



Cape Cod Lighthouse Charter School

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Cape Cod Lighthouse Charter School 2021/2022 Annual Report

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July 30, 2022

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Table of Contents

| | |
|---|---------------|
| 1.) Introduction to the School | pg. 2 |
| 2.) Letter from the Chair of the Board of Trustees | pg. 3 |
| 3.) School Performance and Program Implementation | pg. 5 |
| a.) Faithfulness to the Charter | pg. 5 |
| b.) Academic Program Success | pg. 15 |
| c.) Organizational Viability | pg. 18 |
| 4.) Appendices | |
| a.) Accountability Plan Evidence 2021-22 | pg. 22 |
| b.) Recruitment & Retention Plan | pg. 26 |
| c.) School & Student Data Tables | pg. 34 |
| d.) Additional Required Information | pg. 37 |

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, Mashpee, Monomoy, Nauset, Truro, Provincetown, Falmouth |
| Year Opened | 1995 | Year(s) Renewed (if applicable) | 2000, 2005, 2010, 2015, 2020 |
| Maximum Enrollment | 260 | Enrollment as of 7/1/2022 | 250 |
| Chartered Grade Span | 6-8 | Current Grade Span | 6-8 |
| # of Instructional Days per school year (as stated in the charter) | 180 | Students on Waitlist as of 7/1/22 | 247 |
| Final Number of Instructional Days in 2021/2022 | 180 | | |
| School Hours | 8:35AM- 3PM | Age of School | 27 years |
| <p>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></p> <p><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></p> <p><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></p> | | | |



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July, 2022

Dear Friends,

I am honored to write this letter to accompany the 2021-22 Cape Cod Lighthouse Charter School Annual Report.

It was an exciting school year as we welcomed students back to a “new normal” - five full days of live learning, weekly pool testing and the option to remove masks in the Spring. Due to the dedication and energy of the full CCLCS Staff and Board, this year was a successful endeavor for the whole community! CCLCS resumed many of its live events with families and stakeholders, including grade level Open Houses, our annual High School Night, and more!

The Board of Trustees offered a hybrid model for meetings throughout the 21/22 school year, with the majority of trustees attending in person. Our work was extensive.

The Board focused its time & energy towards the restoration of a portion of the exterior property, including various plantings along the property line. Facility improvements also included the installation of two new roof handlers; the last two of the eight needing to be replaced.

Additionally, the Board formed the Executive Director Search Committee in the Fall, whose work extended well into early Spring and resulted in the hire of new Executive Director Catherine O’Leary.

We are proud of the fact that our school remains committed to strong recruitment and retention practices in the access and equity categories. Our Recruitment and Retention Committee put forth a strong effort towards increasing diversity in the school’s enrollment numbers.

The school also requested, and the Commissioner granted, an approval on an amendment to our enrollment processes. Demand for seats in the school remains strong, and CCLCS experienced another round of high applicant numbers during ‘Admissions Season’. All lotteries were completed by mid-February.

CCLCS acquired an additional tool to monitor academic performance, the Renaissance STAR test, which was administered three times at each grade level. This will serve as one more tool in the proverbial tool box that CCLCS will use to measure student progress. Student performance remains strong at our school. As you will see in this Annual Report, students at CCLCS continue to perform well on standardized tests and on internal assessments. The school had a successful and valuable Core Criteria Site Visit, validating many integral parts of our programming and helping us to create new goals moving forward.

As Spring emerged, so did our energy and enthusiasm for Charter Advocacy Week! Our school offered the highest number of signatures towards narrowing the charter facility funding gap.

Finally, Executive Director Paul Niles retired at the end of the 2022 school year, after a full career dedicated to educating and meeting the needs of all learners and CCLCS community members. Paul was one of the founders of Cape Cod Lighthouse Charter school over 27 years ago and made countless contributions to the community at-large. The Board began to discuss the next chapter of CCLCS; SY22/23 and beyond. Conversations around the beginning stages of a new strategic plan occurred, and we intend to continue this work with input from various stakeholders and community members.

With this letter, I complete my second year as Chairperson of the CCLCS Board of Trustees. I am pleased with our progress this year and I am excited to continue working towards the success of the Cape Cod Lighthouse Charter School. I am proud of our school and the emphasis on project-based learning, teaching to the whole child, and professional & personal growth. It has been a pleasure working with the Board of Trustees, the Administration, and Staff, all of whom are committed to providing an outstanding middle school experience for all of the students of the Cape Cod Lighthouse Charter School.

Sincerely Yours,

Andrew Murphy
Chair, Board of Trustees

School Performance and Program Implementation

FAITHFULNESS TO THE CHARTER

Mission and Key Design Elements

1.) The following summarizes our progress with respect to the four key design elements articulated in the 2020 charter renewal.

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. (pg. 3, final charter application)*

Curriculum and instruction at CCLCS remains rigorous and relevant. It was an exciting year for the school; revitalizing previous longstanding learning experiences (that may have been put on hold due to COVID restrictions) AND creating new, authentic and accessible experiences to add to the curriculum.

CCLCS students in the sixth grade ventured out into the Cape Cod community to study local ecosystems and then brainstormed methods to preserve fragile and compromised lands in the area. Students in the seventh grade honored the children victims of the Terezin ghetto through the installation of the Butterfly Project Mural, and they connected with local and global representatives of several anti-defamation organizations to further their work. They even Zoomed with a survivor from Terezin! Eighth graders conducted their Civics project by identifying and researching local and state level issues, such as the housing shortage for Cape Cod locals, as well as the discrepancies in local district and charter school funding. Their research included interviews with local politicians and community members and culminated with brainstorming and presenting possible solutions to remedy these challenges. All grade levels also experienced STAR testing for the first time this year. CCLCS acquired and used the data from both ELA and Math STAR tests to determine where acceleration and intervention may be needed for grade levels and individual students. Overall, it was an active and engaging year for our students.

The following table summarizes the percentage of parents who agreed or strongly agreed that CCLCS maintained a challenging, hands-on and rich project curriculum in the 21/22 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 | 2021-22 |
|--|----------------|
| Challenging, hands on curriculum | 72 (98) |
| Rich project curriculum | 77 (100) |
| Important skills for future academic success | 60 (96) |

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

CCLCS provides both formal and informal learning experiences that promote social/emotional development, together with cognitive and skills development. In addition to this, CCLCS facilitated professional development opportunities this year to begin the work of incorporating and aligning CASEL’s SEL competencies into the curriculum. 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>Implemented in 21/22?</u> |
|---------------------------------------|---|----------------------|-------------------------------------|
| Project-rich learning | High engagement, skill building | 6,7,8 | Yes |
| Nature’s Classroom | Active learning in high interest topics, bonding, skill and character building | 6 | Yes |
| White Mt Field Trip | Personal, group challenge, skill and character building | 8 | Yes |
| Sea Camps | Whole community bonding, interpersonal skill building | 6,7,8 | Yes |
| Boundless Adventures | Personal, group challenge, skill and character building | 8 | Yes |
| Patriots Place Field Trip | Personal, group challenge, skill and character building | 7 | Yes |
| Companion Animal Program (CAP) Visits | Bonding, self care | 7 | Yes |
| The Butterfly Project | In depth study of the Haulcaust thru the lens of the Terezin opera and righteous people | 7 | Yes |
| Seminars | High engagement, student choice, internal and external | 6,7,8 | Yes (3 trimesters of offerings) |

| | | | |
|--------------------------------|---|-------|-----|
| | community building | | |
| Interscholastic Sports | Skill and character building, sportsmanship, community | 6,7,8 | Yes |
| Pats Peak Ski Trip | Bonding, personal and group challenge | 8 | Yes |
| Portvisory Program | Goal setting, character building, growth reflections | 6,7,8 | Yes |
| Mindfulness Training/ Practice | Interpersonal growth | 6 | Yes |
| Student clubs | Bonding, skill and character development | 6,7,8 | Yes |
| Lunch groups | Bonding, social skills development | 6,7,8 | Yes |
| All Grade Student Meetings | Whole community bonding, self care, academic skills development | 8 | Yes |
| Community Service Day | Civic responsibility | 8 | Yes |

The table below summarizes the percentage of parents who agreed or strongly agreed that they and their children felt welcome. In addition to this, ratings reflect that their child felt valued and safe (both at and going to and from school) during the last school year. Finally, parents also indicated their level of satisfaction with their child’s overall education during the 21/22 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 | 2021-22 |
|--|----------------|
| Felt welcome | 76 (98) |
| Child valued | 62 (96) |
| Felt safe | 70 (96) |
| High academic standards for all | 72 (97) |
| Opportunities for extra help to refine skill development for all | 55 (87) |
| Satisfied with education | 79 (98) |

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

CCLCS collaborates with local and global community partners throughout the school year. These interactions are intentionally woven into various curricula. Despite limitations during the 20/21 school year, our community connections were rekindled during the 21/22 school year and remain strong. CCLCS continued its work during the 21/22 school year with several organizations, including Water for South Sudan, the Cape Cod Companion Animals Program, and several local civic organizations. In addition to this, we celebrated the launch of our butterfly exhibit (through The Butterfly Foundation) and our civil rights photography exhibit (through the MLK Action Group) this year. Both of these presentations and the ongoing work were live and in person.

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 | 2021-22 |
|----------------------|----------------|
| Resource partners | 64 (97) |
| Cape Cod environment | 72 (98) |
| Global focus | 78 (99) |

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 (pg. 4, final charter application)*

Teacher leadership is an integral component to the overall success of CCLCS' programming. Teachers are encouraged to participate in committee work and decision making processes, especially as it pertains to student learning and experiences. This year CCLCS met the goal of staff participation in 100% of the school's governance-related committees. In addition to governance related committees, CCLCS has dedicated staff members serving on other committees and work forces, each with a specific mission and goals for overall school improvement. CCLCS relies on the support, ideas and creativity of its teachers and staff members. Despite our continued high participation numbers, during our March Core Criteria Site Visit, 8 out of 20 teachers reported feeling that our teacher-led model has been somewhat

limited since COVID. For the 22/23 school year, CCLCS intends to better define the difference between teacher led and teacher directed decision making processes.

| <u>Governance Related Committees</u> | <u>Teacher/Staff Members</u> |
|---|--|
| Board of Trustees | Kathryn Wilkinson Susy Remillard (term ended in February '22) |
| Finance Committee | Karen Scichilone Paul Niles |
| Personnel Policies Committee | Paul Niles Annie Haven Josh Stewart Catherine O'Leary |
| Nominating Committee | Paul Niles Catherine O'Leary |
| Foundation | Paul Niles Catherine O'Leary Katie Prchlik |
| Executive Director Search Committee | Jen Hyora Kathryn Wilkinson Susy Remillard |
| <u>Non-Governance Related Committees</u> | <u>Teacher/Staff Members</u> |
| Grants Committee | Debby Greenwood Daniella Garran Susy Remillard |
| Facilities Committee | Josh Stewart Brian Bates Sallie Probolus Christin Sims Dana Strakele Gary Clarke Susanna Graham Pye Allie Graham Paul Niles Catherine O'Leary |
| Wellness Committee | Kate Smith Allie Graham Mary Marvullo Dana Strakele Catherine O'Leary Colleen Smith |

| | |
|--|--|
| | Challis Crema Aaron Crowell |
| Diversity, Belonging, Equity & Inclusion | Jen Hyora Susanna Graham Pye Emily Nowack Susy Remillard Catherine O'Leary Paul Niles Sallie Probolus |
| Hiring Committees | Emily Nowack Brian Bates Andy Novak Challis Crema Christin Sims Daniella Garran Allie Graham Sallie Probolus Jen Hyora |
| Student Support Committee | Mary Marvullo Liz Novak Daniella Garran Jen Hyora Catherine O'Leary Kristen Berner |
| Sea Camps and Field Day Committee | Kate Ryan Josh Stewart Brian Bates Emily Nowack Ari Booras Mette Schwartz Katie Prchlik |

2.) Amendments to the Charter

The Commissioner of Education approved the school’s request for an amendment to the CCLCS Enrollment Policy and Application Form during the 21/22 school year. This was for the purpose of aligning these documents to current regulations and to comply with Department procedures.

| Date Submitted | Amendment Requested | Pending or Approved? |
|----------------|--|----------------------|
| 9/21/21 | Enrollment Policy and Application Form - alignment to DESE regulations | Approved |

Access & Equity: Discipline Data

1.) The latest available data is from the 2021-2022 school year and can be found here: [CCLCS Discipline Data](#)

2.)

| 2020-21 Student Discipline https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04320000&fycode=2021 | | | | | |
|---|--------------------------|----------------------|------------------------------|----------------------------------|---------------------------|
| Student Group | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
| All Students | 256 | 1 | | | |
| English Learner | 1 | | | | |
| Economically Disadvantaged | 48 | 1 | | | |
| Students with Disabilities | 47 | 0 | | | |
| High Needs | 90 | 1 | | | |
| Female | 122 | 0 | | | |
| Male | 134 | 1 | | | |
| American Indian or Alaska Native | 1 | 0 | | | |
| Asian | 3 | 0 | | | |
| African American/Black | 2 | 0 | | | |
| Hispanic/Latino | 11 | 0 | | | |
| Multi-race, Non-Hispanic/Latino | 7 | 0 | | | |
| Native Hawaiian or Pacific Islander | 0 | 0 | | | |
| White | 232 | 1 | | | |

3.) In an attempt to reduce the use of in and out of school suspension rates and to address the disparities of rates among student groups, CCLCS has implemented the following practices and procedures:

- The principal must discuss the disciplinary offense, the basis for the charge and any other pertinent data with the student and their family prior to the suspension.

- The student must have an opportunity to present information, including mitigating facts, for the principal's consideration in determining appropriate remedies and consequences for the student.
- The parent must have an opportunity to discuss the student's conduct and to present information for the principal's consideration in determining appropriate remedies and consequences for the student.
- The principal must conduct an investigation to determine whether the student committed the offense, and the principal must consider mitigating circumstances in determining appropriate penalties.
- The principal must provide the student and student's family with a written and oral notification of the determination, the reason for it, and the duration of any suspension imposed as well as the opportunity to make up assignments and other school work needed to make academic progress during the suspension.
- The principal must invite the parent/guardians to a meeting to discuss the student's academic performance and behavior and to discuss positive strategies moving forward.
- The principal must orally inform the parents/guardians as soon as possible about the suspension, and must document at least 2 attempts to contact them.

In addition to this, CCLCS has created systems for future analysis of discipline data by student groups and populations. More specifically, CCLCS has implemented the following practices to begin during the 22/23 school year:

- On an annual basis, the school's Diversity, Belonging, Equity and Inclusion (DBEI) Committee will review discipline data to ensure that disciplinary measures do not target selected populations.
- Each spring, beginning in the spring of 2023, the committee will report their results to the Board of Trustees.
- This report will disaggregate disciplinary data by race and ethnicity, gender, socio-economic status, English language learner status, and student disability status.
- This report will include examining the use of in-school and long-term suspensions, expulsions and emergency removals and the impact of such actions on the selected student populations.
- This report will replace a less formal annual assessment by the school principal, and will include recommendations for changes if appropriate.

Dissemination Efforts

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

| Best Practice Shared | Vehicle for Dissemination | Who at the school was | With whom did the school | Result of Dissemination |
|----------------------|---------------------------|-----------------------|--------------------------|-------------------------|
|----------------------|---------------------------|-----------------------|--------------------------|-------------------------|

| | | involved? | disseminate best practices? | |
|--|---|--------------------------|---|-------------------------------|
| Anti-Bias, Anti-Racism Teaching in a Book Group Model: Lessons on Immigration | National presentation - National Council for Social Studies, National Council Teachers of English | Susy Remillard - 6th ELA | Educators within the Social Studies and English content areas | Adoption of lesson plans |
| Examinations of Stereotype & Bias Surrounding Immigration Using a Book Group Model | MA DESE Culturally Responsive Teaching Video Library | Susy Remillard - 6th ELA | Educators across MA | Contribution to video library |
| “Teachers as Change Agents: Returning Hard History to a Colonized World” | Publication in <i>Teachers on Fulbright: Reflections on Global Pedagogy and Practice</i> | Susy Remillard - 6th ELA | Educators around the globe | Best practices |
| Using Foundational Stories to Decolonize our Schools: Lessons in Hard History | US Department of State Global Teaching Dialogue | Susy Remillard - 6th ELA | Educators throughout the nation | Adoption of lesson plans |
| “Empowering Educators: Antiracist Pedagogy” instructional Video | Immigration Book Groups in a Remote Learning Environment | Susy Remillard - 6th ELA | Educators throughout the nation | Contribution to video library |
| Advisory board to shape ethics education for middle school students nationwide | Daniels Fund Ethics Initiative Middle School Advisory Council | Susy Remillard - 6th ELA | Educators throughout the nation | Best practices |

| | | | | |
|--|--|--------------------------|---------------------------------|--------------------------|
| Development, Review and Implementation of Thanksgiving lessons | Smithsonian National Museum of the American Indian | Susy Remillard - 6th ELA | Educators throughout the nation | Adoption of lesson plans |
| OFl Teaching Fellow - Learning & Teaching about the Middle East | Qatar Foundation International & the University of Texas at Austin | Susy Remillard - 6th ELA | Educators throughout the nation | Adoption of lesson plans |
| Demanding Diversity: A Brainstorming Workshop to Create Classroom Opportunities for Students to see Themselves in STEM | Massachusetts Association of Science Teachers (MAST) | Annie Haven - 6th Math | Educators throughout the state | Curriculum materials |

ACADEMIC PROGRAM SUCCESS

Student Performance

1.) The CCLCS 2021 [report card](https://reportcards.doe.mass.edu/2021/districtreportcard/04320000) is available online. During the 20/21 school year, CCLCS made “substantial progress (58%) toward targets”. The report can be seen here: <https://reportcards.doe.mass.edu/2021/districtreportcard/04320000>

2.) Student performance on internal benchmark assessments was strong during the 2021-22 school year. In addition to internal benchmark assessments, CCLCS also adopted STAR testing and administered in ELA & Math during each trimester this year. The tables below demonstrate the final term averages (on a trimester schedule) in both Mathematics and English Language Arts for each grade level. These averages include department created and validated performance and traditional assessments, as well as online assessments from reputable platforms such as Khan Academy.

| GRADE 6 | Term 1 Final Averages | Term 2 Final Averages | Term 3 Final Averages |
|----------------|------------------------------|------------------------------|------------------------------|
| ELA | 92.9 | 90.7 | 89.7 |

| | | | |
|------|------|------|------|
| Math | 89.9 | 90.5 | 85.6 |
|------|------|------|------|

| GRADE 7 | Term 1 Final Averages | Term 2 Final Averages | Term 3 Final Averages |
|----------------|------------------------------|------------------------------|------------------------------|
| ELA | 92.1 | 88.4 | 89.3 |
| Math | 89.7 | 90.8 | 93.8 |

| GRADE 8 | Term 1 Final Averages | Term 2 Final Averages | Term 3 Final Averages |
|----------------|------------------------------|------------------------------|------------------------------|
| ELA | 90.5 | 87.7 | 93.4 |
| Math | 89.6 | 89.4 | 93.4 |

| ELA STAR TESTING AVERAGES - Grade 6 | | | | |
|--|----------------------|------------------------|----------------------|-------------------|
| Date | Average Score | Students Tested | Below Pathway | On Pathway |
| 9/1/21 - 6/30/22 | 1074 | 84 | 52% | 48% |

| ELA STAR TESTING AVERAGES - Grade 7 | | | | |
|--|----------------------|------------------------|----------------------|-------------------|
| Date | Average Score | Students Tested | Below Pathway | On Pathway |
| 9/1/21 - 6/30/22 | 1121 | 83 | 34% | 66% |

| ELA STAR TESTING AVERAGES - Grade 8 | | | | |
|--|----------------------|------------------------|----------------------|-------------------|
| Date | Average Score | Students Tested | Below Pathway | On Pathway |
| 9/1/21 - 6/30/22 | 1107 | 84 | 52% | 48% |

| MATH STAR TESTING AVERAGES - Grade 6 | | | | |
|---|----------------------|------------------------|----------------------|-------------------|
| Date | Average Score | Students Tested | Below Pathway | On Pathway |
| 9/1/21 - 6/30/22 | 1080 | 84 | 69% | 31% |

| MATH STAR TESTING AVERAGES - Grade 7 | | | | |
|---|----------------------|------------------------|----------------------|-------------------|
| Date | Average Score | Students Tested | Below Pathway | On Pathway |
| 9/1/21 - 6/30/22 | 1098 | 84 | 60% | 40% |

| MATH STAR TESTING AVERAGES - Grade 8 | | | | |
|---|----------------------|------------------------|----------------------|-------------------|
| Date | Average Score | Students Tested | Below Pathway | On Pathway |
| 9/1/21 - 6/30/22 | 1078 | 84 | 78% | 22% |

3.) n/a

Academic Program

1.) The 21/22 academic program at CCLCS returned to a full time, live model of learning with ~20 students per section. Students resumed traveling inside from one class to another with heterogeneously grouped in two different sub groups (letter & color). Students experienced a six period day, complete with two Tutorials each week in their schedule. One of these two Tutorials provided additional support from a second teacher in the room. This was an opportunity for many students to receive 1:1 support on projects, homework or re-teaching a specific skill. Students also experienced STAR testing for the first time at CCLCS. This assessment was conducted three times this year to determine areas of strength and need for intervention. Teachers participated in two professional development workshops on how to analyze and utilize the STAR data. This work will continue into the 22/23 school year. Finally, both the music programs and after school extracurriculars were reinstated, along with our Mindfulness program for sixth graders.

2.) To ensure access to the academic program for all students, CCLCS continued the use of many online platforms, including the use of Google Classroom and other Google products. This allowed students who experienced extended absences to maintain progress asynchronously. Additionally, several teachers offered Zoom access to students who were absent. This occurred both during the school day, as well as during the evening with National Honors high school students volunteering their time and expertise.

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.

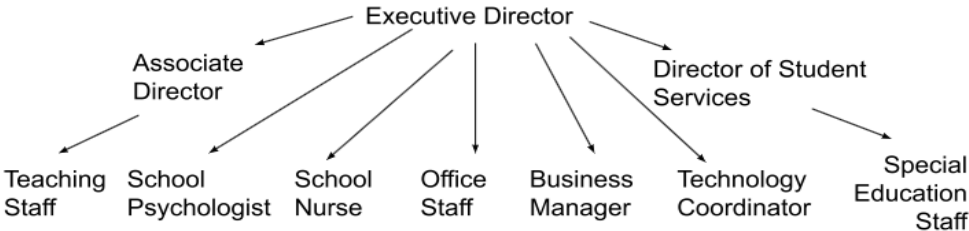
| Table S-3 | 2021-22 |
|----------------------|----------|
| Resource partners | 60 (93) |
| Cape Cod environment | 78 (99) |
| Global focus | 79 (100) |

3.) CCLCS used both quantitative and qualitative data to best accelerate learning during the 21/22 school year. The addition of a second Tutorial to the student schedule, complete with 1:1 and small group support offered many opportunities for students to excel. Also, the school offered individual or whole group extra help both before and after school. Many of these students were identified using MCAS and/or STAR data, as well as teacher and parent feedback. Finally, the school entered its second year with the addition of a full time Director of Student Services. In addition to the administration of student services for those students on IEPs and 504s, this person is responsible for the implementation and oversight of more detailed and formalized response to intervention systems within each grade level and content area.

ORGANIZATIONAL VIABILITY

1.) Organizational Structure of the School

A.)



B.) There were no major changes to the school’s organizational structure during the 21/22 school year, as reflected in the flowchart above. Prior to the 2021-22 school year, CCLCS created a Director Of Student Services position, based on the desire and need for a more formalized and tiered system of support for students who struggle academically. This person will be responsible for the oversight of all special education services and interventions and the evaluation of students. In addition to this, the Director

of Student Services supports content area teachers in helping to create appropriate interventional responses (Tier I-III) based on student profiles and content area demands. Finally, the Director of Student Services participates in the support of students with behavioral and/or social challenges and oversees the school's counseling services through the Gosnold Counseling Center.

2.) **n/a**

3.) Budget & Finance

A.) unaudited FY22 statement of revenues, expenses and changes in net assets
(income statement)

The Cape Cod Lighthouse Charter School
Profit & Loss
July 2021 through June 2022

| | Jul '21 - Jun 22 |
|---|---------------------|
| Ordinary Income/Expense | |
| Income | |
| 4008 · School Lunch Program-MA Portion | 1,081.26 |
| 4009 · School Lunch Program-Fed Portio | 58,109.19 |
| Operating Income | 4,515,209.87 |
| Grants Income | 395,962.00 |
| Total Income | 4,970,362.32 |
| Gross Profit | 4,970,362.32 |
| Expense | |
| Direct Student Costs | 194,833.59 |
| Occupancy | 128,665.11 |
| Office | 46,449.67 |
| Personnel | 3,827,872.43 |
| Other Expenses | 232,419.72 |
| Total Expense | 4,430,040.52 |
| Net Ordinary Income | 540,321.80 |
| Other Income/Expense | |
| Other Expense | |
| 6001 · Amort Expense - Financing Costs | 487.12 |
| 5069 · School Lunch Program | 38,508.32 |
| 5071 · Capital Purchases - Current Year | 0.00 |
| 5073 · Payroll Clearing | -39.97 |
| 5900 · Suspense | 0.00 |
| 5950 · Interest Exp - Long Term Loan | 188,690.28 |
| 5960 · US Treasury Interest Subsidy | -97,042.71 |
| Total Other Expense | 130,603.04 |
| Net Other Income | -130,603.04 |
| Net Income | 409,718.76 |

B.) statement of net assets

The Cape Cod Lighthouse Charter School
Balance Sheet
As of June 30, 2022

| | Jun 30, 22 |
|--|---------------------|
| ASSETS | |
| Current Assets | |
| Checking/Savings | |
| 1011 - MA Coronavirus Prevention Fund | 5,053.19 |
| 1072 - Bill.com Money Out Clearing | -10,033.85 |
| 1009 - Treasury Direct Acct | 43.00 |
| 1000 - CC5 Summer Acct | 867.24 |
| 1001 - CC5 Student Activity Acct | 9,845.17 |
| 1002 - CC5-School Lunch | 2,529.54 |
| 1003 - CC5-Operating Depository Acct | 1,042,653.45 |
| 1004 - CC5 Grants Account | 162,650.88 |
| 1005 - CC5-Operating Vendor Acct | 69,781.40 |
| 1020 - CC5-Capital Account | 76,075.16 |
| 1052 - Eastern Bank-Debt Service Acct | 85,878.06 |
| 1054 - Eastern Bank-Deposit Account | 940.00 |
| 1055 - Eastern Bank Savings Special Ac | 143,283.56 |
| Total Checking/Savings | 1,589,566.80 |
| Accounts Receivable | |
| Employee Computer Purch Avance | 2,160.57 |
| Advance | 3,617.61 |
| 1100 - Federal Grant Receivable | 10,409.00 |
| 1101 - Receivable - Miscellaneous | 12,011.03 |
| Total Accounts Receivable | 28,198.21 |
| Other Current Assets | |
| 1102 - US Treasury Int Receivable | 43,028.52 |
| 1200 - Prepaid Expenses | 4,200.00 |
| Total Other Current Assets | 47,228.52 |
| Total Current Assets | 1,664,993.53 |
| Fixed Assets | |
| 1332 - Water Heater | 6,038.00 |
| 1331 - A/D - Water Heater | -5,178.20 |
| 1350 - Software | 15,672.25 |
| 1351 - A/D Software | -15,672.25 |
| 1325 - Land | 905,000.00 |
| 1326 - Soccer Field | 125,666.00 |
| 1327 - A/D Soccer Field | -67,020.71 |
| 1340 - Lower Field | 47,968.85 |
| 1341 - A/D Lower Field | -17,383.10 |
| 1320 - Harwich Cinema Property | 958,857.00 |
| 1323 - A/D - Harwich Cinema | -239,709.58 |
| 1321 - 195 Route 137 Renovation | 3,126,934.44 |
| 1322 - A/D - 195 Route 137 | -781,729.92 |
| 1328 - Building Improvements | 81,384.00 |
| 1329 - A/D Building Improvements | -43,301.00 |
| Equipment | 0.00 |
| 1330 - Mower | 0.00 |
| Furniture and Fixtures | 13,899.71 |
| Vehicles | 6,707.96 |
| Total Fixed Assets | 4,118,133.45 |
| Other Assets | |
| 1317 - Legal & Engineering Fees | 1,527.12 |
| 1318 - Accumulated Amortization | -1,527.12 |
| Total Other Assets | 0.00 |
| TOTAL ASSETS | 5,783,126.98 |

Unaudited

Page 1

C.) The FY2022-23 Budget was approved by a unanimous vote of the CCLCS Trustees on June 28, 2022. Please see below.

**Cape Cod Lighthouse Charter School
Projected Budget
FY 2022-2023**

| | | | |
|-----------------------------------|--|------------------|----------|
| Operating Income | | | |
| Per Pupil Tuition | | 4,984,860 | |
| Circuit Breaker | | 20,000 | |
| Summer Program | | - | |
| Bank Interest | | <u>500</u> | |
| Total Operating Income | | 5,005,360 | |
| Grant Income | | | |
| Government | | 100,000 | |
| Private | | <u>2,500</u> | |
| Total Grant Income | | 102,500 | |
| Total Income | | 5,107,860 | - - |
| | | | |
| Personnel | | | |
| Salaries | | 3,328,000 | |
| Professional Development | | 18,000 | |
| Payroll Tax (Employer Exp) | | 116,480 | |
| Employee Benefits | | <u>434,600</u> | |
| Total Personnel | | 3,897,080 | |
| | | | |
| Direct Student Costs | | | |
| Computer-Internet Access | | 3,200 | |
| Computer Software | | 3,200 | |
| Computer Supplies and Repairs | | 3,200 | |
| Consultants-Special Programs | | 1,500 | |
| Insurance Expense | | 50,000 | |
| Instructional Equipment | | 1,500 | |
| Physical Education Expense | | 4,200 | |
| Team Sports Expense | | 13,000 | |
| Nursing Supplies | | 1,200 | |
| Seminar Expense | | 2,500 | |
| Special Needs | | 60,000 | |
| English Language Learners | | 650 | |
| Textbooks and Supplies | | 20,000 | |
| Transportation Costs | | <u>10,000</u> | |
| Total Direct Student Costs | | 174,150 | |
| | | | |
| Occupancy | | | |
| Maintenance | | 45,000 | |
| COVID Supplies | | 5,000 | |
| Alarm Service Fees | | 1,750 | |
| Auxiliary Site Rent | | 13,000 | |

| FY23 Enrollment Table | |
|---|-----|
| Number of students pre-enrolled via March 15th, 2022 submission | 84 |
| Number of students upon which FY23 budget tuition line is based | 252 |
| Number of expected students for FY23 first day of school | 252 |
| Variances: 0 | |

| Capital Plan for FY23 | |
|--|---|
| Description | <ol style="list-style-type: none"> 1.) Structural Engineering assessment of the roof to determine replacement plan 2.) Installation and hook up to the Town of Harwich sewer system |
| Current Status | <ol style="list-style-type: none"> 1.) Preliminary 2.) Underway |
| Estimated Schedule for Completion | <ol style="list-style-type: none"> 1.) Spring 2023 2.) Spring/Summer 2023 |
| Estimated Cost | <ol style="list-style-type: none"> 1.) 5K 2.) 25K |
| Information on Finance Plans | <ol style="list-style-type: none"> 1.) From Capital account 2.) From Capital account |
| Capital Project Reserve Account & Balance? | <p>On June 30th, 2022 the capital account had \$76,075.16 in reserve. The current balance of the capital account for FY23 is \$101,075.16. CCLCS adds \$25,000 annually to the capital account, which will allow us to cover the costs of all planned capital projects.</p> |

Appendix A: Accountability Plan Evidence 2021-22

Faithfulness to Charter

| | 21/22 Performance (met/not met) | Evidence |
|--|---------------------------------|--|
| Objective: Students will demonstrate creative and critical thinking skills across all content areas through project rich learning experiences that apply to real world situations and challenges. | | |
| Measure: By the end of the charter term, 100% of students in each grade level will complete a Humanities based AND STEM based keystone project (a total of 2 annually), in collaboration with a local or global organization to further the organization's mission and work. Ninety percent of students will score 80% or higher on these final assessments. | NOT MET | <p><u>8th Grade:</u> STEM = Project: Body Biology Participation: 100% Final Score: 85% of students rec'd above 80% final score</p> <p>HUMANITIES = Project: Civics Participation: 100% Final Score: 99% of students rec'd above 80% final score</p> <hr/> <p><u>7th Grade</u> STEM = under development</p> <p>HUMANITIES Project: The Butterfly Participation: 100% Final Score: 83% of students rec'd above 80% final score</p> <hr/> <p><u>6th Grade</u> STEM = under development</p> <p>HUMANITIES: Project: Giraffe Project Participation: 100% Final score: 87% of students rec'd above 80% final score</p> |
| Measure: By the end of their tenure at CCLCS, | NOT MET | The SEL committee will be charged with beginning this |

| | | |
|---|-----------------------|---|
| <p>90% of students will score 80% or higher in two categories: critical thinking & creative problem solving on their keystone projects.</p> | | <p>work during the 22/23 school year.</p> |
| <p>Objective: Students will develop, practice and utilize various social skills, including empathy and problem solving in a safe and nurturing environment.</p> | | |
| <p>Measure: Every trimester, and using a provided template, teachers will report the percentage of curriculum aligned to CASEL's core SEL competencies. Teachers will also determine next steps and focus areas for the subsequent trimester.</p> | <p>NOT MET</p> | <p>Teachers reported the percentage of curriculum aligned to CASEL's core SEL competencies once in March 2022.</p> |
| <p>Measure: By the end of the charter term, 100% of all core content academic objectives will be connected to an aligned SEL standard.</p> | <p>NOT MET</p> | <p>In the Winter & Spring of 2023, professional development time will be dedicated to this work.</p> |
| <p>Objective: Through the curricula, students will connect with local and global agencies and contribute to their cause and mission.</p> | | |
| <p>Measure: By the end of their tenure at CCLCS, 100% of students will select, research and contribute to a local AND global organization. This work will be displayed in their culminating final Portfolio of work before graduation.</p> | <p>MET</p> | <p><u>Global:</u> Giraffe Project: 100% participation Walk for Water Initiative: 100% participation</p> <p><u>Local:</u> Civics Project: 100% participation</p> |
| <p>Measure: By the end of their tenure at CCLCS, 100% of students will participate in a service based seminar, whose</p> | <p>NOT MET</p> | <p>Due to COVID-19, students were unable to participate in service based seminars off site.</p> |

| | | |
|---|----------------|---|
| purpose is to connect with and continue the work of a local organization. | | 100% of all 8th graders participated in a Community Service day during the 21/22 school year. |
| Objective: The CCLCS Board, Administration and Teachers & Staff will collaborate to solve the myriad of challenges that face a public middle school. | | |
| Measure: Ninety percent of all full time teachers and staff members will serve on at least one core committee annually, of which the purpose is to incorporate the voices and needs of all stakeholders as they pertain to a specific topic or purpose. | NOT MET | Though many staff members were available to serve on several committees, there was not at least 90% participation. Committee work will resume during the 22/23 school year. |
| Measure: Each committee will select one teacher or staff member to present the committee's goals and progress at a monthly Board Meeting annually. | NOT MET | This selection process and calendar sign up will begin during the 22/23 school year. |

Dissemination

| | 21/22 Performance (met/not met) | Evidence |
|---|---------------------------------|---|
| Objective: CCLCS will share innovative models for relocation and best practices to other public schools in the district where it is located. | | |
| Measure: By the end of the charter term, at least one member from each Department will present at a teacher conference, either regionally or nationally. The purpose of this presentation will be to disseminate the purpose, model and | MET | <p>Humanities: "Examinations of Stereotype & Bias Surrounding Immigration Using a Book Group Model"</p> <p>STEM: "Demanding Diversity: A Brainstorming Workshop to Create Classroom Opportunities for Students to see Themselves in STEM"</p> |

| | | |
|---|--|--|
| success of a service based project for middle school and within specific content areas. | | |
|---|--|--|

Appendix B: Recruitment and Retention Plan Template

Recruitment Plan 2022-23

| |
|---------------------------------------|
| 2021-22 Implementation Summary |
|---------------------------------------|

CCLCS's long-standing reputation and strong performance in the area of special education has allowed CCLCS to maintain strong and consistent recruitment. Many educational advocates, pediatricians and social workers recommend our school to their clients.

Unfortunately, the greatest challenge remains in the recruitment of English Learners. CCLCS is located in a low incidence, rural district and is unable to provide free transportation for families. Many of the English learners tend to live many miles away from our school, closer to Hyannis and further West. The school continues to refine the recruitment practices intended to engage families for whom English is not their first language. These efforts are intended to deepen the inroads connecting us to immigrant communities on Cape Cod. The school continues to work on the identification of and engagement with specific employers throughout Cape Cod for the purpose of connecting with diverse populations.

More specifically, two members of our Board of Trustees with deep ties to local social activism communities, continue to re-shape the Diversity Committee, which not only includes the recruitment of a diverse student body, but also of a diverse staff and board of directors. In addition to this, CCLCS has engaged the expertise of the Cape Cod Voices to assist with recruitment and retention for students of color.

Finally, CCLCS has created a Diversity, Equity and Inclusion (DEI) action committee that is dedicated to ensuring the school's curricula, staff and students are educated and well versed on the importance of, not only the inclusion for all, but the absolute necessity to be actively anti-racist.

As a rural middle school on Cape Cod, many of our students for whom English is not their first language have tested out of language services by the time they reach our school in 6th grade. The school continues to monitor their academic progress and growth during their tenure at CCLCS.

General Recruitment Activities for 2022-23

General recruitment activities include two Open Houses for potential applicants, newspaper and magazine advertisements, website postings and postings on the school's social media outlets. In addition to this, business owners identified as local, people of color are directly contacted and informed of these events and of the general programming at CCLCS. These efforts helped to educate parents and guardians within these communities of our school's offerings and opportunities.

Recruitment Plan - 2022-23 Strategies

Special education students / students with disabilities

a.) chart data

School percentage: 18.8
GNT percentage: 13.7
CI percentage: 13.9

b.) continued 2021-22 strategies

Check in annually with the Massachusetts Federation for Children with Special Needs to discuss strategies for increasing the school's visibility within families of children with

| | |
|--|---|
| <p>The school is ABOVE GNT percentages and ABOVE CI percentages.</p> | <p>special needs.</p> <p>Complete annual and continuous review of recruitment materials to assure that we prominently state our services for students with special needs.</p> <p>Continue to advertise on websites (example: Cape Cod Advocate) and in newsletters targeted towards families of children with special needs.</p> <p>Assure that Special education staff and representatives from the Special Education Parent Advisory Council attend all school information nights.</p> <p>Assure that all applicants receive a hard copy or links to the “Special Education in Charter Schools Right to Attend” document.</p> <p>Assure that students with special needs participate in pre-enrollment Open House activities.</p> <hr/> <p>c.) 2022-23 additional strategies, if needed</p> |
|--|---|

| Limited English-proficient students / English learners | |
|---|--|
| <p>a.) chart data</p> <p>School percentage: 0.4 GNT percentage: 2.4 CI percentage: 2.6</p> <p>The school is BELOW GNT percentages and BELOW CI percentages.</p> | <p>b.) continued 2021-22 strategies</p> <p>Convene annual meetings of the ELL Recruitment Committee with staff and Board members.</p> <p>Meet as needed with leaders of Barnstable County Human Rights Commission to discuss ongoing recruitment strategies.</p> <p>Meet as needed with community cultural leaders to introduce them to our school and its services.</p> <p>Advertise in magazines targeted to the local Portuguese community.</p> <p>Staff a recruitment table at the annual Multi-cultural fair at Cape Cod Community College.</p> |

| | |
|--|--|
| | <p>Work with community cultural leaders to distribute a brochure targeting the local ELL community.</p> <p>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.</p> <p>c.) 2022-23 additional strategies</p> <p>Contact the local Portuguese radio station and advertise school information.</p> <p>Connect with and invite the English teachers from BrazilianCapeCod.com to tour school.</p> <p>Advertise on Brazilian Cape Cod website.</p> |
|--|--|

| Students eligible for free or reduced lunch (low income/economically disadvantaged) | |
|--|--|
| <p>a.) chart data</p> <p>School percentage: 27.6 GNT percentage: 26.3 CI percentage: 36.7</p> <p>The school is ABOVE GNT percentages and BELOW CI percentages.</p> | <p>b.) continued 2021-22 strategies</p> <p>Post flyers at the YMCA, and other community programs that tend to service lower income families and their children.</p> <p>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. Provide rides to information sessions from these locations.</p> <p>Provide refreshments and child care at one or more information sessions.</p> <p>Continue outreach strategies to all partner agencies.</p> <p>Place applications and recruitment materials at all local homeless shelters.</p> <p>Convene annual meetings of the transportation committee to examine ways to help low income families get to and from school.</p> |

| | |
|--|---|
| | <p>Enlist specific businesses with diverse employer pools and engage in targeted recruitment events.</p> <p>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.</p> |
| | <p>c.) 2022-23 additional strategies</p> <p>Connect with the Community Relations Manager of Habitat for Humanity of Cape Cod to brainstorm ways in which collaboration can promote both organizations.</p> <p>Provide recorded informational sessions in video form on website for families to access at their convenience.</p> |

| Recruitment Plan - 2022-23 Strategies | |
|--|--|
| <p>Students who are sub-proficient</p> | <p>d.) continued 2021-22 strategies</p> <p>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.</p> <p>Include information about our tutoring and extra support services in our advertisements.</p> <p>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.</p> <p>2022-23 additional strategies, if needed</p> |
| <p>Students who are at risk of dropped out of school</p> | <p>e.) continued 2021-22 strategies</p> <p>Include testimonials from at-risk students who have found success at CCLCS in school promotional materials. Make promotional materials available to contacts we have developed with local agencies like DCF and local counselors.</p> <p>2022-23 additional strategies, if needed</p> |

Retention Plan 2022-23

| 2021-22 Implementation Summary | |
|--|--|
| <p>CCLCS continues to broaden the scope of our retention strategies with relative success. Specific strategies include consistent outreach to families of students in various categories, the creation of Student Success Plans for students identified as needing additional academic or social/emotional support, and revitalizing both live and virtual events for families and students. CCLCS also established and maintained a relationship with a local organization, run by women of color, to better understand the needs and perspectives of our families with diverse backgrounds. Finally, the school crafted an entry and exit form to identify areas of strength and areas of improvement in the overall student experience.</p> | |

| Overall Student Retention Goal | |
|---|-------|
| Annual goal for student retention (percentage): | 90% |
| Retention Rate 2021-22 | 93.5% |

| Retention Plan - 2022-23 Strategies | |
|--|--|
| Special education students / students with disabilities | |
| <p>a.) chart data</p> <p>School percentage: 6.3% Third Quartile: 10.4%</p> <p>The school's attrition rate is BELOW third quartile percentages.</p> | <p>b.) continued 2021-22 strategies</p> <p>Employ full time learning specialists at each grade level to ensure strong service delivery and family communication.</p> <p>Provide flexible meeting hours for families of students with special needs.</p> <p>Provide high quality professional development for classroom teachers on issues specific to students with special needs.</p> <p>Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs.</p> |

| | |
|--|--|
| | Provide summer social events to maintain the connection between students and the school. |
| | c.) 2022-23 additional strategies |

| Limited English-proficient students / English learners | |
|--|--|
| <p>a.) chart data</p> <p>School percentage: 0.0% Third Quartile: 10.7%</p> <p>The school's attrition rate is BELOW third quartile percentages.</p> | <p>b.) continued 2021-22 strategies</p> <p>Employ qualified personnel at each grade level to ensure strong service delivery and family communication.</p> <p>Provide flexible meeting hours for families of students with limited English proficiency.</p> <p>Provide high quality professional development for classroom teachers on issues specific to students with limited English proficiency.</p> <p>Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs.</p> <p>Provide services in native languages for families of students with limited English proficiency.</p> |
| | c.) 2022-23 additional strategies |

| Students eligible for free or reduced lunch (low income/economically disadvantaged) | |
|---|----------------------------------|
| <p>a.) chart data</p> <p>School percentage: 12.9% Third Quartile: 10%</p> | b.) continued 2021-22 strategies |

| | |
|---|--|
| <p>The school's attrition rate is ABOVE third quartile percentages.</p> | <p>Provide scholarships for fee-based field trips for families of students eligible for free or reduced lunch.</p> <p>Provide free rehabilitated computers to families of students eligible for free or reduced lunch.</p> <p>Provide before and after school extracurricular activities for students eligible for free or reduced lunch.</p> <p>Provide free, donated musical instruments for students who qualify for free or reduced lunch.</p> <p>Provide scholarships for school sponsored summer camp for students eligible for free or reduced lunch in order to keep them connected to the school in summer.</p> |
| | <p>c.) 2022-23 additional strategies</p> |

| <p>Retention Plan - 2022-23 Strategies</p> | |
|---|--|
| <p>Students who are sub-proficient</p> | <p>d.) continued 2021-22 strategies</p> <p>Create Student Success Plans addressing areas of remediation for students who are sub-proficient</p> <p>Provide before school, in-school and after school tutorial opportunities to address academic areas requiring remediation.</p> <p>Identify areas of learning strength and provide opportunities for students who are sub-proficient to excel in these areas.</p> <p>e.) 2022-23 additional strategies, if needed</p> |

| | |
|--|---|
| <p>Students who are at risk of dropped out of school</p> | <p>e.) continued 2021-22 strategies</p> <p>Review records of incoming students to identify students at increased risk of dropping out of school.</p> <p>The school psychologist will work with grade level teachers to create Student Success Plans for identified students.</p> <p>Review attendance, behavioral records and student grades to identify students who may not be identified for special programs.</p> <p>Convene monthly student services committee to identify and discuss strategies for students who may fit into this category.</p> <p>2022-23 additional strategies, if needed</p> |
|--|---|

Appendix C: School and Student Data Tables

[CCLCS Student Demographic Enrollment Data](#)

| Student Race and Ethnicity and Selected Populations 2021-22 School Year | |
|--|--------------------------|
| Race/Ethnicity | % of School |
| African American | 1.5 |
| Asian | 1.5 |
| Hispanic | 2 |
| Native American | .3 |
| White | 91 |
| Nate Hawaiian, Pacific Islander | .3 |
| Multi-race, non Hispanic | 2 |
| Selected Populations | % of School |
| First Language not English | 6 |
| English Learner | .3 |
| Low Income | 21 |
| Students with Disabilities | 27 |
| High Needs | 27 (IEP, 504, Sheltered) |

| Administrative Roster for the 2021-22 School Year | | | |
|--|---|-------------------|-----------------|
| Name, Title | Brief Job Description | Start Date | End Date |
| Paul Niles, Executive Director | Full time school leader, supports CCLCS educational mission, ensures DESE compliance, chief executive and financial officer, works closely with Board, faculty, parents, students | 9/1/95 | June 30th, 2022 |
| Catherine O'Leary, | Full time, assists director, | 9/1/08 | n/a |

| | | | |
|---|--|--------|-----|
| Associate Director | oversees curriculum development, teacher evaluation, and works closely with faculty, parents, students | | |
| Jen Hyora, Special Education Coordinator, ESL Coordinator | Contractual. Oversees Special Education program ensures compliance with state and federal laws | 9/1/05 | n/a |

| Teachers and Staff Attrition for the 2021-22 School Year | | | | |
|--|--|---|--|-------------------------|
| | Number as of the last day of the 2021/22 school year | Departures during the 2021/22 school year | Departures at the end of the school year | Reason(s) for Departure |
| Teachers | 31 | 2 | 0 | Medical |
| Other Staff | 7 | 0 | 4 | Retirement |

| Board and Committee Information | |
|---|----|
| Number of commissioner approved Board members as of August 1st, 2022 | 11 |
| Minimum number of board members approved in by-laws | 9 |
| Maximum number of board members approved in by-laws | 17 |
| Number of board committee members who are neither trustees nor school employees during the 2021-2022 school year. | 0 |

| Board Members for the 2021-22 School Year | | | | |
|---|------------|--|------------------------|---------------------|
| Name | Position | Committee affiliation(s) | Number of terms served | Length of each term |
| Andrew Murphy | Chair | Finance, Personnel Policies, Academic | 2 | June 2024 |
| James McAuliffe | Vice Chair | Strategic Planning Personnel Policies | 1 | June 2024 |
| Pat Johnson | Clerk | Strategic Planning | 1 | June 2023 |

| | | | | |
|-----------------------|--------------------|--|---|--------------|
| James Foley | Treasurer | Finance | 1 | June 2023 |
| Paul Niles | Executive Director | Finance, Strategic Planning, Nominating, Facilities, Recruitment | | |
| Catherine O'Leary | Associate Director | Strategic Planning, Academics | | |
| Kathryn Wilkinson | Faculty Rep | None | 2 | June 2023 |
| Susannah Remillard | Faculty Rep | None | 2 | January 2022 |
| Seth Rolbein | Trustee | Strategic Planning Recruitment Advocacy | 2 | June 2024 |
| Lauren Elliott-Grunes | Trustee | Diversity, Equity & Inclusion | 1 | June 2022 |
| Laura Gill | Trustee | Diversity, Equity & Inclusion | 1 | June 2023 |
| Rachel Lake | Trustee | Personnel Policies | 1 | June 2024 |
| Tracy Murphy | Trustee | Advocacy | 1 | June 2024 |
| Thomas Langway | Trustee | Finance | 1 | June 2022 |

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| | | |

Committee Meeting Schedules

| for the 2022-23 School Year | | |
|-------------------------------|----------------|-------------------|
| Name of Committee | Date/Time | Location |
| Finance Cmte | August 22nd | Room 123 @ 5:30PM |
| | September 19th | |
| | October 17th | |
| | November 21st | |
| | December 19th | |
| | January 23rd | |
| | February 27th | |
| | March 20th | |
| | April 17th | |
| | May 15th | |
| | June 26th | |
| Strategic Planning | TBD | TBD |
| Personnel | | |
| Recruitment | | |
| Diversity, Equity & Inclusion | | |
| Nominating | | |
| Facilities | | |
| Advocacy | | |

Key Leadership Changes for School Year 2022-23

The leadership team has experienced a shift in positions, due to the retirement of Executive Director, Paul Niles.

| Position | Name | Email Address | No Change/New/ Open Position |
|--------------------------------------|-------------------|-----------------------|---------------------------------|
| Board of Trustees Chairperson | Andy Murphy | boardchair@cclcs.info | No change |
| Charter School Leader | Catherine O'Leary | coleary@cclcs.info | New position |
| Assistant Charter School Leader | Beth Woelflein | bwoelflein@cclcs.info | New Position |
| Director of Student Services | Jen Hyora | jhyora@cclcs.info | No change |
| MCAS Test Coordinator | Beth Woelflein | bwoelflein@cclcs.info | New position |
| SIMS Coordinator | Melinda LaMothe | mlamothe@cclcs.info | No Change |
| English Language Learner Director | Jen Hyora | jhyora@cclcs.info | No Change |
| School Business Official | Katie Prchlik | kprchlik@cclcs.info | New position |
| SIMS Contact | Melinda LaMothe | mlamothe@cclcs.info | No Change |

Facilities

Our school campus remains in East Harwich.

Enrollment

| Action | 2022-2023 School Year Date(s) |
|------------------------------|-------------------------------|
| Student Application Deadline | 1/30/23 |
| Lottery | 2/1/23 |

Conditions

None