegated to him by the Board of Directors. The Vice President shall be designated by the Board of Directors to perform the duties and exercise the powers of the President in the event of the President's absence or disability. In the absence of the President, the Vice President shall, in the order prescribed by a resolution of the Board of Directors, preside at meetings of the Board of Directors.

### Section 4. President Pro Tem.

In the absence of the President and Vice-President, the Board of Directors may appoint a President Pro Tem.

Section 5.      Secretary.

The Secretary shall keep or cause to be kept a record of the proceedings of the Board of Directors, shall make service of all such notices as may be necessary or proper, and shall have such other powers and duties as may be prescribed from time to time by the President of the Board.

Section 6.      Treasurer.

The Treasurer shall be responsible for the oversight of the custody of all funds and securities of the corporation, shall generally supervise the accounting and bookkeeping of the corporation, shall regularly report to the Board of Directors as to the financial condition and results of the operation of the corporation, and shall have such other powers and duties as may be prescribed from time to time by the President or the Board. With approval of the Board, the Treasurer may delegate to an administrative salaried employee of the corporation any of the foregoing duties, including the signing of checks or other orders for the payment of money, as the Treasurer shall specifically designate. All such delegations shall be recorded in the minutes of the Board. The Treasurer and any other persons who are empowered to sign checks or other orders for the payment of money shall give this corporation a bond in such sum and with such surety(ies) as shall be satisfactory to the Board. The cost of such bond or bonds shall be paid by the corporation.

Section 7.      Election.

The officers of the Board shall be nominated by the Board and shall be elected by and serve at the discretion of the Board subject to the foregoing limitations. Each officer shall be elected for a three-year term, except that an officer elected to fill a vacancy shall serve for the remainder of the term of his predecessor. No person shall serve as President for more than six consecutive years.

Section 8.      Vacancies.

A vacancy in any of the offices of the Corporation may be filled for the unexpired term by a majority vote at any meeting of the Board of Directors, by election, provided that a notice of the elections and qualifications of nominees be distributed to members at least ten days prior to the election.



## ARTICLE V – MEETINGS OF THE BOARD

### Section 1. Regular Meetings.

Regular meetings of the Board shall be held monthly, at such time and place as the President or a majority of the Board may from time to time prescribe. A yearly calendar of all regular meetings of the Board shall be prepared in September. This calendar shall be distributed to all Board members and shall serve as a legal notice of the time and place of such meetings. The character of these meetings shall be announced by agendas and distributed to Board members and posted at the school at least seven (7) days but not more than twenty (20) days prior to each meeting.

### Section 2. Open Meetings.

Every annual, regular, or special meeting of the Board and any of its committees shall be open to the public, except as provided in the Delaware Freedom of Information Act, *29 Del. C. § 10001 et. seq.* (“FOIA”). Notice of the time and place of any meeting shall be given, and a record of the meetings shall be taken, in the manner provided in FOIA. No Directors shall conduct a meeting (as such term is defined in FOIA), except as provided in FOIA. Directors may participate in an open or closed meeting of the Board by telephone conference call or video conference to the extent, and under the procedure, authorized under FOIA.

### Section 3. Quorum.

A quorum for the transaction of business at any meeting of the Board shall consist of a majority of the directors then serving. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board except as may be provided elsewhere by these by-laws.

## ARTICLE VI – COMMITTEES

### Section 1. Committees.

There may be such standing, special or ad hoc committees as the Board may from time to time establish for the discharge of particular duties.

## ARTICLE VII – MISCELLANEOUS

### Section 1. Fiscal Year.

- (a) The fiscal year of the corporation shall commence on the first day of July in each year.

### Section 2. Execution of Contracts.

- (b) The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

### Section 3. Conflicts of Interests.

- (c) A director shall be considered to have a conflict of interest if (a) such director has existing or potential financial interests which impair or might reasonably appear to impair such member's independent unbiased judgment in the discharge of his responsibilities to the corporation, or (b) such director is aware that a member of his family (which, for purposes of this paragraph, shall be a spouse or child) or any organization in which such director (or a member of his family) is an officer, director, employee, member, partner, director or controlling stockholder has such existing or potential financial or other interests. All directors shall disclose to the Board any possible conflict of interest at the earliest practical time. No director shall vote on any matter, under consideration of the Board or any of its committees, in which such director has a conflict of interest. The minutes of such meeting shall reflect that a disclosure was made and that the director having the conflict of interest abstained from voting. Any director who is uncertain whether he has a conflict or interest in any matter may request the Board or committee to determine whether a conflict of interest exists and the Board or committee shall resolve the question by a majority vote.

## **ARTICLE VIII – DISCRIMINATION PROHIBITED**

### Section 1. Non-discrimination Policy.

- (a) The corporation shall not discriminate against any person on the basis of race, color, religion, national origin, sex, marital status, genetic information, age, sexual orientation, disability, or on any other basis prohibited by applicable law; provided that the Corporation may conduct school classes for children of certain specified ages.

### Section 2. Terminology.

- (a) In interpreting these by-laws, all masculine pronouns shall be deemed to refer equally to the feminine gender.

## **ARTICLE IX – AMENDMENT AND REVIEW OF BY-LAWS**

New by-laws may be adopted or these by-laws may be amended or repealed by the vote of two-thirds of all directors at a meeting duly called and held for such purpose, provided that 10 business days notice of the proposed by-law change be given. Prior to each annual meeting of the Board of Directors, the Board's officers shall review these by-laws and suggest any necessary changes thereto.

## **ARTICLE X – INDEMNIFICATION OF DIRECTORS**

### **(OFFICERS, EMPLOYEES AND AGENTS)**

### Section 1. Availability of Indemnification.

- (a) The corporation shall indemnify any director, officer, other employee or agent who was or is a party to, or is threatened to be made a party to or who is called as a witness in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative including an action by or in the right of the corporation by reason of the fact that he is or was a director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other

enterprise against expenses, including attorneys' fees, judgments, fines and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit or proceeding unless the act or the failure to act giving rise to the claim for indemnification is determined by a court to have constituted willful misconduct or recklessness.

Section 2. Extent of Indemnification.

- (a) The indemnification and advancement of expenses provided by, or granted pursuant to, this Article X shall not be deemed exclusive or any other rights to which those seeking indemnification or advancement of expenses may be entitled under any by-law, agreement, contract, vote of shareholders or disinterested directors or pursuant to the direction, howsoever embodied, of any court of competent jurisdiction or otherwise both as to action in his official capacity and as to action in another capacity while holding such office. It is the policy of the corporation that indemnification of and advancement of expenses to directors, officers, employees and other agents of the corporation shall be made to the fullest extent permitted by law. To this end, the provisions of this Article X shall be deemed to have been amended for the benefit of directors, officers, employees and other agents of the corporation effective immediately upon any modification of the General Corporation Law of the State of Delaware (the "GCL") which expands or enlarges the power or obligation of corporations organized under the GCL to indemnify or advance expenses to directors, officers, employees and other agents of the corporation.

Section 3. Promise to Repay Corporation.

- (a) The corporation shall pay expenses incurred by an officer, director or other employee or agent in defending a civil or criminal action, suit or proceeding in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount if it shall ultimately be determined that he is not entitled to be indemnified by the corporation.

Section 4. Duration of Right to Indemnification.

- (a) The indemnification and advancement of expenses provided by or granted pursuant to this Article X shall, unless otherwise provided when authorized or ratified, continue as to a person who has ceased to be a director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such person.

Section 5. Indemnification Fund.

- (a) The corporation shall have the authority to create a fund of any nature, which may, but need not, be under the control of a director, or otherwise secure or insure in any manner its indemnification obligations, whether arising under these bylaws or otherwise. The authority granted by this Section 5 shall be exercised by the Board of Directors of the corporation.

Section 6. Contract for Indemnification.

- (a) A contract shall be deemed to exist between the corporation and each director and officer of the corporation with respect to indemnification and advancement of expenses as provided by this Article X and as otherwise provided by applicable law.

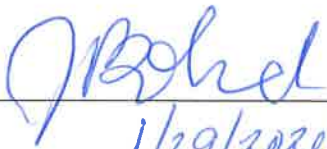
Section 7. In General.

- (a) The provisions of this Article X shall not be deemed to preclude the indemnification of, or advancement of expenses to, any person who is not specified in Section 1 of this Article X but whom the corporation has the power or obligation to indemnify or to advance expenses for under the provisions of the GCL or otherwise.

**ARTICLE XI – DISSOLUTION**

(a) In the event of the dissolution and final liquidation of the corporation, none of the property of the corporation nor any of the proceeds thereof shall be distributed to or divided among any of the Directors of the corporation or inure to the benefit of any individual. After all liabilities and obligations of the corporation have been paid, satisfied, and discharged or adequate provision has been made therefore, all remaining property and assets of the corporation shall be distributed to one or more non-profit organizations which meet the following criteria:

- such organizations shall be organized and operated exclusively for charitable, scientific, research, or educational purposes;
- transfers of property to such organization shall, to the extent then permitted under the statutes of the United States, be exempt from Federal gift, succession, inheritance, estate or death taxes (by whatever name called);
- such organization shall be exempt from Federal income taxes by reason of section 501(c)(3) of the Internal Revenue Code of 1954 (or of the corresponding provision of any subsequent Federal tax law).
- The undersigned, Secretary of Charter School, Inc., does hereby certify that the foregoing is a true copy of the by-laws of Charter School, Inc., and that the same are in full force and effect at this date.

, Secretary, Campus Community School Board of Directors  
1/29/2020, Date

## **Appendix 7 - Up-to-date Certificate of Occupancy**

Appendix 7

# Public Occupancy License for

CAMPUS COMMUNITY HIGH SCHOOL  
CHARTER SCHOOL INC  
350 PEAR ST  
DOVER DE 19904

Business name . : CAMPUS COMMUNITY-HIGH SCHOOL  
Location addr . : 350 PEAR ST  
Phone number . : 302-736-0403  
Lic Nbr/Class . : 21-00017877 / SCHOOLS PUBLIC OCCUPANCY  
Control number . : 0016162  
Issue date . . : January 14, 2020  
Expiration date : January 31, 2021

**LICENSE MUST BE DISPLAYED IN PUBLIC VIEW**

# The City of Dover

**15 LOOCKERMAN PLAZA  
DOVER DE 19901**



## **Appendix 8 - Up-to-date Fire Inspection Certificate**

**From:** City of Dover Fire Marshal <noreply+db02c1d91b09ae3b@formstack.com>  
**Sent:** Wednesday, July 22, 2020 10:24 AM  
**To:** Shawn Beecher <shawn.beecher@ccs.k12.de.us>  
**Subject:** Annual Fire and Life Safety Inspection

Submitted at 07/22/20 10:24 AM

<b>DATE/TIME OF INSPECTION:</b>	Jul 22, 2020 09:53 AM
<b>FIRE MARSHAL CONDUCTING INSPECTION:</b>	PHILLIP LEWIS
<b>FIRE MARSHAL EMAIL:</b>	plewis@dover.de.us
<b>BUSINESS NAME:</b>	Campus Community School
<b>OCCUPANCY:</b>	EDUCATIONAL
<b>RESPONSIBLE PERSON:</b>	Shawn Beecher
<b>RESPONSIBLE PERSON EMAIL:</b>	shawn.beecher@ccs.k12.de.us
<b>LOCATION ADDRESS:</b>	350 Pear St Dover, DE 19904
<b>RESPONSIBLE PERSON PHONE NUMBER:</b>	(302) 736-0403
<b>DOES THIS SITE HAVE ANY OF THE FOLLOWING? (CHECK ALL THAT APPLY):</b>	FIRE ALARM SYSTEM FIRE SUPPRESSION SYSTEM

<b>ANNUAL FIRE ALARM INSPECTION DATE:</b>	Aug 2019
<b>FIRE ALARM INSPECTION AGENCY:</b>	ANACONDA PROTECTIVE CONCEPTS
<b>ANNUAL SPRINKLER INSPECTION:</b>	Feb 2020
<b>FIRE SUPPRESSION INSPECTION AGENCY (SPRINKLER):</b>	ANACONDA PROTECTIVE CONCEPTS
<b>ELECTRICAL INSPECTION AGENCY:</b>	FIRST STATE INSPECTION AGENCY
<b>ELECTRICAL INSPECTION:</b>	Sep 07, 2017
<b>ANNUAL FIRE EXTINGUISHER INSPECTION:</b>	Aug 2019
<b>FIRE EXTINGUISHER INSPECTION AGENCY:</b>	ANACONDA PROTECTIVE CONCEPTS
<b>OTHER:</b>	MONTHLY FIRE DRILLS = YES MONTHLY GENERATOR TEST = NOT APPLICABLE
<b>LICENSES:</b>	CITY OF DOVER BUSINESS LICENSE = NOT APPLICABLE CITY OF DOVER PUBLIC OCCUPANCY = LICENSE IS UP TO DATE STATE OF DELAWARE CHILD CARE LICENSING = NOT APPLICABLE STATE OF DELAWARE PROFESSIONAL REGULATION LICENSE = NOT APPLICABLE STATE OF DELAWARE PUBLIC HEALTH = NOT APPLICABLE

**EXTERIOR:**

IS THE STREET ADDRESS POSTED? = YES  
ARE FIRE LANES PROPERLY MARKED? = YES  
IS THE PAINT OR SIGNAGE FOR THE FIRE LANE IN GOOD CONDITION? = YES  
IS THE FIRE DEPARTMENT CONNECTION SIGNAGE LEGIBLE? = YES  
IS THE FIRE DEPARTMENT CONNECTION ACCESSIBLE? = YES  
IS THERE SPRINKLER PROTECTION UNDER OVERHANGS? = NOT APPLICABLE  
IS THE EXTERIOR SPRINKLER ROOM LABELED? = NOT APPLICABLE  
IS THERE IMPACT PROTECTION? = NOT APPLICABLE  
ARE THE FIRE HYDRANTS ON THE PROPERTY FREE OF OBSTRUCTIONS? = YES  
IS THERE A KNOX BOX? = YES  
ARE THE KNOX BOX KEYS UP TO DATE? = YES

**SPRINKLER SYSTEM DETAILS:**

IS THERE 36 INCH CLEARANCE TO THE RISER? = YES  
ARE THE CONTROL VALVES OPEN AND SECURED? = YES  
IS THERE AT LEAST 18 INCHES OF CLEARANCE FROM HEADS TO ANY OBSTRUCTIONS? = YES  
ARE THE SPRINKLER HEADS FREE OF DUST, CORROSION, AND PAINT? = YES  
DO ANY ESCUTCHEONS NEED REPLACEMENT? = YES  
IS THE INTERIOR SPRINKLER ROOM LABELED? = YES

**MEANS OF EGRESS:**

DO FIRE RATED DOORS SELF CLOSE? = YES  
DO FIRE RATED DOORS POSITIVELY

LATCH? = YES  
DO EXIT DOORS HAVE PROPERLY  
INSTALLED PANIC HARDWARE? = YES  
IS THE MEANS OF EGRESS FREE FROM  
OBSTRUCTIONS? = YES  
IS THE EXIT ACCESS (LEADING TO  
THE EXIT) UNOBSTRUCTED? = YES  
IS THE EXIT (DOOR) UNOBSTRUCTED?  
= YES  
IS THE EXIT DISCHARGE (FROM THE  
EXIT TO THE PUBLIC WAY)  
UNOBSTRUCTED? = YES  
IS THERE STORAGE IN ANY  
UNAUTHORIZED AREAS? = YES  
ARE THE FLOORS NUMBERED  
PROPERLY? = NOT APPLICABLE

**ELECTRICAL/LIGHTING:**

DO ALL EXIT LIGHTS WORK? = YES  
DO ALL EMERGENCY LIGHTS WORK?  
= YES  
IS THERE PROPER LIGHTING IN  
EQUIPMENT ROOMS? = YES  
IS THERE 36" CLEARANCE TO ALL  
ELECTRICAL PANELS? = YES  
ARE THERE ANY PENETRATIONS  
GOING THROUGH FIRE RATED  
WALLS/CEILINGS THAT ARE NOT  
PROPERLY SEALED? = NO  
ARE THERE ANY ELECTRICAL  
HAZARDS? = NO

**OTHER INTERIOR ITEMS:**

ARE FIRE EXTINGUISHERS  
ACCESSIBLE? = YES  
ARE THE FIRE EXTINGUISHERS  
PROPERLY MOUNTED? = YES  
DO ALL BATTERY OPERATED SMOKE  
DETECTORS FUNCTION? = NOT  
APPLICABLE  
ARE THERE ANY DECORATIVE  
MATERIAL VIOLATIONS? = YES  
IS THE INSPECTION LOG BEING  
MAINTAINED PROPERLY? = YES  
ARE FLAMMABLES STORED IN RATED

CABINETS? = NOT APPLICABLE  
ARE GAS CYLINDERS PROPERLY  
SECURED? = NOT APPLICABLE  
IS STORAGE ORGANIZED AND  
UNCLUTTERED? = YES  
IS THE RESPONDENT LIST UP TO  
DATE? = YES

**CORRECTIVE ACTION  
REQUIRED::**

1. Remove decorative paper on art door, 115, 116, 122, 170, 134
2. Repair escutcheon in room 115
3. Maintain 18" clearance to sprinkler heads 175

**IS A RE INSPECTION  
REQUIRED?:**

NO

**Signature:**

Direct Link to Image

## **Appendix 9 - Up-to-date Insurance Certificates**



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

9/24/2020

Appendix 9

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).


<b>PRODUCER</b> Clark Baffone and Matthews Ins Agency Inc 100 W. Commons Blvd, Ste 302 New Castle DE 19720	<b>CONTACT NAME:</b> John Pisauro	
	<b>PHONE (A/C, No, Ext):</b> 302-322-2261	<b>FAX (A/C, No):</b> 302-322-8285
<b>E-MAIL ADDRESS:</b> jpisauro@cbmins.com		
<b>INSURER(S) AFFORDING COVERAGE</b>		<b>NAIC #</b>
<b>INSURER A :</b> Philadelphia Indemnity Insurance Company		18058
<b>INSURER B :</b> Western World		
<b>INSURER C :</b>		
<b>INSURER D :</b>		
<b>INSURER E :</b>		
<b>INSURER F :</b>		

**COVERAGES**      **CERTIFICATE NUMBER:** 1226562403      **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR	WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<b>GENERAL LIABILITY</b> <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC			PHPK2006607	7/1/2020	7/1/2021	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COM/OP AGG \$ 2,000,000 \$
A	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS			PHPK2006607	7/1/2020	7/1/2021	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> <b>UMBRELLA LIAB</b> <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			PHUB835844	7/1/2020	7/1/2021	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000 \$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N N/A				<input type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
B	Errors & Omissions			NFP1000369	7/2/2020	7/2/2021	Limit \$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)  
 Sexual / Physical Abuse or Molestation Liability \$1,000,000 / \$3,000,000

<b>CERTIFICATE HOLDER</b>  SAMPLE -If you would like you name here please contact CBM Insurance	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	<b>AUTHORIZED REPRESENTATIVE</b> 

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**Appendix 10 - ERIP Reporting SY18/19 and SY19/20**

**Drills**

More info? Click on a row.

SY18-19 Drills

Name	Type	Coordinator	Date/Time	Status
Fire Drill #1	Fire Drill	Heidi Greene	October 2, 2018, 2:30 pm	Complete
Fire Drill #2	Fire Drill	Heidi Greene	October 29, 2018, 1:05 pm	Complete
Fire Drill #3	Fire Drill	Heidi Greene	November 15, 2018, 2:45 pm	Complete
Fire Drill #4	Fire Drill	Heidi Greene	December 3, 2018, 2:30 pm	Complete
Fire Drill #5	Fire Drill	Heidi Greene	January 11, 2019, 2:15 pm	Complete
Fire Drill #6	Fire Drill	Heidi Greene	February 6, 2019, 2:30 pm	Complete
Fire Drill #7	Fire Drill	Heidi Greene	March 14, 2019, 9:30 am	Complete
Fire Drill #8	Fire Drill	Heidi Greene	April 30, 2019, 8:45 am	Complete
Fire Drill #9	Fire Drill	Heidi Greene	May 15, 2019, 9:15 am	Complete
Intruder Drill	Lockdown/Intruder Drill	Leroy Travers	October 24, 2018, 8:10 am	Complete
Intruder Drill Spring	Lockdown/Intruder Drill	Heidi Greene	April 17, 2019, 2:30 pm	Complete
Spring Bus Evacuation	Bus Evacuation Drill	Heidi Greene	April 8, 2019, 7:30 am	Complete
Tabletop 10-24	Tabletop Exercise	Leroy Travers	October 24, 2018, 8:30 am	Complete

## Drills

More Info! Click on a row.

+ Add New Drill

Drill Type

View All

Select Archive to view

SY19-20 Drills

Manage Archives

Q

Show 10 entries

Name	Type	Coordinator	Date/Time	Status
Fall Bus Evac Drill	Bus Evacuation Drill	Heidi Greene	November 4, 2019, 7:45 am	Complete
Fire Drill 1 - 2019/20	Fire Drill	Heidi Greene	September 13, 2019, 9:30 am	Complete
Fire Drill 2 - 2019/20	Fire Drill	Heidi Greene	September 20, 2019, 9:30 am	Complete
Fire Drill 3 - 2019/20	Fire Drill	Heidi Greene	October 23, 2019, 2:30 pm	Complete
Fire Drill 4 - 2019/20	Fire Drill	Heidi Greene	November 20, 2019, 1:00 pm	Complete
Fire Drill 5 2019-20	Fire Drill	Heidi Greene	January 10, 2020, 10:40 am	Complete
Fire Drill 6 19/20	Fire Drill	Heidi Greene	February 10, 2020, 1:10 pm	Complete
Lock Down 1 - 2019/20	Lockdown/Intruder Drill	Heidi Greene	October 16, 2019, 10:00 am	Complete
School Safety Team	Other Table Top	Heidi Greene	August 1, 2019, 9:30 am	Complete

Showing 1 to 9 of 9 entries

**Appendix 11 - Summary of Findings from Independent Audits**

## Campus Community School

### Appendix 11

Campus Community School has not had any finding associated with our annual independent audits which have been performed over the last five years.

**Appendix 12 - Final Fiscal Year 2020 Revenue and Expenditure Budget  
Report**

Appendix 12  
Page 1 of 2

SUMMARY FY 2020 REVENUE BUDGET  
Unrestricted Funds (State and Local)

As Of June 30, 2020

Campus Community Charter School  
Board Approved June 2019

	Bd Approved FY 2020 Budget	Receipt To Date 6/30/2020	% Received	Anticipated remaining Receipts
STATE FUNDS				
1 Operations (05213)	\$3,752,379	\$3,752,379	100.0%	\$0
2 Minor Cap (50022)	\$0	\$0	0.0%	\$0
3 Other State Funds (Type 01)	\$0	\$0	0.0%	\$0
Total State Funds	\$3,752,379	\$3,752,379	100.0%	\$0
LOCAL FUNDS (Include Food Services)	\$755,038	\$755,038	100.0%	\$0
FEDERAL FUNDS (Current FY Only)	\$343,983	\$205,228	59.7%	\$138,755
All Funds Total	\$4,851,400	\$4,712,645	97.14%	\$138,755

SUMMARY FY 2020 EXPENSE BUDGET  
Unrestricted Funds (State and Local)

Campus Community Charter School  
Board Approved June 2019

Operating Budget	Bd Approved FY 2020 Budget	Encumbrance	Expenditures as of 6/30/2020	Remaining Balance
0 Salaries and Benefits	\$2,850,722		\$2,850,722	\$0
2 Utilities	\$91,032		\$91,032	\$0
3 Facility--Bonds	\$335,498		\$335,498	\$0
4 Facility--Mortgage	\$0		\$0	\$0
5 Transportation	\$253,034		\$253,034	\$0
6 Contractor--Educational	\$164,015		\$164,015	\$0
7 Contractor--Food Services	\$102,005		\$102,005	\$0
8 Management Company	\$0		\$0	\$0
9 Textbooks and Instructional Supplies	\$88,358		\$88,358	\$0
10 Building Maintenance & Custodial Serv.	\$113		\$113	\$0
11 Capital -Land/ Furniture & Equipment	\$64,972		\$64,972	\$0
12 Other Expenses	\$68,015		\$68,015.40	\$0
13 Contingency	\$0		\$0	\$0
<b>Total Operating Budget</b>	<b>\$4,017,766</b>		<b>\$4,017,766</b>	<b>\$0</b>
State Grant Funding (Charter School Perf. Grant)	\$0		\$0	\$0
Federal Expenses (current year)	\$343,983		\$205,228	\$138,755
<b>All Funds Total</b>	<b>\$4,361,749</b>		<b>\$4,222,994</b>	<b>\$138,755</b>



**Appendix 13 - Approved Preliminary Fiscal Year 2021 Budget**

Appendix 13

Page 1 of 2

**PRELIMINARY 2020-2021 REVENUE BUDGET.**

Unrestricted Funds (State and Local)

Campus Community Charter School

Board Approved 6/22/20

	Bd Approved FY 2021 Budget	Receipt To Date	% Received	Anticipated remaining Recipets
STATE FUNDS				
1 Operations (05213)	3,779,100.00	0.00	0.0%	3,779,100.00
2 Minor Cap (50022)	0.00	0.00	100.0%	0.00
3 Other State Funds (Type 01)	0.00	0.00	100.0%	0.00
Total State Funds	3,779,100.00	0.00	0.0%	3,779,100.00
LOCAL FUNDS (Include Food Services)	814,478.91	0.00	0.0%	814,478.91
FEDERAL FUNDS (Current FY Only) To Be Determined	0.00	0.00	0.0%	0.00
All Funds Total	4,593,578.91	0.00	0.0%	4,593,578.91

PRELIMINARY 2020-2021 EXPENSE BUDGET  
Unrestricted Funds (State and Local)

Campus Community Charter School  
Board Approved 6/22/2020

Operating Budget					Remaining
Description	Bd Approved FY 2020 Budget	Encumbrance	Expenditures	Balance	
0 Salaries and Benefits	2,995,851.55			2,995,851.55	
2 Utilities	85,000.00			85,000.00	
3 Facility--Bonds	335,497.88			335,497.88	
4 Facility--Mortgage	0.00			0.00	
5 Transportation	252,750.00			252,750.00	
6 Contractor--Educational	109,400.00			109,400.00	
7 Contractor--Food Services	101,664.00			101,664.00	
8 Management Company	0.00			0.00	
9 Textbooks and Instructional Supplies	85,000.00			85,000.00	
10 Building Maintenance and Custodial Services	12,000.00			12,000.00	
11 Capital -Land/ Furniture & Equipment	20,000.00			20,000.00	
12 Other Expenses	363,624.60			363,624.60	
13 Contingency	91,871.58			91,871.58	
Total Operating Budget	4,452,659.61	0.00	0.00	4,452,659.61	
State Grant Funding (Charter School Performa	0.00	0.00	0.00	0.00	0.00
Federal Expenses (current year)	0.00	0.00		0.00	0.00
To be determined					
All Funds Total	4,452,659.61	0.00	0.00	4,452,659.61	

**Appendix 14 - Fiscal Year 2020 Audited Financial Statements (Updated)**



WHISMAN GIORDANO  
CERTIFIED PUBLIC ACCOUNTANTS

Building Extraordinary Relationships

Report of Independent Auditor

**CAMPUS COMMUNITY SCHOOL**  
[A Component Unit of the State of Delaware]  
Dover, Delaware

Years Ended June 30, 2020 and 2019

**CAMPUS COMMUNITY SCHOOL**  
[A Component Unit of the State of Delaware]

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**WHISMAN GIORDANO**  
CERTIFIED PUBLIC ACCOUNTANTS

Building Extraordinary Relationships

**Report of Independent Auditor**

To Members of the School Board  
**Campus Community School**  
Dover, Delaware

**Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Campus Community School [the "School"], Dover, Delaware [a component unit of the State of Delaware] as of and for the years ended June 30, 2020 and 2019, and the related notes to the financial statements, which collectively comprise Campus Community School's basic financial statements as listed in the table of contents.

**Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**

Our responsibility is to express opinions on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

**Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Campus Community School as of June 30, 2020 and 2019, and the respective changes in financial position for the years then ended in accordance with accounting principles generally accepted in the United States of America.

**Other Matters**

Required Supplementary Information

Accounting principles generally accepted in the United States of America require a schedule of budgetary comparison information, a schedule of proportionate share of net pension and OPEB liabilities, and a schedule of pension and OPEB contributions, reflected on pages 27 to 31, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The School has omitted the management's discussion and analysis section that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by this missing information.

Other Supplementary Information

Our audits were conducted for the purpose of forming opinions on the financial statements that collectively comprise Campus Community School's basic financial statements. The supplementary information, reflected on pages 32 and 33, is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information reflected on pages 32 and 33 is fairly stated in all material respects in relation to the basic financial statements as a whole.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated September 29, 2020 on our consideration of Campus Community School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and in considering Campus Community School's internal control over financial reporting and compliance.

**Restriction on Use**

Our report is intended solely for the information and use of management, the Finance Committee, the School Board, others within the School, Delaware Department of Education, Office of the Governor, Office of the Controller General, Office of the Attorney General, Office of Management and Budget, Secretary of Finance, Office of Auditor of Accounts, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than the specified parties. However, this report is a public record, and its distribution is not limited.

*Whisman Giordano & Associates, LLC*

Newark, Delaware  
September 29, 2020



## **Basic Financial Statements Section**

**CAMPUS COMMUNITY SCHOOL**  
**STATEMENTS OF NET POSITION**  
As of June 30, 2020 and 2019

	Governmental Activities	
	2020	2019
<b>ASSETS</b>		
<b>Current assets:</b>		
Cash and equivalents	\$ 1,337,993	\$ 1,159,288
Receivables, net of allowance:		
Students	3,253	10,103
Cash held by fiscal agent:		
Debt service for subsequent year	65,876	64,412
Due from other governments	53,657	30,604
<b>Total current assets</b>	<b>1,460,779</b>	<b>1,264,407</b>
<b>Noncurrent assets:</b>		
Cash held by fiscal agent:		
Debt service reserves	357,479	352,463
Replacement reserves	90,964	89,611
Capital assets, net of accumulated depreciation:		
Nondepreciable	150,000	158,000
Depreciable	3,976,731	4,135,781
<b>Total noncurrent assets</b>	<b>4,575,174</b>	<b>4,735,855</b>
<b>TOTAL ASSETS</b>	<b>6,035,953</b>	<b>6,000,262</b>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>		
Deferred contributions and changes in portion related to pension activity	242,057	525,405
Deferred contributions related to other postemployment benefits	752,064	609,093
<b>Total deferred outflows of resources</b>	<b>994,121</b>	<b>1,134,498</b>
<b>LIABILITIES</b>		
<b>Current liabilities:</b>		
Accounts payable	5,430	286,609
Accrued salaries and related costs	403,080	418,846
Compensated absences liability, current portion	-	-
Revenue bond payable, current portion	100,000	95,000
<b>Total current liabilities</b>	<b>508,510</b>	<b>800,455</b>
<b>Noncurrent liabilities:</b>		
Compensated absences liability, net of current portion	78,369	67,473
Net pension liability	1,453,428	1,333,515
Net other postemployment benefits liability	7,241,397	8,262,682
Revenue bond payable, net of current portion	3,110,000	3,210,000
<b>Total noncurrent liabilities</b>	<b>11,883,194</b>	<b>12,873,670</b>
<b>TOTAL LIABILITIES</b>	<b>12,391,704</b>	<b>13,674,125</b>
<b>DEFERRED INFLOWS OF RESOURCES</b>		
Deferred investment earnings related to pension activity	164,229	148,525
Deferred postemployment benefits	1,678,794	1,277,224
<b>Total deferred inflows of resources</b>	<b>1,843,023</b>	<b>1,425,749</b>
<b>NET POSITION (LIABILITY)</b>		
Net investment in capital assets	916,731	988,781
Restricted for:		
Specific programs	480	480
Educational commitment	28,858	28,858
Debt service for subsequent year	65,876	64,412
Debt service for reserves	357,479	352,463
Replacement reserves	90,964	89,611
Unrestricted	878,686	397,729
Pension and postemployment commitment	(9,543,727)	(9,887,448)
<b>TOTAL NET POSITION (LIABILITY)</b>	<b>\$(7,204,653)</b>	<b>\$(7,965,114)</b>

The accompanying notes are an integral part of the basic financial statements

**CAMPUS COMMUNITY SCHOOL**  
**STATEMENT OF ACTIVITIES**  
Year Ended June 30, 2020

Functions	Expenses	Program Revenue		Net (Expense) Revenue & Changes in Net Position
		Charges for Services	Grants and Contributions Operating      Capital	
<b>GOVERNMENTAL ACTIVITIES</b>				
Instructional services	\$3,234,775	\$ 3,868	\$ 667,649	\$ -
Supporting services:				
Operations and maintenance of facilities	153,029	-	-	-
Transportation	252,794	-	403,014	-
Food services	142,461	184	110,518	-
Interest on long-term debt	240,575	-	-	-
Depreciation-unallocated	177,760	-	-	-
<b>TOTAL GOVERNMENTAL ACTIVITIES</b>	<b>\$4,201,394</b>	<b>\$ 4,052</b>	<b>\$1,181,181</b>	<b>\$ -</b>
<b>GENERAL REVENUES AND TRANSFERS</b>				
				607,899
Charges to school districts				3,131,439
State funding not restricted to specific purposes				34,879
Earnings on cash and equivalents				2,405
Miscellaneous revenues				-
Legal settlement and related costs				-
<b>Total general revenues and transfers</b>				<b>3,776,622</b>
<b>CHANGE IN NET POSITION</b>				<b>760,461</b>
<b>NET POSITION (LIABILITY)</b>				
Beginning of year				(7,965,114)
End of year				<b>\$ (7,204,653)</b>

The accompanying notes are an integral part of the basic financial statements

**CAMPUS COMMUNITY SCHOOL**  
**STATEMENT OF ACTIVITIES**  
Year Ended June 30, 2019

Functions	Expenses	Program Revenue		Net (Expense) Revenue & Changes in Net Position
		Charges for Services	Grants and Contributions Operating Capital	
<b>GOVERNMENTAL ACTIVITIES</b>				
Instructional services	\$3,780,396	\$ 33,103	\$ 423,825	\$ -
Supporting services:				
Operations and maintenance of facilities	170,108	-	-	-
Transportation	214,946	-	347,168	-
Food services	122,067	32,709	110,008	-
Interest on long-term debt	245,750	-	-	-
Depreciation-unallocated	171,912	-	-	-
<b>TOTAL GOVERNMENTAL ACTIVITIES</b>	<b>\$4,705,179</b>	<b>\$ 65,812</b>	<b>\$ 881,001</b>	<b>\$ -</b>
<b>GENERAL REVENUES AND TRANSFERS</b>				
				536,716
Charges to school districts				3,004,729
State funding not restricted to specific purposes				35,860
Earnings on cash and equivalents				5,510
Miscellaneous revenues				(633,428)
Legal settlement and related costs				
<b>Total general revenues and transfers</b>				<b>2,949,387</b>
<b>CHANGE IN NET POSITION (LIABILITY)</b>				<b>(808,979)</b>
<b>NET POSITION (LIABILITY)</b>				
Beginning of year				(7,156,135)
End of year				<b>\$ (7,965,114)</b>

The accompanying notes are an integral part of the basic financial statements

**CAMPUS COMMUNITY SCHOOL**  
BALANCE SHEETS-GOVERNMENTAL FUNDS  
As of June 30, 2020 and 2019

	Governmental Funds					
	2020			2019		
	General Fund	Debt Service Fund	Totals	General Fund	Debt Service Fund	Totals
<b>ASSETS</b>						
Cash and equivalents	\$ 1,337,993	\$ -	\$ 1,337,993	\$ 1,159,288	\$ -	\$ 1,159,288
Receivables, net of allowance:						
Students	3,253	-	3,253	10,103	-	10,103
Cash held by fiscal agent:						
Debt service for subsequent year	-	65,876	65,876	-	64,412	64,412
Debt service reserves	-	357,479	357,479	-	352,463	352,463
Replacement reserves	-	90,964	90,964	-	89,611	89,611
Due from other governments	53,657	-	53,657	30,604	-	30,604
<b>TOTAL ASSETS</b>	<b>\$ 1,394,903</b>	<b>\$ 514,319</b>	<b>\$ 1,909,222</b>	<b>\$ 1,199,995</b>	<b>\$ 506,486</b>	<b>\$ 1,706,481</b>
<b>LIABILITIES</b>						
Accounts payable	\$ 5,430	\$ -	\$ 5,430	\$ 286,609	\$ -	\$ 286,609
Accrued salaries and related costs	403,080	-	403,080	418,846	-	418,846
<b>Total liabilities</b>	<b>408,510</b>	<b>-</b>	<b>408,510</b>	<b>705,455</b>	<b>-</b>	<b>705,455</b>
<b>FUND BALANCES</b>						
Restricted for:						
Specific programs	480	-	480	480	-	480
Educational commitment	28,858	-	28,858	28,858	-	28,858
Debt service	-	423,355	423,355	-	416,875	416,875
Replacement reserves	-	90,964	90,964	-	89,611	89,611
Unassigned	957,055	-	957,055	465,202	-	465,202
<b>Total fund balances</b>	<b>986,393</b>	<b>514,319</b>	<b>1,500,712</b>	<b>494,540</b>	<b>506,486</b>	<b>1,001,026</b>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<b>\$ 1,394,903</b>	<b>\$ 514,319</b>	<b>\$ 1,909,222</b>	<b>\$ 1,199,995</b>	<b>\$ 506,486</b>	<b>\$ 1,706,481</b>

The accompanying notes are an integral part of the basic financial statements

**CAMPUS COMMUNITY SCHOOL**

## RECONCILIATION OF THE BALANCE SHEETS OF GOVERNMENTAL FUNDS

## TO THE STATEMENTS OF NET POSITION

As of June 30, 2020 and 2019

	Governmental Funds	
	2020	2019
Amounts reported for governmental activities in the statements of net position are different because:		
<b>Fund balances-Total governmental funds</b>	<b>\$ 1,500,712</b>	<b>\$ 1,001,026</b>
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the fund financial statements. At June 30, 2020 and 2019, the total cost of capital assets is \$7,126,717 and \$7,116,007 and the related accumulated depreciation is \$2,999,986 and \$2,822,226, respectively.	4,126,731	4,293,781
Compensated absences are not due and payable for the period reported, and, are therefore not reported in the fund financial statements.	(78,369)	(67,473)
Bond payable is not due and payable in the period reported; therefore, the bond payable is not reported in the fund financial statements.	(3,210,000)	(3,305,000)
Some liabilities, including net pension and net OPEB obligations, are not due and payable in the periods reported and, are therefore not reported in the fund financial statements:		
Net pension liability	(1,453,428)	(1,333,515)
Net other postemployment benefits [OPEB] liability	(7,241,397)	(8,262,682)
Deferred outflows and inflows or resources related to pension and OPEB activities are applicable to future periods and, are therefore not reported in the fund financial statements:		
Deferred outflows of resources related to pension activity of \$242,057 and \$525,405 consist of \$12,507 and \$296,240 of deferred outflows of resources pension expense and \$229,550 and \$229,165 of deferred outflows of the 2020 and 2019 employer contributions related to the pension, respectively.	242,057	525,405
Deferred inflows of resources related to pension activity.	(164,229)	(148,525)
Deferred outflows of resources related to OPEB activity consisting of 2020 and 2019 employer OPEB contributions, respectively.	752,064	609,093
Deferred inflows of resources related to OPEB activity	(1,678,794)	(1,277,224)
<b>Net position (liability)-Governmental activities</b>	<b>\$ (7,204,653)</b>	<b>\$ (7,965,114)</b>

The accompanying notes are an integral part of the basic financial statements

**CAMPUS COMMUNITY SCHOOL**

STATEMENTS OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES-GOVERNMENTAL FUNDS

Years Ended June 30, 2020 and 2019

	Governmental Funds					
	2020			2019		
	General Fund	Debt Service Fund	Totals	General Fund	Debt Service Fund	Totals
<b>REVENUES</b>						
Charges to school districts	\$ 607,899	\$ -	\$ 607,899	\$ 536,716	\$ -	\$ 536,716
State funding	3,752,379	-	3,752,379	3,526,944	-	3,526,944
Federal funding	559,727	-	559,727	356,920	-	356,920
Earnings on cash and equivalents	26,969	7,910	34,879	23,314	12,546	35,860
Food services fees	184	-	184	32,709	-	32,709
Program services fees	3,868	-	3,868	33,103	-	33,103
Contributions	514	-	514	1,866	-	1,866
Miscellaneous revenues	2,405	-	2,405	5,510	-	5,510
<b>Total revenues</b>	<b>4,953,945</b>	<b>7,910</b>	<b>4,961,855</b>	<b>4,517,082</b>	<b>12,546</b>	<b>4,529,628</b>
<b>EXPENDITURES</b>						
Current:						
Instructional services	3,526,950	-	3,526,950	3,657,510	-	3,657,510
Supporting services:						
Operation and maintenance of facilities	153,029	-	153,029	170,108	-	170,108
Transportation	252,794	-	252,794	214,946	-	214,946
Food services	142,461	-	142,461	122,067	-	122,067
Capital outlay	51,360	-	51,360	44,663	-	44,663
Debt service:						
Principal	-	95,000	95,000	-	90,000	90,000
Interest	-	240,575	240,575	-	245,750	245,750
<b>Total expenditures</b>	<b>4,126,594</b>	<b>335,575</b>	<b>4,462,169</b>	<b>4,209,294</b>	<b>335,750</b>	<b>4,545,044</b>
<b>EXCESS (DEFICIT) REVENUES OVER EXPENDITURES</b>	<b>827,351</b>	<b>(327,665)</b>	<b>499,686</b>	<b>307,788</b>	<b>(323,204)</b>	<b>(15,416)</b>
<b>OTHER FINANCING SOURCES (USES)</b>						
Operating transfers	(335,498)	335,498	-	(335,721)	335,721	-
Replacement reserves transfers	-	-	-	52,802	(52,802)	-
Legal settlement and related costs	-	-	-	(633,428)	-	(633,428)
<b>Total other financing source (uses)</b>	<b>(335,498)</b>	<b>335,498</b>	<b>-</b>	<b>(916,347)</b>	<b>282,919</b>	<b>(633,428)</b>
<b>NET CHANGE IN FUND BALANCES</b>	<b>491,853</b>	<b>7,833</b>	<b>499,686</b>	<b>(608,559)</b>	<b>(40,285)</b>	<b>(648,844)</b>
<b>FUND BALANCES</b>						
Beginning of year	494,540	506,486	1,001,026	1,103,099	546,771	1,649,870
End of year	\$ 986,393	\$ 514,319	\$ 1,500,712	\$ 494,540	\$ 506,486	\$ 1,001,026

The accompanying notes are an integral part of the basic financial statements

**CAMPUS COMMUNITY SCHOOL**

## RECONCILIATION OF THE STATEMENTS OF REVENUES, EXPENDITURES AND

## CHANGE IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENTS OF ACTIVITIES

Years Ended June 30, 2020 and 2019

	Governmental Funds			
	2020	2019		
Amounts reported for governmental activities in the statements of activities are different because:				
<b>Net change in fund balances-Total governmental funds</b>	\$ 499,686	\$ (648,844)		
<p>In the financial statements of the governmental funds, capital outlay is reported as an expenditure. However, in the government-wide statement of activities, assets with an initial, individual cost of \$5,000 [land improvement \$10,000] or more are capitalized and the cost is allocated over the estimated useful lives of the capital assets and reported as depreciation expense. The following table reflects the amount by which depreciation expense either exceeds or is less than capital outlay capitalized as capital assets for the period presented.</p>				
	2020	2019		
Capital assets	\$ 10,710	\$ 37,350		
Depreciation expense	(177,760)	(171,912)	(167,050)	(134,562)
<p>In the government-wide statement of activities, certain operating expenses such as compensated absences [vacation] are measured by the amounts earned during the period. In the governmental funds, however, expenditures for these items are measured by the amount of the financial resources used [essentially, amounts actually paid]. The compensated absences liability (increased) or decreased for the period presented.</p>				
			(10,896)	22,431
<p>Governmental funds report bond proceeds as an other financing source, while repayment of bond principal is reported as an expenditure. Also, the governmental funds report the effect of issuance costs when debt is first issued, whereas these amounts are deferred and amortized in the statement of activities. Interest is recognized as an expenditure in the governmental funds when it is due; and in the statement of activities, interest is recognized as an expense as it accrues, regardless of when due.</p>				
			95,000	90,000
<p>Governmental funds report pension and OPEB contributions as expenditures. However, in the statement of activities, the cost of pension and OPEB benefits earned net of contributions is reported as an expense.</p>				
	2020	2019		
School contributions	\$ 469,394	\$ 457,528		
Cost of benefits earned net of contributions (expense)	(125,673)	(595,532)	343,721	(138,004)
<b>Change in net position-Governmental activities</b>	\$ 760,461	\$ (808,979)		

The accompanying notes are an integral part of the basic financial statements



**CAMPUS COMMUNITY SCHOOL**  
STATEMENTS OF FIDUCIARY NET POSITION-AGENCY FUND  
As of June 30, 2020 and 2019

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	Student Activities Fund	
	2020	2019
<b>ASSETS</b>		
Cash and equivalents	\$ 27,556	\$ 25,715
<b>LIABILITIES</b>		
Due to student and other groups	\$ 27,556	\$ 25,715

The accompanying notes are an integral part of the basic financial statements

**NOTE 1 - NATURE OF THE GOVERNMENT**

Campus Community School, located within the City limits of Dover, Delaware, is organized under Title 14, Chapter 5 of the State of Delaware Code. The Charter School Law grants authority for independent public schools to be created for the purpose of increasing choices for parents of public-school students and increasing academic performance. A charter school operates as an independent public school governed by a Board of Directors. In Delaware, charter schools have the same basic standing as a school district with some exceptions - most notably, they cannot levy taxes. To encourage innovation, charter schools operate free from many State laws and regulations. Charter schools are funded similarly to other public schools in that state and local funds are allocated for each enrolled student. State funds are not provided for charter school facilities. Charter schools may charge for selected additional services consistent with those permitted by the school districts. Because charter schools receive local, state, and federal funding, they may not charge tuition.

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The financial statements of Campus Community School [the School] have been prepared in conformity with U.S. generally accepted accounting principles as applied to local governmental units. The GASB [Governmental Accounting Standards Board] is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the School are as follows:

Reporting Entity

The School is the primary government and is considered a component unit of the State of Delaware. A component unit, although a legally separate entity, is, in substance, part of the operations of the State of Delaware. The School has no component units for which it is considered responsible or financially accountable.

Government-Wide and Fund Financial Statements

The government-wide financial statements [statement of net position and statement of activities] report financial information on all the nonfiduciary activities of the School. For the most part, the effects of interfund activity have been removed from the financial statements.

The statement of activities demonstrates the degree to which the direct expenses of a given program are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific program. Program revenues include charges to students or other third parties who purchase or directly benefit from the goods and services provided, and grants and contributions that are restricted to meeting the operating or capital requirements of a function.

Separate financial statements are provided for governmental funds and fiduciary fund, even though the fiduciary fund is excluded from the government-wide financial statements. Major governmental funds are reported as separate columns in fund financial statements.

Measurement Focus, Accounting Basis, and Financial Statement Presentation

The **government-wide financial statements** are reported using the *economic resources measurement focus* and the *accrual basis of accounting*, as are the financial statements of the fiduciary fund. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Charges to school districts are recognized as revenues in the year for which they are billed. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider are met.

The **governmental fund financial statements** are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized as soon as they are both measurable and available. Revenues are considered available when they are collectible within the current year or soon enough thereafter to pay liabilities of the current year. For this purpose, the School generally considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Expenditures generally are recorded when a liability is incurred, as under the accrual basis of accounting. However, debt service expenditures, as well as expenditures related to compensated absences, early retirement, and postemployment healthcare benefits, are recorded only when payment is due.

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** [continued]

Measurement Focus, Accounting Basis, and Financial Statement Presentation [continued]

Charges to school districts, grants, contributions, and interest earned associated with the fiscal year are all considered to be susceptible to accrual and so have been recognized as revenues of the fiscal year. Generally, all other revenue items are considered measurable and available only when the School receives cash.

The School reports the following major governmental funds:

- The **general fund** is the School's primary operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund.
- The **debt service fund** is maintained to accumulate resources for the payment of interest and principal on long-term general obligation debt and the accumulation of replacement reserves for building maintenance.

Additionally, the School reports the following fund type:

- The **student activities agency fund** [a fiduciary fund] accounts for assets held on behalf of student groups. Since the agency fund is custodial in nature, the fund does not present results of operations.

Amounts reported as program revenues include 1) charges to students for special fees, materials, supplies, or services provided, 2) operating grants and contributions, and 3) capital grants and contributions. Internally dedicated resources are reported as general revenues rather than as program revenues.

Cash and Equivalents

The School considers cash and equivalents as cash held on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

Cash Held by Fiscal Agent

Cash held by fiscal agent represents funds set aside by the School to honor the trust indenture and bond agreement.

Interfund Balances

Activities between funds that are representative of lending arrangements outstanding at the end of the fiscal year are referred to as either "interfund balances" [current portion] or "interfund advances" [noncurrent]. The School has no such activities for the year presented.

Advances between the funds reported in the fund financial statements, when present, are offset by assigned fund balances in the governmental funds to indicate that the advances are not available for appropriation and are not expendable available financial resources.

Prepayments and Other Assets

Payments made to vendors for services [e.g., insurance, rents, etc.] that will benefit periods beyond the current period are recorded as prepayments and other assets using the consumption method by recording an asset for the prepaid amount and reflecting the expenditure/expense in the period in which services are consumed. At the fund reporting level, an equal amount of fund balance is classified as non-spendable, as the amount is not available for appropriation.

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** [continued]

Capital Assets

Capital assets, which include a building and improvements, and furniture and equipment, are reported in the government-wide financial statements. The School defines a capital asset as an asset with an initial, individual cost of \$5,000 [land improvement \$10,000] or more and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated cost if purchased or constructed. Donated capital assets are recorded at estimated fair value as of the date of donation. The cost of normal maintenance and repairs that do not add to the value or materially extend the life of an asset is not capitalized. Major outlays for capital assets are capitalized as projects are constructed; however, interest cost incurred during construction is not capitalized.

Building and improvements, and furniture and equipment are depreciated using the straight-line method over their estimated useful lives ranging between 5 to 40 years.

Compensated Absences Policy

Vacation pay, plus related payroll taxes, is accrued when incurred in the government-wide financial statements. However, in the governmental funds, a liability is reported when the amount has matured, for example, an employee's resignation or retirement.

**Vacation**-Twelve-month employees can accumulate up to 42 days of vacation. Days in excess of 42 days are dropped as of July 1 of each year. Employees are paid for unused vacation meeting the criteria upon termination, retirement, etc. at the current rate of pay.

**Sick Leave**-Sick leave is earned as follows: 10 days for ten-month employees, 11 days for eleven-month employees, and 12 days for twelve-month employees. Unused sick days shall be accumulated to the employee's credit without limit. The compensation for accumulated sick days is paid when an employee [a] qualifies and applies for State pension is paid at a rate of 50% of the per diem rate of pay not to exceed 90 days or [b] at death, payment is made to the employee's estate at a rate of one day's pay for each day of unused sick leave not to exceed 90 days.

Long-term Obligations

In the government-wide financial statements, long-term debt is reported as a liability. When present, the bond premiums and discounts are deferred and amortized over the life of the bond using the effective interest rate method.

In the fund financial statements, the governmental fund types recognize bond premiums and discounts during the current period. The face amount of the debt issued is reported as other financing sources, and premiums received or discounts paid on the debt issuance are reported as other financing sources and uses. Issuance costs, whether withheld or not from the actual debt proceeds received, are reported as debt service expenditures, except for refunding paid from the issuance proceeds which are reported as other financing sources.

Deferred Outflows and Inflows of Resources

In addition to assets, the statement of net position reports a separate section for deferred outflows of resources. Deferred outflows of resources represent a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources [expense/expenditure] until that period. The School has two items that qualify for reporting in this category. The first item is deferred contributions and changes in proportion related to the School's pension activity, and the other item refers to its OPEB activity. The amounts are reported in the statement of net position and deferred and amortized over periods of five to six years.

In addition to liabilities, the statement of net position reports a separate section for deferred inflows of resources. Deferred inflows of resources represent an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources [revenue] until that time. The School has two items that qualify for reporting in this category: the first item is deferred investment earnings related to pension activity and the other item relates to OPEB activity. These items are reported only in the statement of net position. These amounts are deferred and recognized as an inflow from resources in the period that the amounts become available.

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** [continued]

Encumbrance Accounting

Encumbrance accounting is employed by the governmental funds of the School. Encumbrances [e.g., purchase orders and contracts] outstanding at the year-end are reported as reservations of fund balances and do not constitute expenditures or liabilities because the commitments are re-appropriated and honored during the subsequent year. At June 30, 2020 and 2019, the School has no encumbrances outstanding.

Net Position and Fund Equity

The net position, in the government-wide financial statements, is reported in three categories: net position invested in capital assets, net of related debt; restricted net position; and unrestricted net position. The net position invested in capital assets represents the capital assets less accumulated depreciation less outstanding principal of the related debt. The net position invested in capital assets does not include any unspent proceeds of capital debt. The restricted net position represents net assets restricted by parties outside of the School [such as creditors, grantors, contributors, laws, and regulations of other governments] and includes unspent awards not considered refundable advances. All other net position is considered unrestricted.

The School follows the requirements of GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions* for its governmental funds. Under the GASB Statement, fund balances are required to be reported according to the following classifications:

- **Non-spendable fund balance**-Includes amounts that cannot be spent because they are either not in spendable form, or, for legal or contractual reasons, must be kept intact. This classification includes prepaid amounts, inventories, assets held for sale, and long-term receivables.
- **Restricted fund balance**-Constraints placed on the use of these amounts are either externally imposed by creditors [such as debt covenants], grantors, contributors, or other governments; or imposed by law through constitutional provisions or enabling legislation.
- **Committed fund balance**-Amounts that can only be used for specific purposes because of a formal action [resolution] by the School's highest level of decision-making authority: The School Board.
- **Assigned fund balance**-Amounts that are constrained by the School's intent to be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. Intent can be stipulated by the School Board, or by an official to whom that authority has been given. With the exception of the general fund, this is the residual fund balance classification for all the governmental funds with positive balances.
- **Unassigned fund balance**-This is the residual classification of the general fund. Only the general fund reports a positive unassigned fund balance. Other governmental funds might report a negative balance in this classification, as the result of overspending for specific purposes for which amounts had been restricted, committed, or assigned.

When both restricted and unrestricted resources are available for use, it is the policy of the School to use restricted resources first, then unrestricted resources as they are needed.

Use of Estimates

Preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities as of the date of the financial statements and reported amounts of revenues and expenses or expenditures during the reporting period. Accordingly, the actual results may differ from those estimates.

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** [continued]

Accounting System

In accordance with the State of Delaware Charter Law, the School is required to maintain its accounting system with the Delaware Division of Accounting and as such the School uses the State codes and code structure identified in the State's *Budget and Accounting Policy Manual*.

Income Tax Status

The School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Service [IRS] Code. However, income from certain activities not directly related to the School's tax-exempt purpose is subject to taxation as unrelated business income. In addition, the School qualifies for the charitable contribution deduction under IRS Section 170(b)(1)(A) and as such has been classified as an organization that is not a private foundation.

The Financial Accounting Standards Board on statements pertaining to the *Accounting for Uncertainty in Income Taxes* recognized in the financial statements prescribes a recognition threshold and measurement attribute for the financial statement recognition and measurement of tax positions taken or expected to be taken on a tax return. The federal returns of the School for the prior three fiscal years are subject to examination by the IRS, generally for three years after they are filed. The tax positions taken by management for these years are based on clear and unambiguous tax law; and management has a high level of confidence in the technical merits of the positions taken. The School has no uncertain tax positions that qualify for recognition in the financial statements.

**NOTE 3 - CASH AND EQUIVALENTS**

The School's deposits [cash and equivalents] consist of the following:

Deposits Held by the State of Delaware

At June 30, 2020 and 2019, the School has cash and equivalents of \$1,330,065 and \$1,148,216, respectively. These deposits are part of the State investment pool that is controlled and administered by the State Treasurer's Office in Dover, Delaware, and all investment decisions are made by the same State office. The School's deposits are considered highly liquid and available for immediate use and, thus, are reflected as cash equivalents in the financial statements. Deposits held by the State's investment pool, an internal investment pool, are specifically identified for the School; however, the credit risk cannot be categorized for these deposits. Credit risk for such deposits depends on the financial stability of the State of Delaware. The State reports that its investment securities are stated at quoted market prices, except that investment securities with remaining maturity at the time of purchase [one year or less] are stated at cost or amortized cost.

Deposits Held by Financial Institutions

At June 30, 2020 and 2019, the reported amount of deposits maintained by the School outside of the State Treasurer's Office is \$35,484 [book value] and \$36,787 [book value], respectively. The bank deposits of \$35,734 and \$37,317 at June 30, 2020 and 2019, held by the one financial institution are insured by the Federal Deposit Insurance Corporation [FDIC]. Deposits in excess (or non-coverage) of FDIC insurance are exposed to custodial credit risk. Custodial credit risk is the risk that in the event of a bank failure, the deposits may not be returned to the School.

Deposits Held by Fiscal Agent

According to the trust indenture and bond agreement with BNY Mellon Bank, the School sets aside money for payments required by the Bond Issue, Series 2011. As of June 30, 2020 and 2019, the balance of the fund and the bank balance is \$514,319 and \$506,486, respectively, all of which was restricted for debt service, debt service reserves, and replacement reserves. The financial instruments which potentially subject the School to concentrations of credit risk are principally cash and equivalents. These financial instruments consist of investments held by financial institutions in FDIC insured Money Market accounts or U.S. Treasury instruments backed by the U.S. Government.

**NOTE 4 - INTERGOVERNMENTAL RECEIVABLES**

Amounts due from other governments represent receivables for revenues earned by the school. At June 30, the intergovernmental receivables are:

Description	2020	2019
Passed through the State of Delaware:		
Local school districts	\$ -	\$ -
Federal government-Department of Agriculture	-	-
Federal government-Department of Education	53,657	30,604
Total intergovernmental receivables	53,657	30,604
Less: Allowance for uncollectible amounts	-	-
<b>Total amount due from other governments</b>	<b>\$ 53,657</b>	<b>\$ 30,604</b>

**NOTE 5 - CAPITAL ASSETS**

The following tables summarize the annual changes to the capital assets:

Description	As of and Year Ended June 30, 2020			
	Beginning Balances	Increases	Decreases	Ending Balances
Capital assets, not depreciated:				
Land	\$ 150,000	\$ -	\$ -	\$ 150,000
Construction in progress	8,000	-	8,000	-
Total capital assets, not depreciated	158,000	-	8,000	150,000
Capital assets, being depreciated:				
Building and improvements	6,872,929	18,710	-	6,891,639
Furniture and Equipment	85,078	-	-	85,078
Totals	6,958,007	18,710	-	6,976,717
Less accumulated depreciation:				
Building and improvements	2,766,009	171,890	-	2,937,899
Furniture and Equipment	56,217	5,870	-	62,087
Totals	2,822,226	177,760	-	2,999,986
Total capital assets, being depreciated	\$4,135,781	\$ (159,050)	\$ -	\$3,976,731

Description	As of and Year Ended June 30, 2019			
	Beginning Balances	Increases	Decreases	Ending Balances
Capital assets, not depreciated:				
Land	\$ 150,000	\$ -	\$ -	\$ 150,000
Construction in progress	-	8,000	-	8,000
Total capital assets, not depreciated	150,000	8,000	-	158,000
Capital assets, being depreciated:				
Building and improvements	6,872,929	-	-	6,872,929
Furniture and Equipment	55,728	29,350	-	85,078
Totals	6,928,657	29,350	-	6,958,007
Less accumulated depreciation:				
Building and improvements	2,594,586	171,423	-	2,766,009
Furniture and Equipment	55,728	489	-	56,217
Totals	2,650,314	171,912	-	2,822,226
Total capital assets, being depreciated	\$4,278,343	\$ (142,562)	\$ -	\$4,135,781

The 2019 additions to assets were miscategorized as building & improvements.

**NOTE 6 - LONG-TERM DEBT OBLIGATIONS**

The following table summarizes the annual changes to long-term debt obligations:

Description	As of and Year Ended June 30, 2020				
	Long-Term Obligations			Ending Balances	Due Within One Year
	Beginning Balances	Additions	Deletions		
General obligation:					
Revenue bonds-Series 2011	\$3,305,000	\$ -	\$ 95,000	\$3,210,000	\$ 100,000
Other long-term debt:					
Compensated absences	67,473	10,896	-	78,369	-
<b>Total governmental activity</b>	<b>\$3,372,473</b>	<b>\$ 10,896</b>	<b>\$ 95,000</b>	<b>\$3,288,369</b>	<b>\$ 100,000</b>

The compensated absences liability for governmental activities is generally liquidated with general fund resources.

Revenue Bonds, Series 2011

On May 1, 2011, Kent County, Delaware issued Variable Rate Demand/Fixed Rate Refunding Revenue Bonds, Series 2011 in the amount of \$3,930,000. The School used the proceeds of the revenue bonds to [1] pay off the bonds, Series 2002; [2] renovate existing buildings located at 310-334 and 346-350 Pear Street, Dover, Delaware, into classrooms, other academic areas, a gymnasium, a lunchroom and other accessory school uses; and [3] pay for costs related to the issuance of the revenue bonds. The revenue bonds were issued pursuant to a Trust Indenture dated May 1, 2011, between Kent County and BNY Mellon, as trustee. Kent County loaned the proceeds of the revenue bonds to Campus Community School.

The revenue bonds are to be repaid over 27 years with final payment due and redemption of the bonds through 2037. The interest rate is 5.75 percent starting with fiscal year 2012, and 7.375 percent starting with fiscal year 2022. The revenue bonds are secured with the land, building and improvements located at Pear Street, Dover, Delaware.

Maturities of the revenue bond payable, including interest, are as follows:

Years Ending June 30	Principal	Interest	Total
2021	\$ 100,000	\$ 235,113	\$ 335,113
2022	110,000	229,363	339,363
2023	115,000	221,250	336,250
2024	125,000	212,769	337,769
2025	135,000	203,550	338,550
2026-2030	835,000	853,288	1,688,288
2031-2035	1,185,000	497,444	1,682,444
2036-2037	605,000	67,850	672,850
Total bonds	3,210,000	2,520,627	5,730,627
Less: Current portion	100,000	235,113	335,113
<b>Long-term portion</b>	<b>\$3,110,000</b>	<b>\$2,285,514</b>	<b>\$5,395,514</b>



**NOTE 7 - PENSION PLAN**

The School's pension plan is part of the State Employees' Pension Plan [the Plan] which is a cost-sharing multiple-employer defined benefit pension plan established in the Delaware Code. The General Assembly of the State of Delaware is responsible for setting benefits and contributions and amending the Plan's provisions; administrative rules and regulations are adopted and maintained by the Board of Pension Trustees [the Board]. The management of the Plan is the responsibility of the Board, which is comprised of five members appointed by the Governor and confirmed by the State Senate, plus two ex-officio members. The daily operation is the responsibility of the Delaware Office of Pensions.

Although most of the assets of the Plan are co-mingled with other plans for investment purposes, the Plan's assets may be used only for the payment of benefits to the members of the Plan in accordance with the terms of the Plan. The following is a brief description of the Plan in effect at June 30, 2019 and 2018. For a complete description, refer to the Delaware Public Employee's Retirement System [DPERS] CAFR.

Separately issued financial statements for DPERS are available from the State of Delaware pension office: McArdle Building, Suite 1; 860 Silver Lake Blvd; Dover, Delaware 19904.

General Information About the Plan

**Plan Description and Eligibility:** The State Employees' Pension Plan covers virtually all full-time or regular part-time employees of the State, including employees of other affiliated entities such as the School.

There are two tiers within the Plan: 1) Employees hired prior to January 1, 2012 [Pre-2012], and 2) Employees hired on or after January 1, 2012 [Post-2011].

**Service Benefits:** Final average monthly compensation [employee hired Post-2011 may not include overtime in pension compensation] multiplied by 2.0% and multiplied by years of credited service prior to January 1, 1997, plus final average monthly compensation multiplied by 1.85% and multiplied by years of credited service after December 31, 1996, subject to minimum limitations. For the Plan, final average monthly compensation is the monthly average of the highest three periods of 12 consecutive months of compensation.

**Vesting:** Pre-2012 date of hire: 5 years of credited service. Post-2011 date of hire: 10 years of credited service.

**Retirement:** Pre-2012 date of hire: age 62 with 5 years of credited service; age 60 with 15 years of credited service; or after 30 years of credited service at any age. Post-2011 date of hire: age 65 with at least 10 years of credited service; age 60 with 20 years of credited service; and 30 years of credited service at any age.

**Disability Benefits:** Pre-2012 date of hire: same as Service Benefits. The employee must have 5 years of credited service. In lieu of disability pension benefits, over 90% of the Plan members opted into a Disability Insurance Program offered by the State effective January 1, 2006. Post-2011 date of hire - in the Disability Insurance Program.

**Survivor Benefits:** If the employee is receiving a pension, the eligible survivor receives 50% of pension [or 67.70% with 2% reduction, 75% with 3% reduction, or 100% with 6% reduction of benefit]; if employee is active with at least 5 years of credited service, eligible survivor receives 75% of the pension the employee would have received at age 62.

**Burial Benefit:** \$7,000 per member.

**Contributions:**

- Employer: Determined by the Board. Employer contributions were 11.16% and 9.95% of earnings for fiscal years 2019 and 2018.
- Pre-2012 date of hire Member: 3% of earnings in excess of \$6,000.
- Post-2011 date of hire Member: 5% of earnings in excess of \$6,000.

**NOTE 7 - PENSION PLAN** [continued]

Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions

At June 30, 2020 and 2019, the School reported a pension liability of \$1,453,428 and \$1,333,515, respectively, for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2019 and 2018, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on a projection of the School's long-term share of contributions to the pension plan relative to the total projected contributions of the State and all participating schools, actuarially determined. At June 30, 2019 and 2018, the School's proportion was 0.0933 and 0.1033 percent, which was an decrease of 0.0100 and an increase of 0.0064 percent from its proportion measured as of June 30, 2018 and 2017.

As a result of its requirement to contribute to DPERS, the School recognized pension expense of \$297,544 and \$207,761 for the years ended June 30, 2020 and 2019, respectively. At June 30, 2020 and 2019, the School reported deferred outflows of resources and deferred inflows of resources from the following sources as a result of its requirement to contribute to DPERS:

Description	Deferred Resources			
	2020		2019	
	Outflows	Inflows	Outflows	Inflows
Difference between expected and actual experience	\$ 87,524	\$ (6,843)	\$ 58,075	\$ 16,038
Changes of assumptions	16,233	-	193,484	-
Net difference between projected and actual earnings on pension plan investments	(118,058)	(155,882)	-	47,105
Contributions subsequent to the measurement date	229,550	-	229,165	-
Change in proportion and differences between School contributions and proportionate share of contributions	26,808	(1,504)	44,681	85,382
<b>Totals</b>	<b>\$ 242,057</b>	<b>\$ (164,229)</b>	<b>\$ 525,405</b>	<b>\$ 148,525</b>

\$229,550 and \$229,165 reported as deferred outflows of resources related to the pension resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability for the years ended June 30, 2021 and 2020, respectively. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to the pension will be recognized in pension expense as follows:

Years Ending June 30	2020
2021	\$ 163,701
2022	633
2023	2,360
2024	11,810
2025	(1,768)
<b>Total</b>	<b>\$ 176,736</b>

**NOTE 7 - PENSION PLAN** [continued]

Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions [continued]

**Actuarial assumptions:** The total pension liability in the June 30, 2019 and 2018 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Description	Percentages	
	2019	2018
Inflation	2.50%	2.50%
Projected salary increase	2.50% plus merit	2.50% plus merit
Investment rate of return/discount rate	7.00%, net of pension investment expense	7.00%, net of pension investment expense
Cost-of-living adjustments	0.00%	0.00%

The total pension liabilities are measured based on assumptions pertaining to the interest rates, inflation rates, and employee demographic behavior in future years. The assumptions used were based on the results of an actuarial experience study conducted in 2016, details of which are provided in the presentation of that study to the Board of Trustees. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the experience deviates the larger the impact on future financial statements.

Mortality assumptions are based on the RP-2014 tables with gender adjustments for healthy annuitants and disabled retirees and an adjusted version on MP-2015 mortality improvement scale on a fully generational basis.

Projected benefit payments do not include the effects of projected ad hoc cost-of-living adjustments [ad hoc COLAs] as they are not substantively automatic. The primary considerations relevant to making this determination include the historical pattern of granting the changes and the consistency in the amounts of the changes.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return [expected returns, net of investment expense and inflation] are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by an asset allocation percentage, which is based on the nature and mix of current and expected Plan investments, and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the Plan's current and expected asset allocation is summarized in the following table:

Asset Class	Long- Term Expected Real Rate of Return		Asset Allocation	
	2019	2018	2019	2018
Domestic equity	5.70%	5.70%	29.50%	30.70%
International equity	5.70%	5.70%	13.50%	13.90%
Fixed income	2.00%	2.00%	27.10%	23.30%
Alternative investments	7.80%	7.80%	22.40%	24.40%
Cash and equivalents	0.00%	0.00%	7.50%	7.70%

**NOTE 7 - PENSION PLAN** [continued]

Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions [continued]

**Discount rate:** The discount rate for the Plan used to measure the total pension liability was 7.00% for both periods presented. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rates and that contributions from employers will be made at rates determined by the Board of Pension Trustees, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

**Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate:** The following presents the School's proportionate share of the net pension liability calculated using the discount rate of 7.00%, as well as what the School's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

Plan	1% Decrease	Discount Rate	1% Increase
Employees of Campus Community School:			
Fiscal Year 2020 [see Discount Rate above]	\$ 2,624,701	\$ 1,453,428	\$ 469,168
Fiscal Year 2019 [see Discount Rate above]	\$ 2,587,829	\$ 1,333,515	\$ 280,326

**NOTE 8 - POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS [OPEB]**

**Plan Description:** The School's OPEB Plan is part of the State of Delaware's Other Postemployment Benefit [OPEB] Fund Trust [the Plan] which is a cost-sharing multiple-employer defined benefit plan established in the Delaware Code. The Plan is administered by the Delaware Public Employees' Retirement System [DPERS]. The State of Delaware [the State] is responsible for the policy and management of the OPEB benefits provided to retirees. The Plan's assets may be used only for the payment of benefits to the members of the Plan in accordance with the terms of the Plan.

Additional financial and actuarial information with respect to the Plan may be found in the *State of Delaware Other Postemployment Benefits [OPEB] Fund Trust* Financial Statements available online at <https://open.omb.delaware.gov/Financials.shtml>.

**Benefits:** The Plan provides medical coverage to pensioners and their eligible dependents. The participant's cost of Plan benefits varies based on years of service within those pension plan categories defined by the Plan. Pensioners retiring after July 1, 2012 and who become eligible for Medicare will pay an additional 5% of the Medicare Supplement offered by the State. Surviving spouses are eligible for coverage after a retiree's death.

**Contributions:** Participating employers, such as the School, fund the Plan for current retirees on a pay-as-you-go basis along with funding for future benefits at a rate that is approved in the annual budget, but not actuarially determined. By State Statute Chapter 52, Title 29 of the Delaware Code, contribution requirements of plan members and the government are established and may not be amended by the State Legislature. Funds are recorded in the Plan for the payment of retiree healthcare claims, administrative and investment expenses. Administrative costs are financed through investment earnings. State appropriations, other employer contributions, and retiree contributions for healthcare are recorded in the Plan. The funds available are invested under the management of the DPERS Board of Pension Trustees, which acts as the Board of Trustees for the Plan and is responsible for the financial management of the Plan. The School's contractually required contribution rate for the years ended June 30, 2019 and 2018, was 9.09% and 10.66% of covered-employee payroll, respectively. Total contributions for the years ended June 30, 2019 and 2018 were \$228,363 and \$226,062, respectively.

**NOTE 8 - POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS [OPEB] [continued]**

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2020 and 2019, the School reported a liability of \$7,241,397 and \$8,262,682, respectively, for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2019 and 2018, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of those dates. The School's proportion of the net OPEB liability was based on a projection of the School's long-term share of contributions to the OPEB plan relative to the projected contributions of all participating entities and affiliates, actuarially determined. At June 30, 2019 and 2018, the School's proportion was 0.0909 and 0.1006 percent, respectively, which was a decrease of 0.0097 and an increase of 0.0059 percent from its proportion measured as of June 30, 2018 and 2017, respectively.

For the years ended June 30, 2020 and 2019, the School recognized OPEB expense (benefit) of (\$171,871) and \$387,699, respectively. At June 30, 2020 and 2019, the School reported deferred outflows and inflows of resources related to OPEB from the following sources:

Description	Deferred Resources			
	2020		2019	
	Outflows	Inflows	Outflows	Inflows
Difference between expected and actual experience	\$ -	\$ 650,326	\$ -	\$ -
Changes of assumptions	282,036	318,844	-	935,501
Net difference between projected and actual earnings on OPEB plan investments	-	(101)	-	17,300
Contributions subsequent to the measurement date	240,144	-	228,363	-
Change in proportion and differences between School contributions and proportionate share of contributions	229,884	709,725	380,730	324,423
<b>Totals</b>	<b>\$ 752,064</b>	<b>\$ 1,678,794</b>	<b>\$ 609,093</b>	<b>\$ 1,277,224</b>

\$240,144 and \$228,363 was reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the years ended June 30, 2021 and 2020, respectively. Other amounts reported as deferred outflows and inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Years Ending June 30	2020
2021	\$ (350,671)
2022	(350,671)
2023	(350,671)
2024	(114,861)
2025	-
<b>Total</b>	<b>\$ (1,166,874)</b>

**NOTE 8 - POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS [OPEB]** [continued]

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB [continued]

**Actuarial assumptions:** The total OPEB liability in the June 30, 2019 and 2018 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Description	Percentages	
	2019	2018
Discount rate	3.50%	3.87%
Salary increases	3.25% plus merit	3.25% plus merit
Investment rate of return	n/a	n/a
Healthcare cost trend rates	6.60%	6.80%

Mortality rates are based on the sex-distinct employee healthy annuitant and disabled annuitant mortality tables derived from RP-2014 Total Dataset Employee Mortality Table, including adjustment factors. Future mortality improvements are reflected by applying a custom projection scale on a generational basis to adjusted base tables from the base year.

The total OPEB liabilities are measured based on assumptions pertaining to the interest rates, inflation rates, health costs, and employee demographic behavior in future years. The assumptions used were based on the results on an actuarial experience study conducted in 2016. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the experience deviates, the larger the impact on future financial statements.

**Discount rate:** The discount rate used to measure the total OPEB liability was 3.87% at the beginning of the current measurement period and 3.50% at the end, based on the Bond Buyer GO 20-Bond Municipal Bond Index. The projection of cash flows used to determine the discount rate assumed that contributions from plan member will be made at the current contribution rate and that employer contributions to the Plan will continue to follow the pay-as-you-go contribution policy. Based on the assumptions of a pay-as-you-go plan, the discount rate used at the June 30, 2019 and 2018 measurement dates is equal to the applicable rate of the 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

**Sensitivity of the School's proportionate share of the net OPEB liability to changes in the discount rate:** The following presents the School's proportionate share of the net OPEB liability, as well as what the School's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

Plan	1% Decrease	Discount Rate	1% Increase
Employees of Campus Community School:			
Fiscal Year 2020 [see Discount Rate above]	\$ 8,589,892	\$ 7,241,397	\$ 6,176,689
Fiscal Year 2019 [see Discount Rate above]	\$ 9,832,396	\$ 8,262,682	\$ 7,028,452

**NOTE 8 - POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS [OPEB]** [continued]

**Sensitivity of the School's proportionate share of the net OPEB liability to changes in the healthcare cost trend rates:** The healthcare trend rate used to measure the total OPEB liability was 6.80% at the beginning of the current measurement period and 6.60% at the end. The following presents the School's proportionate share of the net OPEB liability as well as what the School's proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage point higher than the current healthcare cost trend rates:

Plan	Healthcare		
	1% Decrease	Trend	1% Increase
Employees of Campus Community School:			
Fiscal Year 2020 [see Healthcare Trend Rate above]	\$ 6,190,713	\$ 7,241,397	\$ 8,502,023
Fiscal Year 2019 [see Healthcare Trend Rate above]	\$ 7,035,195	\$ 8,262,682	\$ 9,757,495

**NOTE 9 - RISK MANAGEMENT**

The School purchases commercial insurance policies in response to risks of loss related to torts; theft, damage, or destruction of assets; errors or omissions; injuries to employees; or acts of God. The premium payments for the insurance policies are recorded as expenditures/expenses of the School; and the insurance settlements did not exceed insurance coverage for the years presented.

**NOTE 10 - COMMITMENTS AND CONTINGENCIES**

In the normal course of business, there are outstanding various commitments and contingent liabilities in addition to the normal encumbrances for the purchase of goods and services. The School does not anticipate significant losses from these transactions.

Educational Commitment

At June 30, 2020 and 2019, the School is committed in providing educational cost reimbursements to a maximum of \$28,858 and \$28,858, respectively. The commitment expires on April 14, 2021 whether reimbursements are requested.

Government Awards

The School receives certain federal and state grant awards. The disbursement of funds received under these grants generally requires compliance with terms and conditions specified in grant agreements and is generally subject to audit by the grantors or their representatives. No audits were conducted for the years presented. Disallowed claims resulting from such audits, if any, could become a liability of the School. The School's management believes that such disallowances, if any, would not be significant to the basic financial statements.

Leasing Arrangements

The School leases certain copier equipment requiring a monthly payment of \$526 [\$407 and \$119] for the lease period of 36 months. The leasing arrangements expire June 2021.

**NOTE 11 - GASB STATEMENT IMPLEMENTATION**

In January of 2017, GASB issued Statement No. 84, *Fiduciary Activities*. Implementation is required for periods beginning after December 15, 2018, with earlier application encouraged. The objective of the Statement was to establish criteria for identifying fiduciary activities of all state and local governments. The focus of the criteria generally is on [1] whether a government is controlling the assets of the fiduciary activity, and [2] the beneficiaries with whom a fiduciary relationship exists. The School maintains the student activities' funds for the years presented

**NOTE 12 - PENDING GASB STATEMENTS**

The School has not completed the various analysis required to estimate the future impact of the following new pronouncements on its financial statements. Generally, the School does not early implement GASB statements or pronouncements. As a result of the COVID-19 pandemic, the GASB has postponed the implementation dates for statements issued prior to GASB Statement No. 95 for one year to provide relief to governments.

In June of 2017, GASB issued Statement No. 87, *Leases*. Implementation is required for periods beginning after June 15, 2020, with earlier application encouraged. The objective of the Statement is to better meet the information needs of the financial statement users by improving the accounting and financial reporting for leases by governments. The Statement establishes a single model for lease accounting based on the principle that leases are financing of the right to use an underlying asset.

In June of 2018, GASB issued Statement No. 89, *Accounting for Interest Cost Incurred Before the End of a Construction Period*. Implementation is required for periods beginning after December 15, 2019; however, the Statement should be applied prospectively. The Statement requires that interest cost incurred before the end of the construction period be recognized as an expense in the period in which the cost is incurred for the financial statements prepared using the economic resources measurement focus. As a result, the interest cost incurred before the end of a construction period will not be included in the historical cost of the capital asset reported in the business-type activity or enterprise fund. The statement also reiterates that in financial statements prepared using the current financial resources measurement focus, interest cost incurred before the end of a construction period should be recognized as an expenditure on a basis consistent with governmental fund accounting principles. Such interest includes all interest that was previously accounted for in accordance with the requirements of paragraphs 5-22 of Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*, which are superseded by this Statement.

In August of 2018, GASB issued Statement No. 90, *Majority Equity Interests-An Amendment of GASB Statements No.14 and No. 61*. Implementation is required for periods beginning December 15, 2018, with earlier application encouraged. The primary objective of the Statement is to improve the consistency and comparability of reporting a government's majority equity interest in a legally separate organization and to improve the relevance of financial statement information for certain component units. The Statement defines equity interest and specifies that equity interest in a legally separate organization should be reported as an investment if a government's holding of the equity interest meets the definition of an investment.

In May of 2019, GASB issued Statement No. 91, *Conduit Debt Obligations*. Implementation is required for periods beginning after December 15, 2020, with earlier application encouraged. The primary objectives of the Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with [1] commitments extended by issuers, [2] arrangements associated with conduit debt obligations, and [3] related note disclosures. The Statement achieves the objectives by clarifying the existing definition of a conduit debt obligation; establishing that a conduit debt obligation is not a liability of the issuer; establishing standards for accounting and financial reporting of additional commitments and voluntary commitments extended by issuers and arrangements associated with conduit debt obligations; and improving required note disclosures.

In January of 2020, GASB issued Statement No. 92, *Omnibus 2020*. Implementation for requirements related to Statement 87 was originally effective for fiscal years beginning after December 15, 2019. Implementation for requirements related to Statements 73, 74, and 84 was originally effective for fiscal years beginning after June 15, 2020. GASB Statement No. 95, *Postponement of the Effective Dates of Certain Authoritative Guidance*, postponed the effective date of required implementation by one year. The primary objective of the Statement is to improve the consistency of authoritative literature by addressing practice issues that have been identified during implementation and application of certain GASB statements.



**NOTE 12 - PENDING GASB STATEMENTS [CONTINUED]**

In March of 2020, GASB issued Statement No. 93, *Replacement of Interbank Offered Rates*. Implementation was originally required for periods ending after December 31, 2021, with earlier application encouraged. GASB Statement No. 95, *Postponement of the Effective Dates of Certain Authoritative Guidance*, postponed the effective date of required implementation by one year to periods ending after December 31, 2022. The primary objective of the Statement is to address those and other accounting and financial reporting implications that result from the replacement of an IBOR.

In March of 2020, GASB issued Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*. Implementation was originally required for periods ending after June 15, 2022, with earlier application encouraged. GASB Statement No. 95, *Postponement of the Effective Dates of Certain Authoritative Guidance*, postponed the effective date of required implementation by one year to periods ending after June 15, 2023. The primary objective of the Statement is to better meet the information needs of financial statement users by improving the comparability of financial statements among governments that enter into PPPs and APAs and by enhancing the understandability, reliability, relevance, and consistency of information about PPPs and APAs.

In March of 2020, GASB issued Statement No. 96, *Subscription-Based Information Technology Arrangements*. Implementation is required for periods ending after June 15, 2022, with earlier application encouraged. The primary objective of the Statement is to better meet the information needs of financial statement users by [1] establishing uniform accounting and financial reporting requirements for SBITAS; [2] improving the comparability of financial statements among governments that have entered into SBITAS; and [3] enhancing the understandability, reliability, relevance, and consistency of information about SBITAS.

In June of 2020, GASB issued Statement No. 97, *Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans*. Implementation is required for periods ending after June 15, 2021, with earlier application encouraged. The primary objectives of the Statement are to [1] increase consistency and comparability related to the reporting of fiduciary component units in circumstances in which a potential component unit does not have a governing board and the primary government performs the duties that a governing board typically would perform; [2] mitigate costs associated with the reporting of certain defined contribution pension plans, defined contribution other postemployment benefit [OPEB] plans, and employee benefit plans other than pension plans or OPEB plans [other employee benefit plans] as fiduciary component units in fiduciary fund financial statements; and [3] enhance the relevance, consistency, and comparability of the accounting and financial reporting for Internal Revenue Code [IRC] Section 457 deferred compensation plans [Section 457 plans] that meet the definition of a pension plan and for benefits provided through those plans.

**NOTE 13 - COVID-19 IMPACT**

The outbreak of a novel strain of coronavirus (COVID-19) has spread throughout the United States as of the date of the auditor's report. Multiple jurisdictions in the U.S. have declared various levels of States of Emergency. In March 2020, the entity was ordered by the governor of the State of Delaware to suspend in-person classes until further notice. The potential impact cannot be reasonably predicted as of the date of the auditor's report.

**NOTE 14 - EVALUATION OF SUBSEQUENT EVENTS**

Management has evaluated subsequent events through the date of the auditor's report, the date on which the financial statements were available to be issued. Management has determined that no additional disclosures or adjustments are necessary to the financial statements.

**Required Supplementary Information [RSI] Section**

**CAMPUS COMMUNITY SCHOOL****SCHEDULE OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE-BUDGET & ACTUAL-GENERAL FUND**  
Year Ended June 30, 2020

	Budgeted Amounts		Actual Amounts	Variance with Final Budget Positive (Negative)
	Original	Final		
<b>REVENUES</b>				
Charges to school districts	\$ 585,225	\$ 639,765	\$ 607,899	\$ (31,866)
State funding	3,607,735	3,734,512	3,752,379	17,867
Federal funding-education	-	426,155	449,209	23,054
Federal funding-food service	158,000	111,000	110,518	(482)
Earnings on cash and equivalents	-	-	26,969	26,969
Food service fees	-	-	184	184
Program services fees	-	-	3,868	3,868
Contributions	-	-	514	514
Miscellaneous revenue	-	-	2,405	2,405
<b>Total revenue</b>	<b>4,350,960</b>	<b>4,911,432</b>	<b>4,953,945</b>	<b>42,513</b>
<b>EXPENDITURES</b>				
Current:				
Salaries	1,854,293	1,959,235	1,841,618	117,617
Employment costs	1,047,240	992,640	932,505	60,135
Travel	1,500	1,500	241	1,259
Contracted services	330,345	214,650	178,325	36,325
Communications	2,000	7,000	6,784	216
Public utility services	85,000	85,000	88,770	(3,770)
Insurance	33,410	35,000	34,092	908
Transportation	210,000	252,750	252,794	(44)
Land/Building/Facilities	6,301	6,301	6,624	(323)
Repairs and maintenance	-	-	23,543	(23,543)
Supplies and materials	157,000	133,500	118,268	15,232
Food services	150,000	101,664	142,461	(40,797)
Capital outlay	16,500	26,500	51,360	(24,860)
Debt service	335,721	335,498	335,498	-
Federal expenditures-education	-	426,155	449,209	(23,054)
<b>Total expenditures</b>	<b>4,229,310</b>	<b>4,577,393</b>	<b>4,462,092</b>	<b>115,301</b>
<b>EXCESS (DEFICIT) REVENUE OVER EXPENDITURES</b>	<b>121,650</b>	<b>334,039</b>	<b>491,853</b>	<b>157,814</b>
<b>OTHER FINANCING SOURCES (USES)</b>				
Operating transfers	-	-	-	-
Replacement reserves transfers	-	-	-	-
<b>Total other financing source (uses)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NET CHANGE IN FUND BALANCES</b>	<b>121,650</b>	<b>334,039</b>	<b>491,853</b>	<b>157,814</b>
<b>FUND BALANCES</b>				
Beginning of year	-	-	494,540	494,540
End of year	\$ 121,650	\$ 334,039	\$ 986,393	\$ 652,354

**SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The School annually adopts a budget for the general funds, which excludes federal funding. The budgets are integrated into the accounting system, and the budgetary data, as presented in the financial statements for all funds with annual budgets, compare the expenditures with the amended budgets. Budgets for the governmental funds are presented on the modified accrual basis of accounting. Accordingly, the accompanying budgetary comparison schedule for the general fund presents actual expenditures in accordance with the accounting principles generally accepted in the United States of America on a basis consistent with the legally adopted budgets as amended. Generally, unexpended appropriations on annual budgets lapse at the end of each year.

Material Violations

There were no material violations of the annual appropriated budget for the general fund for the current fiscal year. However, certain budget line items were either over/(under) budget mainly due to the unforeseen impact on operations by the COVID-19 pandemic.

See Report of Independent Auditor

**CAMPUS COMMUNITY SCHOOL**

## SCHEDULES OF PROPORTIONATE SHARE OF NET PENSION LIABILITY

As of and Years Ended June 30,

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	2020	2019	2018	2017	2016	2015
School's proportion of net pension liability (asset)	<u>0.0933%</u>	<u>0.1033%</u>	<u>0.0969%</u>	<u>0.1044%</u>	<u>0.1046%</u>	<u>0.1138%</u>
School's proportionate share of net pension liability (asset)	<u>\$ 1,453,428</u>	<u>\$ 1,333,515</u>	<u>\$ 1,420,856</u>	<u>\$ 1,572,687</u>	<u>\$ 695,710</u>	<u>\$ 419,116</u>
School's covered-employee payroll	<u>\$ 2,052,831</u>	<u>\$ 2,146,942</u>	<u>\$ 2,059,048</u>	<u>\$ 2,108,160</u>	<u>\$ 2,100,965</u>	<u>\$ 2,194,312</u>
School's proportionate share of net pension liability (asset) as a percentage of its covered-employee payroll	<u>70.80%</u>	<u>62.11%</u>	<u>69.01%</u>	<u>74.60%</u>	<u>33.11%</u>	<u>19.10%</u>
Plan's fiduciary net position as percentage of total pension liability	<u>85.41%</u>	<u>87.49%</u>	<u>85.31%</u>	<u>84.11%</u>	<u>92.67%</u>	<u>95.80%</u>

**Note to Schedule:**The amounts presented above are determined as of June 30<sup>th</sup> of each preceding year.

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**CAMPUS COMMUNITY SCHOOL**  
 SCHEDULES OF PENSION CONTRIBUTIONS  
 Years Ended June 30,

	2020	2019	2018	2017	2016	2015
Contractually required contribution	\$ 229,550	\$ 229,165	\$ 213,620	\$ 180,877	\$ 190,678	\$ 186,452
Contributions in relation to contractually required contribution	229,550	229,165	213,620	180,877	190,678	186,452
Annual contribution (deficiency) excess	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School's covered-employee payroll	\$ 2,180,808	\$ 2,052,831	\$ 2,146,942	\$ 2,059,048	\$ 2,108,160	\$ 2,100,965
Contribution as percentage of covered-employee payroll	10.53%	11.16%	9.95%	8.78%	9.05%	8.87%

See Report of Independent Auditor

**CAMPUS COMMUNITY SCHOOL**

## SCHEDULES OF PROPORTIONATE SHARE OF NET OPEB LIABILITY

As of and Years Ended June 30,

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	2020	2019	2018	2017
School's proportion of the net OPEB liability	<u>0.0909%</u>	<u>0.1006%</u>	<u>0.0947%</u>	<u>0.1010%</u>
School's proportionate share of net OPEB liability (asset)	<u>\$ 7,241,397</u>	<u>\$ 8,262,682</u>	<u>\$ 7,818,419</u>	<u>\$ 9,186,958</u>
School's covered-employee payroll	<u>\$ 2,052,831</u>	<u>\$ 2,146,942</u>	<u>\$ 2,059,048</u>	<u>\$ 2,108,160</u>
School's proportionate share of net OPEB liability (asset) as a percentage of its covered-employee payroll	<u>352.75%</u>	<u>384.86%</u>	<u>379.71%</u>	<u>435.78%</u>
Plan's fiduciary net position as percentage of total OPEB liability	<u>0.05%</u>	<u>0.05%</u>	<u>0.04%</u>	<u>0.03%</u>

**Note to Schedule:**The amounts presented above are determined as of June 30<sup>th</sup> of each preceding year.

See Report of Independent Auditor

**CAMPUS COMMUNITY SCHOOL**  
SCHEDULES OF OPEB CONTRIBUTIONS  
Years Ended June 30,

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	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Contractually required contribution	\$ 240,144	\$ 228,363	\$ 226,062	\$ 224,658
Contributions in relation to contractually required contribution	<u>240,144</u>	<u>228,363</u>	<u>226,062</u>	<u>224,658</u>
Annual contribution (deficiency) excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered-employee payroll	<u>\$ 2,180,808</u>	<u>\$ 2,052,831</u>	<u>\$ 2,146,942</u>	<u>\$ 2,059,048</u>
Contribution as percentage of covered-employee payroll	<u>11.01%</u>	<u>11.12%</u>	<u>10.53%</u>	<u>10.91%</u>

See Report of Independent Auditor

## **Supplementary Information Section**



**CAMPUS COMMUNITY SCHOOL**  
BALANCE SHEETS-GENERAL FUNDS  
As of June 30, 2020 and 2019

	2020				2019			
	State	Local	Federal	Total	State	Local	Federal	Total
	Fund	Fund	Fund	General Fund	Fund	Fund	Fund	General Fund
<b>ASSETS</b>								
Cash and equivalents	\$ 5,141	\$1,332,852	\$ -	\$1,337,993	\$ 19,986	\$1,139,302	\$ -	\$1,159,288
Receivables, net of allowance:								
Students	-	3,253	-	3,253	-	10,103	-	10,103
Due from other governments	-	-	53,657	53,657	-	-	30,604	30,604
<b>TOTAL ASSETS</b>	<b>\$ 5,141</b>	<b>\$1,336,105</b>	<b>\$ 53,657</b>	<b>\$1,394,903</b>	<b>\$ 19,986</b>	<b>\$1,149,405</b>	<b>\$ 30,604</b>	<b>\$1,199,995</b>
<b>LIABILITIES</b>								
Accounts Payable	5,028	402	-	\$ 5,430	24,997	255,402	6,210	\$ 286,609
Accrued salaries and related costs	-	349,423	53,657	403,080	-	394,452	24,394	418,846
<b>Total liabilities</b>	<b>5,028</b>	<b>349,825</b>	<b>53,657</b>	<b>408,510</b>	<b>24,997</b>	<b>649,854</b>	<b>30,604</b>	<b>705,455</b>
<b>FUND BALANCES</b>								
Restricted for:								
Specific programs	-	480	-	480	-	480	-	480
Educational commitment	-	28,858	-	28,858	-	28,858	-	28,858
Unassigned	113	956,942	-	957,055	(5,011)	470,213	-	465,202
<b>Total fund balances</b>	<b>113</b>	<b>986,280</b>	<b>-</b>	<b>986,393</b>	<b>(5,011)</b>	<b>499,551</b>	<b>-</b>	<b>494,540</b>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<b>\$ 5,141</b>	<b>\$1,336,105</b>	<b>\$ 53,657</b>	<b>\$1,394,903</b>	<b>\$ 19,986</b>	<b>\$1,149,405</b>	<b>\$ 30,604</b>	<b>\$1,199,995</b>

See Report of Independent Auditor

**CAMPUS COMMUNITY SCHOOL**

STATEMENTS OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES-GENERAL FUND

Years Ended June 30, 2020 and 2019

	2020				2019			
	State Fund	Local Fund	Federal Fund	Total General Fund	State Fund	Local Fund	Federal Fund	Total General Fund
<b>REVENUES</b>								
Charges to school districts	\$ -	\$ 607,899	\$ -	\$ 607,899	\$ -	\$ 536,716	\$ -	\$ 536,716
State funding	3,674,355	78,024	-	3,752,379	3,446,474	80,470	-	3,526,944
Federal funding	-	110,518	449,209	559,727	-	110,008	246,912	356,920
Earnings on cash and equivalents	-	26,969	-	26,969	-	23,314	-	23,314
Food services fees	-	184	-	184	-	32,709	-	32,709
Program services fees	-	3,868	-	3,868	-	33,103	-	33,103
Contributions	-	514	-	514	-	1,866	-	1,866
Miscellaneous revenue	-	2,405	-	2,405	-	5,510	-	5,510
<b>Total revenues</b>	<b>3,674,355</b>	<b>830,381</b>	<b>449,209</b>	<b>4,953,945</b>	<b>3,446,474</b>	<b>823,696</b>	<b>246,912</b>	<b>4,517,082</b>
<b>EXPENDITURES</b>								
Current:								
Salaries	1,880,933	(39,315)	298,712	2,140,330	1,645,108	264,719	162,336	2,072,163
Employment costs	904,908	27,597	134,350	1,066,855	873,123	182,605	47,515	1,103,243
Travel	241	-	500	741	-	-	2,549	2,549
Contracted services	174,166	4,159	10,538	188,863	262,529	52,376	8,388	323,293
Communications	6,784	-	-	6,784	3,631	499	-	4,130
Public utility services	88,770	-	-	88,770	71,343	12,850	-	84,193
Insurance	4,329	29,763	-	34,092	18,811	15,817	-	34,628
Transportation	252,794	-	-	252,794	202,109	12,837	-	214,946
Land/Building/Facilities	6,624	-	-	6,624	5,133	1,457	-	6,590
Repairs and maintenance	20,393	3,150	-	23,543	24,671	20,026	-	44,697
Supplies and materials	97,552	20,716	5,109	123,377	108,819	14,436	26,124	149,379
Food services	-	142,461	-	142,461	-	124,820	-	124,820
Capital outlay	4,971	46,389	-	51,360	15,313	29,350	-	44,663
<b>Total expenditures</b>	<b>3,442,465</b>	<b>234,920</b>	<b>449,209</b>	<b>4,126,594</b>	<b>3,230,590</b>	<b>731,792</b>	<b>246,912</b>	<b>4,209,294</b>
<b>EXCESS (DEFICIT) REVENUES OVER EXPENDITURES</b>	<b>231,890</b>	<b>595,461</b>	<b>-</b>	<b>827,351</b>	<b>215,884</b>	<b>91,904</b>	<b>-</b>	<b>307,788</b>
<b>OTHER FINANCING SOURCES (USES)</b>								
Operating transfers	(279,568)	(55,930)	-	(335,498)	(223,833)	(111,888)	-	(335,721)
Replacement reserves transfers	52,802	(52,802)	-	-	-	52,802	-	52,802
Legal settlement and related costs	-	-	-	-	-	(633,428)	-	(633,428)
<b>Total other financing sources (uses)</b>	<b>(226,766)</b>	<b>(108,732)</b>	<b>-</b>	<b>(335,498)</b>	<b>(223,833)</b>	<b>(692,514)</b>	<b>-</b>	<b>(916,347)</b>
<b>NET CHANGE IN FUND BALANCES</b>	<b>5,124</b>	<b>486,729</b>	<b>-</b>	<b>491,853</b>	<b>(7,949)</b>	<b>(600,610)</b>	<b>-</b>	<b>(608,559)</b>
<b>FUND BALANCE</b>								
Beginning of year	(5,011)	499,551	-	494,540	2,938	1,100,161	-	1,103,099
End of year	\$ 113	\$ 986,280	\$ -	\$ 986,393	\$ (5,011)	\$ 499,551	\$ -	\$ 494,540

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**Reports Required by**  
***Government Auditing Standards***



WHISMAN GIORDANO  
CERTIFIED PUBLIC ACCOUNTANTS

Building Extraordinary Relationships

**Report of Independent Auditor  
on Internal Control over Financial Reporting  
and on Compliance and Other Matters  
Based on an Audit of the Financial Statements  
Performed in Accordance with Government Auditing Standards**

To Members of the School Board  
**Campus Community School**  
Dover, Delaware

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Campus Community School [a component unit of the State of Delaware], as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Campus Community School's basic financial statements, and have issued our report thereon dated September 29, 2020.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Campus Community School's internal control over financial reporting [internal control] to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Campus Community School's internal control. Accordingly, we do not express an opinion on the effectiveness of Campus Community School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Campus Community School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

To the Members of the School Board  
Campus Community School

**Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of Campus Community School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Campus Community School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Whisman Giordano & Associates, LLC*

Newark, Delaware  
September 29, 2020

**Appendix 15 - List of all settlements (if applicable)**

Appendix 15

Campus Community School Settlement Listing as of 9/29/2020

1) 5/2/14 – Educational Settlement - \$ 30,000.00

Legal Fees - \$ 15,000.00

Total Cost \$ 45,000.00

2) 8/28/14 – Educational Settlement - \$ 36,666.67

Legal Fees - \$ 18,333.33

Total Cost \$ 55,000.00

3) 11/28/18 – Educational Settlement sibling A - \$ 208,740.00

Educational Settlement sibling B - \$ 169,687.50

8/15/19 - Legal Fees both siblings - \$ 255,000.00

Total Cost \$ 633,427.50

\*\*\*Case 3 was filed in July of 2015

At this current time we do not have any pending cases.