

CAMPUS COMMUNITY SCHOOL

ANNUAL REPORT

2021-2022



**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 2021-2022 ¹	397
Approved Enrollment	412
School Address	350 Pear Street, Dover, Delaware 19904
District(s) of Residence	Capital School District
Website Address	http://campuscommunityschool.com/
Name of School Leader	Heidi Greene
School Leader Email and Phone Number	heidi.greene@ccs.k12.de.us (302) 736-0403
Name of Board President	Laura Axtell
Mission Statement: To create and maintain an environment for learning that allows each student to maximize his or her potential in developing habits of mind, acquiring knowledge and skills, and demonstrating individual and social responsibility.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2021-2022. (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	
	2021-2022¹
Total Enrollment	397
# of Students on Waiting List	26
Gender	
% Male	45.84%
% Female	54.16%
Ethnicity/Race	
% African American	60.20%
% American Indian	
% Asian	2.27%
% Hispanic/Latino	8.82%
% White	21.16%
% Multiracial	7.56%
Special Populations	
%Special Education ²	9.82%
% English Language Learners	3.53%
% Low-Income	39.80%

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

Although our low income percentage is listed as 39.80% , 68% of our students received free/reduced lunches in the 21/22 school year.

1.3 Approved Minor and Major Modifications:

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

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

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

1.4 School Enrollment:

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

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2021-2022	
	Approved Enrollment	30-Sep Enrollment Count
K		43
Grade 1		44
Grade 2		37
Grade 3		42
Grade 4		46
Grade 5		47
Grade 6		47
Grade 7		41
Grade 8		50
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total		397

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

1.5 Reenrollment:

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

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

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Campus Community School		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	2	
Grade 1	36	85.71%
Grade 2	32	80.00%
Grade 3	40	88.89%
Grade 4	39	90.70%
Grade 5	37	80.43%
Grade 6	42	80.77%
Grade 7	38	77.55%
Grade 8	48	92.31%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	314	85.09%

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

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

For the 22/23 school year our enrollment is 402 and our wait list more than doubled to 54 students. The majority of our students who enroll in other schools do so because of a change in their living situation. CCS is very family-centered and we tend to have large families enroll. If they move it can have an impact on several grade levels. In addition, we have high academic and behavioral standards. When students withdrawal we do collect data on the reasons and discuss any issues with parents, if

applicable. CCS monitors enrollment on a monthly basis throughout the school year. Our goal is to build strong relationships with students and families through activities such as student-led conferences, building a strong parent/teacher group, school wide activities and parent surveys. As part of our long range planning, Campus Community School is better defining, “why choose CCS” so we can focus our marketing on what makes us unique and a great place for our students.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Due to the impact of COVID-19 on learning and learning environments, accountability ratings for school year (SY) 21/22 were not issued. The school's assessment data for SY21/22 is available at: [Campus Community School Report Card](#)

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

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

School Comments:

In 21-22 we saw similar trends in school achievement compared to previous year, with students scoring higher in ELA than Math. We have also started noticing the impacts of Covid on instruction, with more students presenting as “behind” in certain areas, especially foundational skills. Our general observation is that “strong” students maintained their level of performance despite the challenges and setbacks of instruction during Covid, while “weaker” students developed even more deficits. With Covid numbers still high in 21-22, as well as requirements for quarantining, consistency of instruction was still compromised for some students.

As a school, we take STAR three times a year. Looking from the 1st test to the last in Math, most grade levels (other than 5th grade) reduced the number of students in the “urgent intervention” category and increased the number of students in the “at/above benchmark” category. For Reading, all grade levels reduced the number of students in the “urgent intervention” category and most (not 5th, 6th, or 8th) increased the number of students in the “at/above benchmark” category.

For the 21-22 school year, we introduced Honor Roll. Students in K-8 can earn Habits of Mind Honor roll for scoring all 3’s and/or 4’s in Habits of Mind in all subjects. Students in 3-8 can also earn Academic Honor Roll for scoring all 3’s and/or 4’s in all subjects.

Performance Agreement

Academic Performance Expectations

By September 2024, our expectation is to achieve an overall rating of “Meets” or “Exceeds on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

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

School Comments

Academic Performance was not evaluated during 21-22 in this way; accountability ratings were not provided.

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?

- a) Rate the school's performance according to the criteria established by the school for its 2021-2022 mission specific goal(s).

School Comments

Our mission-specific goal is for our middle school students to get involved in one or more service-learning opportunities. These opportunities are provided through organizations like National Honor Society, through school-wide events like Earth Day beach clean-up, and through various classroom projects. For the 21-22 school year, 95% of middle school students participated in a service learning opportunity.

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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](#).

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	
2021-2022	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:

We are happy to have achieved an overall rating of Meets Standard.

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

School Comments:

For the 21-22 school year we hired a new Special Services Coordinator to help us effectively manage and serve our students with special learning needs. One of our Special Ed teachers became EL certified, as well, to have a more direct impact on our EL students.

One major change we were able to make organizationally, even though temporary due to ESSER funds, was to add another teacher per grades K-3 to create smaller class sizes. This was done as one method for helping to address learning gaps and to ensure strong foundational skills.

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

Performance Agreement

Organizational Performance Expectations

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

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

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

School Comments:

We are happy to have achieved an overall rating of Meets Standard.

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	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Margo	Roof	11/21/21	11/22/24	Parent Rep Treasurer	Feb 2022	July 2022
Necia	Razzano	2/28/22	8/22/22	Community Member	Needed to complete	July 2022
Laura	Axtell	4/29/19	4/29/23	President	May 2020	July 2022
Jennifer	Boland	5/1/19	5/1/23	Teacher Rep Secretary	April 2020	July 2022
Rita	Paige	3/28/22	3/28/25	Community Member	Needs to complete	Needs to complete
Karen	Favors	10/26/20	10/26/23	Community Member	Jan 2021	July 2022
Bonnie	Gladu	10/26/20	10/26/23	Community Member	June 2021	July 2022
Heidi	Greene			Head of School 2018	Prior to 2010	July 2022

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members that have joined the Board since December 1, 2021.

School Comments:

In July of 2022, DANA presented Board training to our members (See appendix 2). The training focused on Board Excellence. As we add additional Board members, or replace Board members it is important that we seek members that have the school's core values and meet a need or expertise that is currently not being represented.

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

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Marc	Cote	New Term 7/21	7/24	Community Member	7/1/2007
Carolin	Lyon			Ex Officio/ Business Manager	7/1/2010
Harry	Papaleo	New Term 1/22	1/25	Community Member	9/29/2014
Richard	Riggs			DOE Representative	11/30/2015
Jhonita	Ervin	1/19	11/22	Parent Rep	2/14/2019
Margo	Roof	3/22	3/25	Treasure – Parent Rep	Feb 2022
Heidi	Greene			Ex Officio/ Head of School	Prior to 2010

School Comments:

The CBOC committee meets monthly which enables them to continually monitor the financial State of the school.

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

2021-2022		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
84%	21	25

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.

The interview process screens candidates for content knowledge and pedagogy, along with core values and traits that align with Campus Community School.

For the 21-22 school year, we replaced 4 teachers.

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

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

School Comments:

CCS values continuous growth, learning, and reflection in its staff and students. An educator's journey is never-ending. The educators at CCS are expected to learn and embrace the philosophy, traditions, and overall "ways" of the school. We have a Teacher Development plan for all levels of teachers in our building, regardless of how long they've been teaching. Each year has an intended path of learning and development, sometimes guided through mentoring and PD, and sometimes independent.

The main goal of Year 1 is for teachers to learn the philosophy, culture, and key components of Campus Community School. This starts with a multi-day New Staff Orientation. The main goal of Year 2 is for teachers to dig deeper into our key components and refine their practices. By Year 3, we want our teaching staff to start developing as self-directed practitioners, reflecting on their growth as a Campus teacher and where to go next. With guidance, we want them to set goals and seek out resources. In Year 4 and Beyond, teachers should be working towards work towards being a role model and leading others in "the Campus Way". Each year teachers in year will determine an individualized PD plan and document their experiences and growth

All teaching staff completes multiple trainings on Responsive Classroom; some are school-based, and some are done with a Responsive Classroom trainer.

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	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management and Oversight	Overall Rating
Year	1	2	3	4	5	6	7	8	9	10	
2021-2022	M	M	M	M	M	M	M	M	Not Rated	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:

All standards were met. We strive to ensure we are financially stable, yet still meet the needs of our students.

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

School Comments:

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

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

N/A – All measures were met.

Performance Agreement

Financial Performance Expectations

By September 2024, our expectation is to achieve an overall rating of "Meets" or "Exceeds on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

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

School Comments:

All Financial ratings have been met.

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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:

We have not had any audit findings.

V. INNOVATION

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

School Comments:

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

Below are several of our unique and promising practices:

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

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

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

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

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

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

VII. ANNUAL REPORT CERTIFICATION STATEMENT

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

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

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

1/24/23
 Date

Print/Type Name:	Laura Axtell
Title (if designated):	
Date of approval by board of directors:	1/23/23

References:

¹ Based on September 30th Unit Count

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

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

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

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

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

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

Appendix 1

21-22 Service-Learning

Student	Grade	Service Learning Requirement Met?
Student 1	6	yes
Student 2	6	yes
Student 3	6	yes
Student 4	6	yes
Student 5	6	yes
Student 6	6	yes
Student 7	6	yes
Student 8	6	yes
Student 9	6	yes
Student 10	6	yes
Student 11	6	yes
Student 12	6	yes
Student 13	6	yes
Student 14	6	yes
Student 15	6	yes
Student 16	6	yes
Student 17	6	yes
Student 18	6	yes
Student 19	6	yes
Student 20	6	yes
Student 21	6	yes
Student 22	6	yes
Student 23	6	yes
Student 24	6	yes
Student 25	6	yes
Student 26	6	no
Student 27	6	yes
Student 28	6	yes
Student 29	6	yes
Student 30	6	yes
Student 31	6	no
Student 32	6	yes
Student 33	6	yes
Student 34	6	yes
Student 35	6	yes
Student 36	6	yes
Student 37	6	yes
Student 38	6	yes
Student 39	6	yes
Student 40	6	yes
Student 41	6	yes
Student 42	6	yes
Student 43	6	yes
Student 44	6	yes
Student 45	6	yes

Student 46	6	yes
Student 47	6	yes
Student 48	6	yes
Student 49	7	yes
Student 50	7	yes
Student 51	7	yes
Student 52	7	no
Student 53	7	yes
Student 54	7	yes
Student 55	7	yes
Student 56	7	yes
Student 57	7	yes
Student 58	7	no
Student 59	7	no
Student 60	7	yes
Student 61	7	yes
Student 62	7	yes
Student 63	7	yes
Student 64	7	yes
Student 65	7	yes
Student 66	7	yes
Student 67	7	yes
Student 68	7	yes
Student 69	7	yes
Student 70	7	yes
Student 71	7	yes
Student 72	7	yes
Student 73	7	yes
Student 74	7	yes
Student 75	7	yes
Student 76	7	yes
Student 77	7	yes
Student 78	7	yes
Student 79	7	yes
Student 80	7	yes
Student 81	7	yes
Student 82	7	yes
Student 83	7	yes
Student 84	7	yes
Student 85	7	no
Student 86	7	yes
Student 87	7	yes
Student 88	7	yes
Student 89	7	yes
Student 90	7	yes
Student 91	7	yes
Student 92	7	yes

Student 93	7	yes
Student 94	7	yes
Student 95	7	yes
Student 96	7	yes
Student 97	8	yes
Student 98	8	yes
Student 99	8	yes
Student 100	8	yes
Student 101	8	yes
Student 102	8	yes
Student 103	8	yes
Student 104	8	yes
Student 105	8	yes
Student 106	8	yes
Student 107	8	yes
Student 108	8	yes
Student 109	8	yes
Student 110	8	yes
Student 111	8	yes
Student 112	8	yes
Student 113	8	yes
Student 114	8	yes
Student 115	8	yes
Student 116	8	yes
Student 117	8	yes
Student 118	8	yes
Student 119	8	yes
Student 120	8	yes
Student 121	8	yes
Student 122	8	yes
Student 123	8	yes
Student 124	8	yes
Student 125	8	yes
Student 126	8	yes
Student 127	8	yes
Student 128	8	yes
Student 129	8	yes
Student 130	8	yes
Student 131	8	yes
Student 132	8	yes
Student 133	8	yes
Student 134	8	yes
Student 135	8	yes
Student 136	8	yes
Student 137	8	no
Student 138	8	yes
Student 139	8	yes

Student 140	8	yes
Student 141	8	yes
Student 142	8	yes
Student 143	8	yes

136/143
(95%)
students
met the
service
learning
goal

Appendix 2



October 31, 2022

Heidi Greene
Head of School/Principal
Campus Community School
Dover, DE 19904
via email: Heidi.Greene@ccs.k12.de.us

Dar Ms. Greene:

This letter certifies that 3 hours of charter school board excellence training was completed on July 25, 2022, for board members of Campus Community School.

The following individuals participated in the training:

Board Members:

Laura Axtell
Jennifer Boland
Karen Favors
Rita Paige
Necia Razzano

Bonnie Gladu
Margo Roof

Administration:

Heidi Green, Head of School

It was a pleasure to meet with you and members of the Board of Directors and facilitate conversation on the principles and practices of high quality charter school governance.

Sincerely,

Pamela Leland

Pamela Leland, PhD
Executive Vice President, Member Support Programs

Cc: Ms. Laura Axtell, President, Board of Directors, Laura.Axtell3@gmail.com