



Cape Cod Lighthouse Charter School

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Cape Cod Lighthouse Charter School 2025-2026 Annual Report

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Introduction to the School

Cape Cod Lighthouse Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Harwich
Regional or Non-Regional?	Regional	Districts in Region (if applicable)	Sandwich, Bourne, Barnstable, Dennis-Yarmouth, Mashpee, Monomoy, Nauset, Truro, Provincetown, Falmouth
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015, 2020, 2025
Maximum Enrollment	260	Chartered Grade Span	6th-8th
Mission Statement: <i>Cape Cod Lighthouse Charter School seeks to provide a supportive and challenging learning environment for middle school students, where teachers foster intellectual development and academic achievement in an atmosphere that celebrates learning as a lifelong pleasure.</i> <i>We appreciate and understand middle school-aged students. We enjoy the often undervalued creativity and intellectual potential of this age group. We strive to provide an emotionally safe and supportive community, encouraging students to develop their strengths and risk new growth, while pursuing an academically rigorous curriculum. Wherever possible, students learn through experience, allowing them to be engaged in the process of discovery and to see the practical applications of classroom lessons.</i> <i>Looking beyond the walls of the classroom, we collaborate with local partners to utilize the unique natural and creative resources on Cape Cod, and reach out to global partners to broaden our cultural understanding and knowledge. Our graduates take with them the values of personal responsibility, consideration for others, respect for the environment, academic integrity, creative expression, and perseverance.</i>			



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July, 2026

Dear CCLCS Friends & Families,

As we reflect on the past year, we are filled with pride and excitement for all that has taken place at the Cape Cod Lighthouse Charter School. With the wind in our sails after receiving our charter renewal from the Massachusetts Department of Elementary and Secondary Education in 2025, we sailed confidently into the school year with the validation that our educational model and programming will serve students from Barnstable County for another five years and beyond.

We welcomed a new Executive Director to CCLCS who offered a fresh perspective and an opportunity for visioning and strategic planning. He embraced our culture and led us through the final stages of a Strategic Plan, which will guide our collective purpose for the next three years.

Our academic program remains a central strength of the school. With a continued commitment to excellence, our staff and Board conduct an annual review of curriculum and instruction to identify opportunities to increase both rigor and relevance for middle school learners. We strive to ensure that our students are not only challenged but inspired. In that spirit, it was a year marked by several new events and student-led projects, while we also continued to honor many of the cherished trips and traditions that make the CCLCS experience so meaningful. Whether in the classroom or out in the community, students have had rich opportunities to learn, connect, and grow.

Our signature seminar program continues to connect students to the world beyond our walls, offering opportunities to engage with local organizations, learn from community leaders, and participate in efforts that make a positive difference right here on Cape Cod.

This year also saw exciting growth in our athletics program. With high levels of student participation and several of our teams earning titles within our “Super Six” division, school spirit was palpable. We’re proud of the effort, teamwork, and sportsmanship our student-athletes have shown.

At CCLCS, we continue to imagine what education can be for Cape Cod middle schoolers, now and into the future. Thank you for trusting us with your student’s middle school years. We are honored to serve them and look forward to all that lies ahead.

Sincerely Yours,

Tracy Murphy
Chair, Board of Trustees

School Performance and Program Implementation

Faithfulness to Charter

Criterion 1: Mission and Key Design Elements

The following summarizes our progress with respect to the four key design elements articulated in the 2025 charter renewal and the three design elements reaffirmed in our 2025-2029 Accountability Plan. These key design elements, derived from our Mission Statement, are:

- 1.) *Project Rich Learning*
- 2.) *Teaching to the Whole Child*
- 3.) *Community Partnerships*
- 4.) *Teacher Led School (not reflected in 2025-2029 Accountability Plan)*

Key Design Elements (with parenthetical citations to pages from the charter application):

1. **PROJECT RICH LEARNING EXPERIENCES & VARIED ASSESSMENTS:** Providing students with opportunities to engage in relevant and deep learning experiences and a creative range of assessments which include content that crosses disciplines and develops critical lifelong skills. (p. 3, final charter application)

Curriculum and instruction at CCLCS remains relevant, rigorous, and responsive to students' interests and needs. This year featured the renewal of "cornerstone" learning experiences at every grade level, as well as the creation of new, authentic and accessible experiences that deepened students' understanding of key concepts and extended across disciplines.

CCLCS's sixth grade teaching team set the lofty goal of visiting every town on the Cape as part of their initiative to use the social and environmental ecosystems of Barnstable County to better



understand the students' environment and their role in preserving and enriching it. This initiative galvanized their commitment to place-based education and to the 6th grade essential questions, "Who am I?" and "Where do I come from?" They ventured out into the Cape Cod community to explore Provincetown, Orleans, Eastham, Chatham, Harwich, and Sandwich in order to study local ecosystems, history, culture, and society. Projects in Science include the cell project, the engineering project and the adaptation project. A long standing cross curricular project, the Walk for Water, was a wonderful capstone to an eventful year. Students read the powerful novel *A Long Walk to Water* in ELA and then subsequently raised approximately \$7000 for the installation of a well in South Sudan (we have installed over 15 in total!) before simulating what it

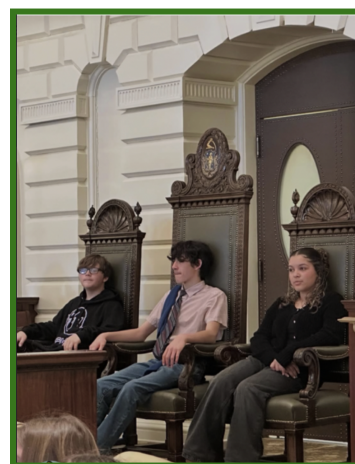
would be like to walk miles for clean water in Social Studies. Other experiences in Social Studies included researching non-profit organizations around the globe and presenting on their

missions. Their interdisciplinary study of the world's diverse people and places continued in ELA through reading about China and Chinese culture in *Where the Mountain Meets the Moon* and about Afghanistan and its diaspora in *Shooting Kabul*. In Math, students created a statistics project based on real time data about students' own skills, as well as their classmates'. They also created and completed several labs, including the Math Cafe and the Lemonade Lab. Their Explorations (XP) class presented students with several building challenges, including the design of a skate park, the Mars project, and a Makey Makey lab. These are just a few of the many exciting and interactive learning experiences in the sixth grade.

CCLCS students in the seventh grade continued to build on their academic foundations through a series of collaborative, creative and hands-on learning experiences. In ELA, students explored themes of identity and belonging in a reading of *The Outsiders* followed by a visit to Boston to see the hit musical. They celebrated culture and storytelling through a Family Food Tradition event that invited personal reflection and community connection. In Social Studies, students immersed themselves in ancient civilizations, including the design of symbolic sarcophaguses that reflected their understanding of Egyptian beliefs and traditions. Math learning came to life through a new "start-up business" project done in conjunction with Cape Cod 5 Bank, a project that combined entrepreneurship, financial literacy and real-world math application. In Science, students "chased storms," learning about meteorological patterns and extreme weather, examined the ecological fragility of Cape Cod, and joined faculty members in a spirited school-wide birding competition combining observation skills with scientific inquiry. In Spanish, seventh graders "traveled" across Latin America, staying with host families, visiting iconic cultural landmarks, and practicing language skills while gaining a deeper appreciation of regional diversity. These immersive experiences not only supported language development but also encouraged global thinking and cultural awareness. Seventh grade at CCLCS is a time of discovery, creativity and connection. Students are encouraged to think critically, collaborate meaningfully and explore their world with curiosity and purpose.

CCLCS students in the eighth grade experienced a dynamic and interdisciplinary year filled with opportunities to synthesize their learning and prepare for the transition to high school. In ELA, students read a novel, *Counting by 7's*, featuring a neurodiverse protagonist. They explored themes of identity, inclusion and empathy, while fostering meaningful discussions around neurodiversity and varied human experiences. In Math, eighth graders applied abstract algebraic concepts to real-world problems during the *Hidden Figures* unit, where they explored the mathematical contributions of African American women in NASA's space program. In Civics, students engaged in meaningful discussions about democracy and representation, creating original designs for a new Massachusetts state flag and conducting Supreme Court case studies that encouraged them to apply historical principles to contemporary issues. Hands-on learning continued in Science with a series of interactive labs, including density labs, the Wave Lab (which students presented to sixth graders), and the Spectroscopy Lab. Science-related community engagement experiences focused on sustainability of our local water resources, so students visited the Chatham Wastewater Treatment Facility and were visited by water analyst Tara Nye Lewis of the Cape Cod Commission. Their scientific journey culminated in the Body Bio Project, an in-depth exploration of their own body systems that integrated research, data analysis, personal narrative, and artistic expression for a final exhibition that showcased both

knowledge and creativity. French was one of the original languages taught when CCLCS first opened thirty years ago, and it was refreshing to have it back as a course offering this year. In addition to practicing novice language skills through a variety of vocabulary and grammar topics, students also learned about Francophone culture through a variety of projects. They participated in a national video competition as well as an international music video contest. They created sculptures for the 2026 Winter Olympics. They wrote letters to French-speaking embassies requesting information about their country. They built Eiffel Tower models and learned about famous Paris monuments. Finally, they connected the French curriculum to the Civics unit about immigration by doing a project featuring the lives of French-speaking immigrants from several different countries who passed through Ellis Island during the early 20th century. Eighth grade at CCLCS is a capstone year, where students explore big ideas, take ownership of their learning, and engage in collaborative projects that stretch their academic and creative abilities. It's a year that challenges and celebrates who they've become and who they're ready to be.



Additionally, all grade levels also continued to experience STAR testing, three times per year. CCLCS used the data from both ELA and Math STAR tests, as well as other internal assessments and MCAS scores, to determine where acceleration and intervention may be needed for grade levels at large and individual students.

The following table summarizes the percentage of parents who agreed or strongly agreed that CCLCS maintained a challenging, hands-on and project rich curriculum in the '25-'26 school year. In addition to this, parents also indicated their agreement with the statement that CCLCS maintains high academic standards and teaches important skills for future success.

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree PLUS the percentage who agree.

Table S-1	2025-26
Challenging, hands on curriculum	67 (91)
Rich project curriculum	76 (94)
Global Awareness	67 (97)
Environmental Awareness	61 (94)

2. TEACHING TO THE WHOLE CHILD: Connecting students with each other and developing SEL skills through community building and personal development experiences (p. 4, final charter application)

CCLCS provides both formal and informal learning experiences that promote social-emotional development alongside cognitive and skill growth. During the '25-'26 school year, CCLCS continued to refine the scope of work for our full-time social worker (added to our team in '24-'25), expanding our capacity to support students' well-being. The social worker provided regular opportunities for students to check in, process challenges and practice strategies for emotional regulation, focus and engagement in learning.

Additionally, our dedicated SEL (Social-Emotional Learning) Committee continued to play a key role in designing and implementing an extended homeroom model on Thursday mornings. This model was created to foster stronger relationships among students and staff, build a sense of belonging, and provide structured time for connection and reflection throughout the term.

CCLCS placed increased focus on building a culture of respect, responsibility and reflection through more regular All School Meetings and guest performances. We continued to expand our athletics program and after-school extracurricular offerings. In addition to our in-school and after-school programming, we remained committed to providing our students with meaningful experiences beyond the classroom through various class trips; opportunities that encourage personal growth, connection and the development of lifelong skills. The following table summarizes a list of experiences designed to teach to the whole child.

<u>Program</u>	<u>Description</u>	<u>Grades</u>	<u>Attendance %</u>
Camp Burgess	Active learning in outdoor education, bonding, skill and character development	6	98
Chatham field trip	Active learning about local fishing community, bonding, skill and character building	6	98
Provincetown field trip	Active learning in history, geography, and ecology of regions, bonding, and character building	6	96
Friends of Pleasant Bay	Active and ongoing learning in high interest topics, bonding, skill and character building	6	100
Etiquette Luncheon at the Wequassett Resort	Character building and bonding experience with local partner	6	100
<u>The Outsiders</u> Musical Trip	In depth study of the novel <i>The Outsiders</i> followed by a trip to Boston to see the musical	7	92
Six Flags	Active learning and bonding	7	95

Heritage Gardens Adventure Park	Active learning in outdoor adventure, bonding, skill and character building	7	94
8th Grade Spring Trip to Washington, DC	Active learning in civics, history, physics, bonding, skill and character building	8	92
Community Service Day	Civic responsibility	8	92
Cape Cod Museum of Art	Active learning in visual arts, bonding, skill and character building	8	99
Chatham Wastewater field trip	Active learning in chemistry, bonding, skill and character building	8	99
Gillette Stadium Visit	Active learning in nutrition, bonding, skill and character building	8	92
State House field trip	Active learning in civics topics, bonding, skill and character building	8	
White Mountains field trip	Personal, group challenge, skill and character building	8	90
Project-rich learning	High engagement, skill building	6,7,8	100
Fall Festival	Whole community bonding, interpersonal skill building	6,7,8	97
Seminars	High engagement, student choice, internal and external community building	6,7,8	100 (3 trimesters of offerings)
Interscholastic Sports	Skill and character building, sportsmanship, community	6,7,8	50
Extended Homeroom Thursdays	Goal setting, character building, growth reflections	6,7,8	100
Student clubs: Model UN, Roots and Shoots, Student Government, Art Spark, etc.	Bonding, skill and character development	6,7,8	30
Lunch groups	Bonding, social skills	6,7,8	10

	development		
All School Meetings	Whole community bonding, self care, academic skills development	6, 7, 8	100

The table below summarizes the percentage of parents who agreed or strongly agreed that they and their children felt welcome. Parents also indicated their level of satisfaction with their child's overall education during the '25-'26 school year and rated the level of accessibility to extra help for skill development and refinement.

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

Table S-2	2025-26
Felt welcome	52 (85)
Child is valued	39 (78)
Felt safe	39 (85)
High academic standards for all	46 (88)
Opportunities for extra help to refine skill development for all	36 (75)
Satisfied with education	67 (85)

3. **COMMUNITY PARTNERSHIPS:** Establishing and maintaining relevant and meaningful relationships with local & global organizations so that students can apply their learning to real world settings (p. 4, final charter application)

CCLCS collaborates with a wide range of local and global community partners throughout the school year, weaving these connections intentionally into our curricula to enhance student learning and engagement. During the 2025-2026 school year, CCLCS sustained and expanded its work with several impactful organizations, including Water for South Sudan, Mass Audubon, Center for Coastal Studies, Hearts & Paws, Pleasant Bay Community Boating, the Butterfly Project, Marconi Center, Cape Cod 5, Simpson Island Trust, the Cabot Foundation, and the Wequassett Resort.



A longstanding relationship with the Cape Cod Museum of Art continues to provide students with valuable opportunities to explore the intersection of visual arts and academic study.

This year also marked the beginning of several new partnerships. Our 8th graders visited the Chatham Wastewater Facility and took full advantage of the hands-on learning experience and presentation by local experts to explore the chemistry of our local water and the implications of the sewerage of our community. Additionally, our 8th graders also were graciously offered a visit to the House Chamber from our State Senator Julian Cyr at the capital building in Boston. They also visited Gillette Stadium to take part in a nutrition workshop that kicked off their “Body Bio” project.

In addition to these visits out in the community, several local artists came to campus to share their work and creative process, fostering artistic appreciation and dialogue. These artists included choruses from Falmouth Academy and Nauset Regional High School, the Bart Weisman Jazz Trio, and local poet, performer and playwright Tamora Israel. Additionally, our music ensembles brought student talent into the broader community by performing at the local nursing home and at “The 204” for our spring musical, Annie Jr.

CCLCS also maintained the *Art Spark* program, a grant-funded after-school program that offers students extended opportunities to engage in creative expression and build skills across a range of visual arts.

Friday seminars at CCLCS continue to serve as a signature program and a source of pride for our community, offering students a chance to explore interests beyond the traditional curriculum. Many seminars cultivate connections with local and global organizations, allowing students to engage in meaningful, real-world projects. Per a new initiative in our new Accountability Plan,



this year’s seminars focused more on community service, featuring everything from a project conducted for the Centerville Public Library, to assisting the Family Table Collaborative in Yarmouth, to mentoring early elementary students at the Laurel School. Student-led clubs, such as Model United Nations and Roots & Shoots, further support global awareness, civic engagement and environmental stewardship.

Encouraging educators to take students beyond the four walls of the classroom remains a cornerstone of our approach. These real-world experiences not only enhance academic learning but also promote community engagement and personal growth.

The following table summarizes the percentage of parents who agreed or strongly agreed that the CCLCS curriculum provides valuable experiences with local resource partners, maintains a strong focus on the Cape Cod environment and teaches about global issues.

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree PLUS the percentage who agree.

Table S-3	2025-26
Resource partners	46 (82)
Cape Cod environment	61 (94)
Global focus	67 (97)

TEACHER LED SCHOOL: *Facilitating and incorporating the thoughts and ideas of teachers and staff members into the design of the school's programming and decision making processes (p. 4, final charter application)*

Teacher leadership is an integral component of the overall success of CCLCS programming. Teachers are actively encouraged to participate in committee work and decision-making processes, particularly those related to student learning and school culture. During the 2025-2026 school year, 100% of CCLCS staff participated in at least two committees.

In addition to governance responsibilities, teachers serve on a range of working groups and initiatives focused on enhancing the student experience. Staff members annually self-select committees aligned with their interests and are also encouraged to participate in one-time or short-term efforts, such as hiring panels and event planning teams.

This year, CCLCS continued in a more intentional and structured onboarding and mentoring process for new staff, with each new hire being paired with a mentor teacher for regular mentorship opportunities. This initiative ensures that new faculty receive both logistical guidance and community-building support as they transition into their roles.

Teacher leadership also extends beyond the classroom. Faculty members served as coaches across all three athletic seasons, reinforcing strong relationships with students and modeling teamwork and school spirit.

As part of our commitment to continuous improvement, the full staff engaged in collaborative workshops focused on creating a new accountability plan and a new strategic plan. Each staff member participated in at least one Committee A and one Committee B. These sessions fostered open dialogue, clarified expectations and strengthened a shared vision for staff culture and professional responsibility.

<u>Governance Related Committees</u>	<u>Teacher/Staff Members</u>
Board of Trustees	Challis Crema (Aug-October 2025) Christin Sims (November 2025 - present) Josh Stewart
Finance Committee	Ben Parsons Michele Gallucci

CCLCS Education Foundation	Catherine O'Leary Ben Parsons
<u>Non-Governance Related Committee A's</u>	<u>Teacher/Staff Members</u>
Data Analysis	Aaron Crowell Doug Mason Challis Crema Annie Haven Beth Woelflein Andy Novak Denneen Joseph
Student Support	Mary Marvullo Kate Smith Dana Strakele Kristen Berner Seth Roberts Beth Woelflein Liz Novak Jen Hyora
SEL and Portfolio	Dana Strakele Caroline Metz Caroline Doherty Emily Anziano Tara Mason Hannah K. Kristen Berner Carrie Quenneville
Diversity, Belonging, Equity & Inclusion	Liz Novak Zukhra Graham Mary Beth Barnhardt Brenna Johnson Rachel Giffie Jen Maxwell Jen Hyora Katie Motta Avari Maxwell Adam Rose Sus Graham-Pye
Democratic Education	Ben Parsons Catherine O'Leary

	Seth Roberts Brian Bates Josh Stewart Kathryn Wilkinson Christin Sims
Non-Governance Related Committee B's	<u>Teacher/Staff Members</u>
Fall Festival 2025!	Josh Stewart Brenna Johnson Rachel Giffie Jen Hyora Kristen Berner
Technology and Facilities Committee	Ken Merrill Zukhra Graham Tara Mason Annie Haven Josh Stewart Brian Bates Aaron Crowell Avari Maxwell Andy Novak Beth Woelflein Michele Gallucci Doug Mason
Merriment Committee	Brittany Hutton Emily Anziano Carrie Quenneville Christin Sims Caroline Doherty
Calendar Committee	Hannah Kast Dana Strakele Zukhra Graham Kathryn Wilkinson
Family Connections Committee	Seth Roberts Brian Bates Challis Crema Mary Beth Barnhardt Liz Novak Hannah Kast Beth Woelflein

	Susanna Graham-Pye
Seminar Committee	Dana Strakele Hannah Kast Emily Anziano Catherine O'Leary Brittany Hutton Jen Hyora Andy Novak Kathryn Wilkinson
Wellness Committee	Kate Smith Beth Woelflein Caroline Metz Denneen Joseph Jen Maxwell Katie Motta Avari Maxwell Mary Marvullo Adam Rose

Criterion 2: Access and Equity

Student Demographic Information

[Enrollment by Race/Ethnicity \(25-26\)](#)

Selected Populations

[Selected Populations \(25-26\)](#)

Discipline Data

[2024-25 Student Discipline Data Report](#)

Criterion 4: Dissemination

CCLCS continues to disseminate best practices and innovative teaching strategies to the educational community on both small and large scales.

Dissemination Activities to Public Schools (that are not charter schools) *in* the District Where the School Is Located 2025-26)

School Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
2025-2026	IT and web design services to help build Dennis-Yarmouth's Athletics Hall of Fame	Presentation and pro bono consultations	Ken Merrill - Director of IT	IT, Facilities and Athletics Department at D-Y Regional School District	Launch of a website for the DY Athletic Hall of Fame and inaugural HoF reception

Dissemination Activities *Beyond* the District Where the School Is Located 2025-26

School Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
2025	Used data and information gathering to embark on a data and CER journey that will lay the foundation for using data to support CER activities in the classroom.	Presentation	Annie Haven 8th Grade Science Teacher	MAST Conference in Marlborough	Collaboration with other districts (DY, Monomoy and Nauset) in gathering data of local pond water quality, with hopes of sharing a Cape-wide database that students can access.
2026	Presented different types of workshop opportunities	Share-a-thon Table	Annie Haven	WPI STEM Education	Potential for sharing of data and collaboration

	available through MAST		8th Grade Science Teacher	Center Showcase	with other MA districts, as well as connection made with other MA teachers.
2026	Real world, relevant and interactive teaching and learning	Panel	Ben Parsons Executive Director	DESE Dissemination Fair	Potential for sharing of best practices and collaboration with other MA districts, as well as connections made with other MA educators.
2025 - 2026	Policies for acquisition and distribution of Chromebooks	Consultation via phone and email	Ken Merrill Director of IT	Rising Tide IT Department	Updated policies at Rising Tide for computer usage.

Academic Program Success

Criterion 5: Student Performance

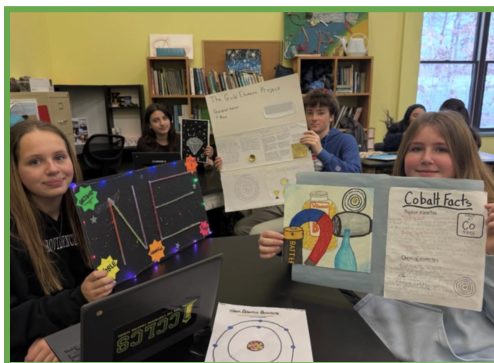
The CCLCS 2025 [report card](#) is available online. During the 24-25 school year, CCLCS “performs better than 44% of elementary and middle schools statewide,” reflecting modest growth from the previous year (42%). Student performance on internal and external benchmark assessments during the 2025-26 school year showed variability across subjects and grade levels, prompting productive discussions among staff and a newly formed Board of Trustees subcommittee on “Academic Achievement and Data” about instructional practices and areas for continued growth. Both the 2025 MCAS data and the 25-26 STAR data for CCLCS reflect a mixture of promising outcomes and areas in need of additional support, offering valuable insights to guide ongoing instructional planning and curriculum development.

Grade 8 ELA and Civics MCAS scores demonstrated the strongest performance across tested subjects, with 58% of students meeting or exceeding expectations on each exam, outpacing the state average of 44% and 39% respectively. The average scaled scores of 505 and 506 on

these two tests and a strong SGP of 62 on 8th grade ELA further underscore the effectiveness of instruction in this grade level. ELA scores in grades 6 and 7 were also commendable (52% and 51% meeting expectations respectively), 10% above state averages. Proficiency levels in math remain an area of focus, with scores at all three grade levels slightly below state averages. The SGP for 7th grade math was 52, indicating positive student growth compared to peers statewide. In Grade 8 Science and Technology/Engineering, 38% of students met or exceeded expectations, shy of the state average of 42%. This result, combined with a 100% participation rate, provides a reliable foundation for continued growth in science instruction. Across all subjects and grade levels, participation remained exceptionally high (between 98% and 100%), ensuring that the data allows for meaningful trend analysis.

Our standardized test scores encourage renewed and additional attention in several areas. Only 36% of Grade 6 students met or exceeded expectations in math, significantly below the state average of 41%, and 16% of students did not meet expectations at all. Although these numbers improved considerably from 2024, this data suggests the need for early intervention strategies and a careful review of curriculum and instructional practices in this subject area. Across all grades in math, the percentage of students exceeding expectations consistently lagged behind state averages. For instance, in Grade 6 Math only 5% of students exceeded expectations compared to 7% statewide; in Grade 7 Math only 4% exceeded compared to 9% statewide; and in Grade 8 Math only 4% exceeded compared to 8% statewide. This trend indicates a need to better challenge high-achieving students and expand enrichment opportunities across the school. Grade 8 mathematics remains a persistent area of concern, with only 31% of students meeting or exceeding expectations and 16% not meeting expectations. Overall, the SGP in Grades 6-8 was 38, suggesting limited growth over time in this content area.

In response to these findings, CCLCS has already initiated several strategic actions, including the formation of a Board level subcommittee on Academic Achievement and Data and a teacher-led Data & Assessment Committee, the hire of an experienced, highly qualified math teacher in 6th grade for 2026-2027, and professional development on MTSS best-practices.



These efforts are focused on deepening professional capacity in using data to guide instruction, identify curricular gaps, and improve instructional alignment. MCAS data was presented to the entire faculty to build awareness and accountability, and content-area departments have created targeted goals to close performance gaps and elevate overall achievement. While CCLCS students are demonstrating growth and success in several areas, particularly in Grade 8 ELA and Civics, there is an ongoing need to support struggling students in mathematics, raise expectations,

and develop systems to identify and nurture high performers.

Additionally, CCLCS continued to utilize STAR testing, which was administered in ELA & Math during each trimester this year. Renaissance's STAR assessment is a validated tool to measure student progress and performance, norming student scores nationally and at state levels. They

are short tests that provide teachers with immediate information regarding each student's progress in a specific content area. Data from STAR testing is also used to help determine individual student Tier 1 & 2 interventions for our MTSS framework. While there are clear areas of strength in English Language Arts (ELA), the data suggests that additional attention and targeted interventions are needed in mathematics, particularly in grades 7 & 8. A first step to addressing this math deficiency includes twice a week intervention periods for specific students in ELA and Math, as opposed to once week, as was the schedule in prior years.

STAR ELA results indicate that the majority of students in all three grade levels are at or above national and state benchmarks (79.9% and 60.3% respectively). The trend in average scores from grades 6 to 8 suggests effective instructional strategies and strong curricular alignment.

The STAR Math data does not reflect similarly favorable student growth or outcomes, showing lower percentages of students meeting benchmarks from grade 6 to grade 8 (60.6% national and 40.7% state). This trend mirrors the results in MCAS testing, and may reflect instructional gaps, curriculum alignment issues, or a need for more targeted support for struggling students, particularly as they transition to more advanced mathematical concepts.

In reviewing internal assessment data from the 2025-2026 school year, students demonstrated strong academic performance in grades 6-8 in both math and ELA content areas. Across all three grade levels, averages were consistent in ELA. In grade 6, ELA averages hovered around 95% in all three terms, staying consistently strong. Grade 7 ELA data was slightly lower than grade 6 scores, however, the average in all three terms was also consistent at 87%. In grade 8, ELA performance was also stable and even showed a slight improvement from 86.9 in term 1 to 89.8 in term 3. Math performance data shows consistent trends across all three grade levels in each of the three terms. Grade 6 math averages improved from 90.1 in term 1 to 93.5 by term 3. Math scores in grade 7 were noticeably lower than grade 6 and grade 8 and declined over the 3 terms from 79.8 in term 1 to 75.5 in term 3. Grade 8 math scores were also consistently high at 90.6 and impressively improved from 89.3 in term 1 to 94 in term 3.

Criterion 6: Program Delivery

Students continued to experience a six-period day, which allows all core content area teachers to see each student five days a week. In addition to core academic classes, students participate in one "Special" per day (art, music, physical education) and one "Tutorial" period per week. Tutorials often provide additional support from a second teacher in the room or offer opportunities for identified students to receive one-on-one or small group help with projects, homework, or skill reinforcement. This time serves as our Tier 2 intervention in our MTSS model, allowing students to receive the support they need to succeed in the general education setting.



Students also continued STAR testing for the fifth consecutive year at CCLCS. This assessment, administered three times annually, has proven a valuable tool in helping teachers identify areas of strength and determine where intervention is needed.

The school continued to grow its extracurricular offerings, including a broader range of after-school and in-school clubs, providing students with more opportunities to explore interests and build community outside the traditional classroom setting. The athletics program offered students the chance to participate in organized interscholastic sports across all three seasons, fielding competitive teams while promoting participation for all. Our robust music program and extracurricular activities were highlighted once again, with several successful performances and competitions both on and off campus throughout the school year.

This year also marked the second year of extended homeroom time on Thursdays, which was designed to build community and foster social-emotional learning (SEL) skills. This time was split between regular all school meetings and grade-level meetings. Both served as a forum for important culture-building exercises that featured student and faculty voices, opportunities for recognition, and reminders of institutional norms. This dedicated time created space for students to connect with peers, reflect on their experiences, and develop key SEL competencies. Additionally, CCLCS refined the scope of their full-time social worker, who continued to develop her role as a resource and support for the entire student body and staff, further strengthening our commitment to student well-being.

The following table summarizes the percentage of parents who agreed or strongly agreed that the CCLCS learning models provided valuable learning experiences, met the needs of their student and furthered individual academic progress.

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree PLUS the percentage who agree.

Table S-3	2025-26
Fosters intellectual development & Academic achievement	46 (88)
Challenging, hands on, interdisciplinary experiences	67 (91)
Seminars provide valuable, in depth studies that are interesting and important to the education	52 (85)
Resource partners	46 (82)
Cape Cod environment	61 (94)
Global focus	67 (97)
Overall satisfaction with my child's education	67 (85)

Many CCLCS teachers offered individual or whole group extra help to students both before and after school. Many of these students were identified using MCAS and/or STAR data, as well as teacher and parent feedback. Additionally, at weekly grade level team meetings, teachers reviewed students of concern in order to further identify those who may be struggling academically. The school entered its third year with a formal intervention program, and increased the



employment of one intervention teacher to two intervention

teachers. Their primary responsibility was to identify students who fell below specific thresholds and to provide direct instruction in specific areas to support skill building. Ongoing progress monitoring was included in this process, and the fluidity of the schedule allowed for students to attend when needed and be dismissed from the program when appropriate. Our Director Of Student Services provided oversight of this

formalized response to intervention within each grade level and content area.



Organizational Viability

Criterion 10: Finance

A.) Unaudited FY26 statement of revenues, expenses and changes in net assets

Cape Cod Lighthouse Charter School

Profit & Loss Statement - Unaudited

July, 2025-June, 2026

	Total
Revenue	
4008 School Lunch Program-MA Portion	22,883.55
4009 School Lunch Program-Fed Portio	16,481.85
Grants Income	
4200 Grant - Foundation	6,964.68
Grants - Government	101,110.35
Private Grant Income	9,088.00
Total for Grants Income	\$117,163.03
Operating Income	
4011 Income - Per Pupil Tuition	4,859,886.00
4012 Income - Bank Interest	93,688.52
4013 Income - Miscellaneous	4,232.62
Total for Operating Income	\$4,957,807.14
Total for Revenue	\$5,114,335.57
Gross Profit	\$5,114,335.57
Expenditures	
Direct Student Costs	\$9,516.00
5001 Computer Supplies & Repairs	2,668.98
5001A Consultant-Special Programs	750.00
5002 Insurance Expense	68,535.40
5005 Physical Education Expense	645.81
5006 Team Sports Expense	7,228.65
5007 Nursing Supplies	1,289.73
5008 Seminar	5,578.02
5009 Special Needs	17,943.71
5009A English Language Learners	577.60
5011 Textbooks and Supplies	17,188.10
Transportation Costs	\$11.05
5012 Vehicle Gas	2,630.42
5013 Vehicle Repairs & Maintenance	5,355.49
Total for Transportation Costs	\$7,996.96
Total for Direct Student Costs	\$139,918.96
Occupancy	
5016 Alarm Service Fees	1,997.25
5017 Custodial Outside Services	36,942.14
5018 Maintenance - Building	40,491.76

Cape Cod Lighthouse Charter School

Profit & Loss Statement - Unaudited

July, 2025-June, 2026

	Total
5019 Maintenance Site Supplies	11,489.97
5021 Rubbish Removal	4,587.00
Utilities	
5022 Electric	41,834.27
Gas	9,970.73
Water	1,885.42
Total for Utilities	\$53,690.42
Total for Occupancy	\$149,198.54
Office	
50024 Accounting Fees	25,930.00
50025 Legal Fees	16,500.00
50027 Bank Charges	1,045.00
50028 Equipment Lease,Repair & Maint.	\$6,193.91
5023 Copier	3,952.33
Total for 50028 Equipment Lease,Repair & Maint.	\$10,146.24
50029 Office Supplies & Expenses	21,792.44
50030 Payroll Service Fees	5,804.35
50031 Postage and Shipping	2,272.91
50032 Printing Expense	842.21
50033 Admissions	3,151.51
50034 Telephone Expense	10,880.02
Total for Office	\$98,364.68
Other Expenses	
50063 Dues and Subscriptions	17,354.79
50064 Enrichments	44,270.56
50065 Technology Fund	55,279.73
50066 Groundskeeper / Property Maintenance	8,459.63
50067 Snow Plow and Sanding	28,400.00
50069 School Lunch Program	43,923.40
5059 Art Spark Grant	1,401.92
5062 Miscellaneous Expenses	10,662.62
5064 Fees and Licenses	120.00
5066 Recruitment	2,103.00
5067 School Function	869.56
6000 Depreciation Expense	155,871.00
Total for Other Expenses	\$368,716.21

Cape Cod Lighthouse Charter School

Profit & Loss Statement - Unaudited

July, 2025-June, 2026

	Total
Personnel	\$16,445.16
5031 School Psychologist	49,733.04
5048 Director & Associate Director	277,533.46
5050 Office Staff	227,699.07
5052 Nurse	55,975.15
5053 Technical Assistants	86,099.26
5055 Prof. Development	9,915.51
5056 Payroll Tax (Employer Exp)	113,427.91
5057 Insurance - Health	403,052.66
5058 Employee Benefits	120,256.56
Salaries - Teachers	
5042 Art	88,221.86
5043 Full Time	1,346,205.81
5044 Language	141,507.40
5045 Music	58,885.10
5046 Recreation	71,549.35
5047 Substitute Teachers	105,988.75
5051 Special Education	831,905.91
Total for Salaries - Teachers	\$2,644,264.18
Total for Personnel	\$4,004,401.96
Total for Expenditures	\$4,760,600.35
Net Operating Revenue	\$353,735.22
Other Expenditures	
5073 Payroll Clearing	-1,848.03
5950 Interest Exp - Long Term Loan	144,133.06
5960 US Treasury Interest Subsidy	-60,692.84
Total for Other Expenditures	\$81,592.19
Net Other Revenue	-\$81,592.19
Net Revenue	\$272,143.03

B.) Statement of net assets

Cape Cod Lighthouse Charter School

Balance Sheet - Unaudited
As of Jun 30, 2026

	Total
Assets	
Current Assets	
Bank Accounts	
1000 CC5 Team Sports	16,009.32
1001 CC5 Student Activity Acct	21,507.94
1002 CC5-School Lunch	1,498.78
1003 CC5-Operating Depository Acct	1,489,923.15
1004 CC5 Grants Account	182,498.37
1005 CC5-Operating Vendor Acct	285,786.48
1009 Treasury Direct Acct	43.00
1020 CC5-Capital Account	785,427.84
1052 Eastern Bank-Debt Service Acct	70,298.29
1054 Eastern Bank-Deposit Account	0.00
1055 Eastern Bank Savings Special Ac	0.00
1072 Bill.com Money Out Clearing	20,653.84
Cash Contra	0.00
Total for Bank Accounts	\$2,873,647.01
Accounts Receivable	
1100 Federal Grant Receivable	17,240.24
1101 Lunch Receivable	6,074.52
1103 Tuition Receivable	341,728.00
Advance	0.00
Employee Computer Purch Avance	0.00
Receivable - Fundraising	0.00
Total for Accounts Receivable	\$365,042.76
Other Current Assets	
1010 Due from CCLCS Foundation	0.00
1102 US Treasury Int Receivable	10,799.18
1200 Prepaid Expenses	0.00
1201 Prepaid Insurance	0.00
1499 Undeposited Funds	0.00
Miscellaneous Recievable	0.00
PayPal Receivable	13,053.57
Uncategorized Asset	0.10
Total for Other Current Assets	\$23,852.85
Total for Current Assets	\$3,262,542.62

Cape Cod Lighthouse Charter School

Balance Sheet - Unaudited

As of Jun 30, 2026

	Total
Fixed Assets	
1320 Harwich Cinema Property	958,857.00
1321 195 Route 137 Renovation	3,126,934.44
1322 A/D - 195 Route 137	-1,094,421.92
1323 A/D - Harwich Cinema	-335,593.58
1325 Land	905,000.00
1326 Soccer Field	125,666.00
1327 A/D Soccer Field	-100,532.71
1328 Building Improvements	81,384.00
1329 A/D Building Improvements	-70,234.00
1330 Mower	
1319 Equipment-Mower	8,064.65
1324 A/D Mower	-8,064.65
Total for 1330 Mower	\$0.00
1331 A/D - Water Heater	-6,038.20
1332 Water Heater	6,038.00
1333 Roof Replacement	\$501,602.72
1333.5 A/D Roof Replacement	-50,160.00
Total for 1333 Roof Replacement	\$451,442.72
1334 Sewer Hookup	\$23,090.00
1334.5 Sewer Hookup A/D	-1,155.00
Total for 1334 Sewer Hookup	\$21,935.00
1335 Main HVAC System	\$54,385.00
1335.5 Main HVAC System A/D	-3,626.00
Total for 1335 Main HVAC System	\$50,759.00
1340 Lower Field	47,968.85
1341 A/D Lower Field	-30,175.10
1350 Software	15,672.25
1351 A/D Software	-15,672.25
Equipment	
1304 Cost - Equipment - Computer	107,865.06
1305 A/D Equipment - Computer	-107,865.06
1336 Water Heater 2	\$4,839.00
1336.1 A/D Water Heater 2	-1,612.00
Total for 1336 Water Heater 2	\$3,227.00
Total for Equipment	\$3,227.00

Cape Cod Lighthouse Charter School

Balance Sheet - Unaudited

As of Jun 30, 2026

	Total
Equipment - Audiovisual	\$0.00
1306 Cost - Equipement - Audiovisual	0.00
1307 A/D Equipment - Audiovisual	0.00
Total for Equipment - Audiovisual	\$0.00
Furniture and Fixtures	\$0.00
1308 Cost - Furniture and Fixtures	53,854.65
1309 A/D Furniture and Fixtures	-52,092.00
Total for Furniture and Fixtures	\$1,762.65
Site Preparation Fees	
1315 Cost - Site Preparation Fees	0.00
1316 A/D Site Preparation Fees	0.00
Total for Site Preparation Fees	\$0.00
Technology Internet Switches	\$8,548.00
A/D Technology Internet Switches	-8,548.00
Total for Technology Internet Switches	\$0.00
Vehicles	\$0.00
1312 A/D Vehicles	-111,118.04
2018 Transit	57,058.00
Cost - RAM Vans	0.00
Vehicles - 2005 Ford Vans	
1311 Cost	0.00
Total for Vehicles - 2005 Ford Vans	\$0.00
Vehicles - 2006 Ford Vans	
1310 Cost	0.00
Total for Vehicles - 2006 Ford Vans	\$0.00
Vehicles-2017 Transit	54,060.00
Total for Vehicles	-\$0.04
Total for Fixed Assets	\$4,143,979.11
Other Assets	
1317 Legal & Engineering Fees	1,744.62
1318 Accumulated Amortization	-1,744.62
Total for Other Assets	\$0.00
Total for Assets	\$7,406,521.73

Cape Cod Lighthouse Charter School

Balance Sheet - Unaudited

As of Jun 30, 2026

	Total
Liabilities and Equity	
Liabilities	
Current Liabilities	
Accounts Payable	
2006 Accounts Payable	42,891.13
Total for Accounts Payable	\$42,891.13
Other Current Liabilities	
2000 Accrued Accounting Fees	0.00
2001 403(b) Annuities	7,229.54
2002 Deferred Income-Cabot Foundatio	0.00
2004 Payroll Taxes Payable	-81.00
2005 Accrued Expenses - Other	307,847.27
2007 Mass. Teachers Retire. Payable	0.00
2008 Tuition Overage FY25 DESE	504,000.00
2201 Interest Payable	16,072.51
24000 Payroll Liabilities	38,921.88
Foundation Activity	
Due To Foundation	0.00
Total for Foundation Activity	\$0.00
Garnish Payable	0.00
Grant - ECC Renewable Education (deleted)	-\$402.30
2010 Income (deleted)	402.30
Total for Grant - ECC Renewable Education (deleted)	\$0.00
Grant - Student Activities (deleted)	-\$2,167.61
2015 Def Inc Student Activities (deleted)	7,615.05
2016 Def Inc/Exp Student Activities (deleted)	-5,447.44
Total for Grant - Student Activities (deleted)	\$0.00
Prepaid Bus Fees	0.00
Prepaid Summer Camp	0.00
Union Dues Payable	24.50
Total for Other Current Liabilities	\$874,014.70
Total for Current Liabilities	\$916,905.83

Cape Cod Lighthouse Charter School

Balance Sheet - Unaudited

As of Jun 30, 2026

	Total
Long-term Liabilities	
2880 Eastern Bank-Mass Dev Qual Sch	455,247.62
2890 NFF Loan	0.00
2900 Harwich Cinema Loan	1,238,017.29
2910 Roof Loan	253,748.13
Total for Long-term Liabilities	\$1,947,013.04
Total for Liabilities	\$2,863,918.87
Equity	
3000 Fund balance - Plant Fund	295,162.50
3001 Fund Balance - Operating Fund	154,117.00
3002 3900 + Retained Earnings	20,559.41
3003 Temporary Restricted Net Assets	0.00
3004 Temporary Restricted Additions	0.00
Opening Balance Equity	0.00
3900 Retained Earnings	3,800,620.92
Net Revenue	272,143.03
Total for Equity	\$4,542,602.86
Total for Liabilities and Equity	\$7,406,521.73

C.) The FY2026-27 Budget was approved by a unanimous vote of the CCLCS Trustees on June 22, 2026.

Budget Year 7/1/2026 - 6/30/2027

In actual dollars

BOT Approved Draft

Line	INCOME	FY27 Budget	27/26 chg.
1	Pupil Tuition	5,293,177	3.9%
2	Bank Interest	70,000	16.7%
3	State Grant (Circuit Breaker)		
4	Federal Grants (TI, TII, TIV, IDEA)	90,000	20.0%
5	Private Grants	5,000	
6	Misc. Income	4,000	
7	<i>Total Income</i>	5,462,177	4.3%
	EXPENSES		
	Personnel		
8	Salaries	3,670,631	5.2%
9	Employee Benefits (Health, 403B)	550,000	3.8%
10	Professional Development	20,000	
11	Payroll Taxes (Employer Share)	146,825	5.2%
12	<i>Total Personnel</i>	4,387,456	5.0%
	Students Direct Expenses		
13	Teaching Supplies (all)	30,000	50.0%
14	Admissions/Enrollment	3,000	100.0%
15	Counseling (? DFS possible)	2,000	-54.5%
16	Remote Learning	10,000	
17	Nursing Supplies	2,135	
18	Lunch & Breakfast Program (net)	4,000	
19	Seminar	6,000	100.0%
20	Team Sports	20,000	
21	Enrichments	25,000	-28.6%
22	Special Education	35,000	-22.2%
23	Physical Education	2,000	
24	English Language Learners (ELL)	650	
25	Transportation	7,500	
26	<i>Total Direct Student Costs</i>	147,285	-5.7%
	Technology		
44	<i>Total Technology</i>	56,674	-0.7%
	Office		
45	Office Supplies	25,000	24.4%
46	Postage Machines - Lease	240	-58.4%
47	Postage and Shipping	2,000	300.0%
48	Printing	1,500	
49	Copiers - Expense	3,000	
50	Copiers- Lease, Repair, Maintenance	5,712	28.3%
51	Telephone	12,000	
52	<i>Total Office</i>	49,452	40.4%
	Building		
53	Custodial/Cleaning	45,000	-30.8%
54	Snow Removal & Sanding	12,000	
55	Property Maintenance	13,000	
56	Building Maintenance	50,000	
57	Capital Improvements	60,000	
58	Utilities (Gas, Water, Electric)	65,000	18.2%
59	Alarm Service & Maintenance	3,000	
61	<i>Total Building</i>	248,000	2.1%
	Other		
62	Accounting Services	23,000	-22.2%
63	Charter Association Dues	15,880	-47.1%
64	Insurance	58,027	
65	Legal Services	15,000	
66	Payroll Services	6,500	
67	Mortgage Interest	108,000	41.4%
68	Miscellaneous	2,000	
69	<i>Total Other</i>	228,407	-4.4%
	FY27 Projected Income	5,462,177	
	FY27 Projected Expenses	5,117,274	
	FY 27 Projected Net Income	344,903	

FY27 Enrollment

Question	School Response
What is the number of students pre-enrolled via March 13, 2026, submission?	252
What is the number of students upon which FY27 budget tuition line is based?	252
What is the number of expected students for FY27 first day of school?	252
What is the explanation for any variances?	n/a

Current or Future Capital Plans

Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
The school does not have any planned capital projects for 2026	n/a	n/a	n/a	n/a

Appendices**Appendix A: Accountability Plan Evidence 2025-26****Faithfulness to Charter**

Objective for KDE 1 - Project Rich Learning Experiences & Varied Assessments: CCLCS will provide students with meaningful, diverse, and interdisciplinary learning experiences that foster critical lifelong academic skills.

<u>Measure #1:</u> Each year, 90% of CCLCS students in each grade level will complete at least (1) interdisciplinary project and	<u>NOT MET</u>	<u>EVIDENCE SUMMARY</u> <u>8th Grade:</u> Project: Body Biology Participation: 97%
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score 80% or higher on the project's summative assessment.		Final Score: 91% of students rec'd above 80% final score <u>7th Grade</u> Project: Ancient Greece "Fieldtrip" Participation: 99% Final Score: 67% of students received above 80% final score <u>6th Grade</u> Project: Walk for Water Participation: 100% Final Score: 84.5% of students rec'd above 80% final score
<u>Measure #2:</u> By the end of the charter term, students with disabilities at CCLCS will demonstrate an 8% growth in their annual average student growth percentile (SGP) on a norm-referenced assessment. The baseline SGP would be from 2024-25 school year.	<u>NOT MET</u>	<u>EVIDENCE SUMMARY</u> STAR Growth Report measuring average student growth percentile (SGP) scores from fall-spring test administration for those students receiving Special Education services: 2024-2025 SGP baseline average: 37.7 2025-2026 SGP average: 31.4

Objective for KDE 2 - Teaching to the Whole Child: CCLCS will support middle school students in developing social-emotional skills by fostering meaningful peer and community connections through community-building activities and moments of personal growth.

<u>Measure #1</u> CCLCS will demonstrate students have an increased sense of connection to their peers and community by reducing the school's chronic absenteeism rate (missing 10%+ of the school year). By the end of the charter term, the school will reduce its chronic absenteeism rate to at or below the state average for all students (starting with	<u>MET</u>	<u>EVIDENCE SUMMARY</u> School's Chronic Absenteeism Rate 2024-2025 (March 1): 25.6% State's Chronic Absenteeism Rate 2024-2025: 18.8% School's Chronic Absenteeism Rate 2025-2026 (as of March 1): 16.6% State's Chronic Absenteeism Rate 2025-2026: TBD
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a baseline of 25.6% from the 2024-25 school year).		
<u>Measure #2:</u> By the end of the charter term, the number of peer-to-peer disciplinary incidents will decrease by at least ten percent (10%), starting with the 2025-26 school year as the baseline year.	<u>NOT MET</u>	<u>EVIDENCE SUMMARY</u> Reported peer-to-peer disciplinary incidents: 6th grade: 20 7th grade: 14 8th grade: 11 Total: 45

Objective for KDE 3 - Community Partnerships: CCLCS will develop and nurture relevant relationships with local and global organizations to facilitate meaningful experiential learning opportunities that bridge the gap between academic study and real-world practice for students.

<u>Measure #1</u> By the end of each academic year, 90% of CCLCS students will have scored at least 80% or better on at least one academic learning activity connected to the mission of a local or global organization as measured by the Project Rubric .	<u>NOT MET</u>	<u>EVIDENCE SUMMARY</u> 6th grade: Giraffe Poster Students in 6th grade identified and researched local or global organizations whose mission inspired them by making a difference in the world. The project was called the “Giraffe Project” because the organizations the students identified “stick their necks out” for the good of the world. 85% of students scored at least 80%. 7th grade: Butterfly Project In grade 7, 99% of the students completed “The Butterfly Project” to commemorate the children lost in the Holocaust. 77% scored at least 80%. 8th: Civic Action Step 6 99% of all of our 8th grade students completed their Civic Action Project. 84% scored at least 80%.
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<u>Measure #2</u> On a student reflection survey, eighty percent (80%) of respondent ratings on each of the four measures below will indicate a score of 3 (agree) or 4 (strongly agree) that the academic learning activity: 1.) connected the student to the organization, 2.) was applicable to classroom learning, 3.) deepened the student's understanding of the organization's work, and 4.) was relevant to real-world issues. 90% of students will respond to the survey.	<u>NOT MET</u>	<u>EVIDENCE SUMMARY</u> A. Number and percentage of students who agree or strongly agree: (1) "Connected the student to the organization" 120 agree (3), 47 strongly agree (4) 68% (2) "Applicable to classroom learning" 136 agree (3), 52 strongly agree (4) 76% (3) "Deepened the student's understanding of the organization's work" 133 agree (3), 48 strongly agree (4) 74% (4) "Relevant to real-world issues" 139 agree (3), 54 strongly agree (4) 78% B. Number and percentage of students who responded to the survey. 223 students (of 246) completed the survey (90.7%)
<u>Measure #3:</u> By the end of the charter term at CCLCS, 90% of all students will participate in a service- learning Seminar each year that includes a community focused project, reflection component and presentation of learning.	<u>NOT MET</u>	<u>EVIDENCE SUMMARY</u> 92 of 246 students (37%) participated in at least one service-learning seminar, which includes a community-focused project, reflection component, and presentation of learning.

Objective and Measures related to Dissemination

<u>Measure #1:</u> By the end of the charter term, at least one member from each Department (ELA, Math, Science, Social Studies) will present at a teacher conference, either locally, regionally or nationally. The purpose of this presentation will be to disseminate the model and success of a specific program or unit of study at CCLCS.	<u>NOT MET</u>	<u>EVIDENCE SUMMARY</u> STEM: The 8th grade science teacher presented at the MAST Conference in Marlborough and at the WPI STEM Education Center Showcase. Humanities: None
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<u>Measure #2:</u> CCLCS will invite area educators, community members, and students to one annual event at the school that focuses on issues of diversity, equity, inclusion and belonging.	<u>MET</u>	<u>EVIDENCE SUMMARY</u> On June 3, local poet, performer and LGBTQ+ advocate performed a dramatic reading of her "Poetry from My Brain Parts" for our student body.
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Appendix B: Recruitment and Retention Plan 2026-27

2025-26 Implementation Summary
CCLCS's long-standing commitment and strong reputation in the field of special education has allowed CCLCS to maintain consistent recruitment with that student population. Educational advocates, pediatricians and counselors recommend our school to their clients and our special education enrollment percentages continue to match or surpass those in the surrounding districts. CCLCS is located in a low incidence, slightly rural district, but we remain committed to being a resource for English Language Learners in our community. Additionally, as a rural middle school on Cape Cod, of the small percentage of students for whom English is not their first language, many have tested out of language services prior to reaching our school in 6th grade. This past year, we were excited to host five English Language Learners at CCLCS. Of the 5 EL's that we started with last year, 3 reached FEL status by year's end upon successfully passing their WIDA assessments. As is the case with our other FELs, we continue to monitor their academic progress and growth during their tenure at CCLCS. CCLCS has a robust Diversity, Belonging, Equity and Inclusion (DBEI) action committee that

focuses their work on ensuring the school's curriculum, staff and students understand the absolute necessity for creating a sense of belonging for all. CCLCS is committed to fostering authentic relationships and cultivating classrooms of joy and belonging. One particular event that demonstrated our commitment to multiculturalism and diverse learners was our Heritage Night and Book Fair, which has grown from its inception in 2024 into a signature winter event for us. The event brought our entire community of parents, guardians, students, and staff together in an evening that celebrated diverse cultures through food, music, literature, and the arts.

General Recruitment Strategies for 2026-27

General recruitment activities will include two in-person Open Houses for potential applicants, one virtual Open House, a targeted mass mailing to all families with students eligible for enrollment in Barnstable County, newspaper and radio advertisements, website postings, postings on the school's social media outlets (Facebook and Instagram), and a dedicated "Enrollment and Communications Coordinator." Additionally, recruitment materials (including flyers and brochures widely disseminated in local libraries and high profile community organizations throughout Cape Cod, including venues frequented by families of diverse cultural and linguistic backgrounds. These efforts help to educate parents and guardians within various communities of our school's offerings and opportunities.

Recruitment Plan - 2026-27 Strategies

Students with Disabilities

School percentage: 15.9
CI percentage: 14.7

The school is **ABOVE CI** percentages.

Strategies used in 2025-26 that will be continued in 2026-27

- Complete annual and continuous review of recruitment materials to assure that we prominently state our services for students with special needs.
- Continue to advertise on websites (example: Cape Cod Chronicle) and in newsletters targeted towards families of children with special needs.
- Assure that Special education staff and representatives from the Special Education Parent Advisory Council attend school information nights.
- Assure that all applicants receive a hard copy or links to the "Special Education in Charter Schools Right to Attend" document.
- Encourage students with special needs to participate in

	pre-enrollment Open House activities. Of these strategies, those that favored direct communication with our special educators and Director of Student Services proved the most effective. Discussion with these professionals at Open Houses, in-person visits, and over the phone gave families tremendous confidence in our team.
	Enhanced/additional strategies to be used in 2026-27 - Met CI, no additional strategies needed

English Learners	
School percentage: 2% CI percentage: 3.5% The school is <u>BELOW CI</u> percentages.	Strategies used in 2025-26 that will be continued in 2026-27 - Work with the Cape Cod Regional Transit Association to coordinate transportation options for students whose guardians are unable to drop off / pick up students from school. - Provide translation services at recruitment events - The Director of Student Services will collaborate with local elementary school liaisons to provide information regarding the school's EL program. The focus on transportation remains the most important, as most of the EL population in Barnstable County is centered in Hyannis, which is a considerable commute for families. While we made some important inroads in connecting EL families with the CCRTA, carpooling, and a Cape Destinations bus that services our school, more work can be done to connect families living in geographical proximity. Professional translation services in Portuguese, Spanish and Nepalese were a big help in connecting families with print materials. Our Director of Student Services also performed active outreach with sending and receiving districts to ensure a smooth transition for our EL students. Enhanced/additional strategies to be used in 2026-27 Because we did not meet CI, we will:

	- Advertise in publications and at venues targeted to the local Brazilian community, including churches, supermarkets and cultural centers (1-3 years). - Contact the local Portuguese radio station (WJFD, 93.7) and advertise school information (1-3 years). - Leave copies of translated applications and materials at adult ESL centers in the community (1-3 years). - Invite prospective families and community members to our Admissions Open Houses and Cultural Book Fair in December and ensure that we have Portuguese and Spanish speaking staff present for these events (1-3 years). - Continue to translate a variety of outreach efforts (website, enrollment application, and recruitment materials) in Portuguese and Spanish (1-3 years).
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Low Income	
School percentage: 22% CI percentage: 32.3% The school is <u>BELOW CI</u> percentages.	Strategies used in 2025-26 that will be continued in 2026-27 - Post flyers at the Children and Family Resource Center, and other community programs that aim to serve lower income families and their children. - Make contact with community resources used by low income families, including SNAP and WIC food stamp programs, food pantries, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc. - Continue outreach strategies to all partner agencies. - Work with the Cape Cod Regional Transit Association to coordinate transportation options for students whose guardians are unable to drop off / pick up students from school. - Provide recorded informational sessions in video form on school website for families to access at their convenience. Because we draw from such a wide geographical area, we

	need to continue to pursue strategic community partners and ensure that our print and digital media reaches as many low income families as possible. Transportation remains a critical issue for our low income families traveling from distance, and we need to continue to partner with free or affordable resources. We have a strong relationship with the Children and Family Resource Center, but would benefit from deepening that partnership to provide more wrap-around services for families. Enhanced/additional strategies to be used in 2026-27 Because we did not meet CI, we will: - Collaborate with local organizations that serve low-income families across the Cape, such as Housing Assistance Corporation (HAC), Cape Cod Children's Place, Lower Cape Outreach Council, and The Family Pantry of Cape Cod and provide informational materials. (1-3 years) - Attend resource fairs to ensure families learn about educational options in welcoming, familiar settings. (1-3 years) - Emphasize in all promotional materials the various wrap around supports available to students and families, including free breakfast & lunch, transportation options across the Cape, school-based mental health and counseling services, and academic interventions (1-3 years)
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Students who are sub-proficient

Strategies used in 2025-26 that will be continued in 2026-27	- Identify tutoring services in the community, make contact with them to inform them about the school and provide them with flyers and notices to share with their clients. - Include information about our intervention, counseling, and support services in our advertisements. - Include a link on the school website to post the unique characteristics of the charter school and benefits for students who may be in jeopardy of failing. Our MTSS practices allow us to target sub-proficient students and design plans for each to meet their potential. Those plans include in-house supports and often referrals out to local specialists. These strategies have proven effective in ensuring that 100% of our students matriculate to high school.
Enhanced/additional strategies to be used in 2026-27	- Recruit high school alum students to return to CCLCS and execute service hours through tutoring and extra help sessions with current students (1-3 years) - Leverage the school schedule to maximize intervention opportunities and support services (1-3 years) - Continue to use data to target supports

Students who are at risk of dropping out of school

Strategies used in 2025-26 that will be continued in 2026-27	- Use EWIS data to identify students who are at risk of dropping out of school & assign a staff member to serve as a point person to the student and family. - Make promotional materials available to contacts we have developed with local agencies, like DCF and local counselors. With the addition of a full time school social worker this year, we were able to assign a staff member to consult with families whose children were at risk of dropping out, which formalized the role internally and helped mitigate chronic absenteeism. This step encouraged us to think more critically about how we can leverage our mental and behavioral health team to promote attendance and participation in the life of the school.
Enhanced/additional strategies to be used in 2026-27	- Continue to engage the social worker in outreach efforts to assist families in connecting with local resources. (1-3 years) - Continue to explore co-curricular and extra-curricular programming that incentivizes staying in school (1-3 years) - Continue to promote the ethos of a small, supportive community that values belonging. (1-3 years)

Retention Plan 2026-27

2025-26 Implementation Summary
CCLCS continued to utilize specific strategies for retention, including consistent outreach to families of students in various categories, the creation of individual Student Success Plans for students identified as needing additional academic or social/emotional support, and the continuation of programming for families and students outside of school hours to deepen community connections, such as our Project Showcases, Music Concerts, Cultural Book Fair, Night of Knowledge, Fall Festival, and other events. Additionally, various student groups were represented by our current student ‘ambassadors’, who attended our Admissions Open Houses to speak about their experiences at CCLCS. Through student and parent surveys, the school collected qualitative and quantitative data regarding academic programming and extracurricular activities.

Overall Student Retention Goal	
Overall goal for student retention (percentage):	92%
Retention Rate 2025-26	89.8%

Retention Plan - 2025-26 Strategies	
Students with Disabilities	
School percentage: 7.4% 1 Standard deviation: 33.95% The school's attrition is below 1 standard deviation.	Strategies used in 2025-26 that will be continued in 2026-27 Complete annual and continuous review of recruitment materials to assure that we prominently state our services for students with special needs. Include a student w/ special needs in the Open House presentations for prospective families. Assure that Special education staff and representatives from the Special Education Parent Advisory Council attend all school information nights. Assure that all applicants receive a hard copy or links to the "Special Education in Charter Schools Right to Attend" document. Assure that students with special needs participate in pre-enrollment Open House activities. Invite a member of the SEPAC group to attend an Open House to answer any questions prospective guardians may have about our Special Education programming.
	Enhanced/additional strategies to be used in 2026-27 n/a

English Learners	
School percentage: n/a 1 Standard deviation: 36.96%	Strategies used in 2025-26 that will be continued in 2026-27 Work with the Cape Cod Regional Transit Association to coordinate transportation options for students whose guardians are unable to drop off / pick up students from school. Provide translation services at recruitment events The Director of Student Services will collaborate with local elementary school liaisons to provide information regarding the

	school's EL program. Meet as needed with community cultural leaders to introduce them to our school and its services. Advertise in publications targeted to the local Brazilian communities. Contact the local Portuguese radio station and advertise school information. Leave copies of translated applications and materials at adult ESL centers in the community. Provide translation services at recruitment events. Invite prospective families and community members to our Heritage Night that will highlight the cultures of our current students, which typically occurs in December.
	Enhanced/additional strategies to be used in 2026-27 n/a

Low Income	
School percentage: 13.3% 1 Standard deviation: 29.19% The school's attrition is below 1 standard deviation.	Strategies used in 2025-26 that will be continued in 2026-27 Post flyers at the Children and Family Resource Center, and other community programs that tend to service lower income families and their children. Make contact with community resources used by low income families, including SNAP and WIC food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc. Continue outreach strategies to all partner agencies. Work with the Cape Cod Regional Transit Association to coordinate transportation options for students whose guardians are unable to drop off / pick up students from school. Provide recorded informational sessions in video form on

	school website for families to access at their convenience. Provide scholarships for fee-based field trips for families of students eligible for free or reduced lunch. Provide free rehabilitated computers to families of students eligible for free or reduced lunch. Provide free, donated musical instruments for students who qualify for free or reduced lunch. Assist in providing families school-related materials that may add to the expense of a child's education (e.g., project materials, gear for special trips). Develop individualized support plans to ensure that students who are struggling in our program are given the support they need to succeed academically and to assist with social and emotional needs. Through our Mental & Behavioral Health Team, review assessment and observation data and determine which students are struggling behaviorally and would benefit from interventions. Communicate frequently (term progress updates in person or by phone) with parents of struggling students who are at risk of retention so that they are aware of our efforts on behalf of their children. Continue to grow an after school Clubs program that allows for students to stay later for a more convenient pick up time by guardians.
	Enhanced/additional strategies to be used in 2026-27 n/a

Retention Plan - 2025-26 Strategies	
Students who are sub-proficient	Strategies used in 2025-26 that will be continued in 2026-27

	Identify tutoring services in the community, make contact with them to inform them about the school and provide them with flyers and notices to share with their clients. Include information about our tutoring and extra support services in our advertisements. Include a link on the school website to post the unique characteristics of the charter school and benefits for students who may be in jeopardy of failing. Recruit high school alum students to return to CCLCS and execute service hours through tutoring and extra help sessions with current students Enhanced/additional strategies to be used in 2026-27 n/a
Students who are at risk of dropping out of school	Strategies used in 2025-26 that will be continued in 2026-27 Use EWIS data to identify students who are at risk of dropping out of school & assign a staff member to serve as a point person to the student and family. Make promotional materials available to contacts we have developed with local agencies, like DCF and local counselors. Engage the social worker in outreach efforts to assist families in connecting with local resources Enhanced/additional strategies to be used in 2026-27 n/a

Appendix C: Information About the School Administration, Staff, and Board of Trustees

Administrative Roster During the 2025-26 School Year

Name	Title	Start Date in Current Role	End Date
Benjamin Parsons	Executive Director	7/1/2025	
Elizabeth Woelflein	Associate Director	7/1/2022	
Jennifer Hyora	Director of Student Services	7/1/2021	

Teacher Attrition for the 2025-26 School Year

Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31st	Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.)
29	0	2	1) Employee chose to end employment 2) Employee chose to end employment

Other Staff Attrition for the 2025-26 School Year

Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31st	Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.)
15	2	2	1. Retirement 2. Employee chose to end employment

			3. Employee chose to end employment 4. Employee chose to end employment
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Information About the Board of Trustees

Board Membership During the 2025-2026 School Year					
Name	Position on the Board	Committee Affiliations	Number of Terms Served	Length of Each Term	Final Year of Service Possible
Tracy Murphy	Board Officer (Board Chair)	Governance, Academic Achievement, Executive Director Support (Chair)	2 completed terms, in 3rd term	10/18 - 09/21 08/21 - 06/24 6/24 - 6/27	2027
Benjamin Parsons	Ex Officio Trustee	Finance, Academic Achievement	n/a	n/a	n/a
Christin Sims	Staff Rep	Academic Achievement	In 1st term	11/25 - 11/28	2031
Challis Crema	Staff Rep		1 completed	12/22-09/25	2028
Michael MacMillan	Board Officer (Treasurer)	Finance (Chair)	In 1st term	07/24 - 06/27	2030
Beth Woelflein	Ex Officio Trustee	Academic Achievement	n/a	n/a	n/a
Rachel Lake	Board Officer (alum)		1 complete term, in 2nd term	07/21 - 06/24 06/24 - 06/27	2027
James McAuliffe	Board Officer (Vice Chair)	Governance (Chair), Executive Director Support	2 completed terms, in 3rd term	08/15 - 06/18 04/21 - 03/24 04/24 - 06/27	2027

John Scichilone	Board Officer (alum)	Executive Director Support	1 completed term, In 2nd term	02/23 - 01/26 01/26-01/29	2029
Michael Grugan	Board Officer (parent rep)		In 1st term	08/24 - 07/27	2030
Caitlin Wojkowski	Board Officer (parent rep)	Academic Achievement (Chair)	In 1st term	08/24 - 07/27	2030
Lisa Mincieli	Board Officer (parent rep)		In 1st term	10/25 - 06/27	2031
Josh Stewart	Staff rep		In 1st term	08/24-7/27	2030

Appendix D: Additional Information

Summary of Complaints

Date	Summary of Complaint	Summary of Complaint Resolution
6/10/2026	A parent raised concern to the Board Chair regarding the disciplinary actions taken against their son. In a written email, the parent made the allegation that the Executive Director and Assoc. Director violated the student's privacy by searching his phone after learning of explicit content that he had recorded on the bus ride to school.	The Board Chair responded to the email by referring the parent back to the Executive Director and Assoc. Director, encouraging her to file a formal complaint with them. If, after the school's review, the parent still believed there to be an issue that needed to be brought to the Board's attention, she could direct the matter back to the CCLCS Board. No additional action has been taken by the parent at this point.