



Cape Cod Lighthouse Charter School

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Cape Cod Lighthouse Charter School 2019 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, Mashpee, Monomoy, Nauset, Truro, Provincetown, Falmouth
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015
Maximum Enrollment	252	Current Enrollment	243
Chartered Grade Span	6-8	Current Grade Span	6-8
# of Instructional Days per school year	180	Students on Waitlist	347
School Hours	8:35AM- 3PM	Age of School	24 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>			

Letter from the Chair of the Board of Trustees

Dear Friends,

I am honored to write this letter to accompany the 2018-19 Cape Cod Lighthouse Charter School Annual Report, reporting that this school year was another strong one at CCLCS.

In June of 2018, Board members Carol Olsen, Frank Smith, Paul Sarobin, and Michael Marten completed their tenures, and we are grateful for their time and dedication to the school. We were pleased to vote in new Board members James Hilliard, Andrew Murphy, Kathleen Phelan, Seth Rolbein, and Sharon Shaw. The Board also benefited from continued tenures of Sandra Hemeon-McMahon and Susannah Remillard as Board Faculty Representatives. The Board established an Executive Compensation and Oversight Committee including members: Lori Fanning Smith, James Hilliard, and Andrew Murphy. Board members also benefited from participation in webinars offered by the Massachusetts Charter Public School Association.

This year we were invited to receive a renewal site visit from a DESE team one year early relative to the typical schedule. We look forward to finalizing our renewal during the 2019-20 school year.

Family surveys completed at the end of the school year show that parents and kids love our school, with satisfaction rates in the high nineties for areas and aspects surveyed. Parent, trustee, and staff evaluations all point to an outstanding performance by the school's Executive Director, Paul Niles, who continues to masterfully balance administrative and teaching responsibilities. Demand for seats in the school remains strong, with 218 applicants for the 81 openings in 6th grade, and 347 students on the waiting lists for the three grades.

The school remains fiscally sound, as evidenced by a clean audit. We are pleased to report that one of the school's loans associated with acquiring the current facility has been paid-off.

We are proud of the fact that our school remains committed to strong recruitment and retention practices in the access and equity categories. This year we met recruitment goals for special education students and met retention goals in all categories.

Our school staff remains committed to active professional development and dissemination practices. This year staff continued work on an ongoing effort to better articulate and coordinate the school's assessment practices. This year CCLCS staff presented at 2 national and 3 state-level conferences.

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.

As I complete my first year as Chair of the Board of Trustees, I am proud of our school and the continued emphasis on project-based learning, teaching to the whole child, and personal growth. It has been a pleasure working with the Board of Trustees, the Administration, and staff which is so committed to providing an outstanding middle school experience for all of the students of the Cape Cod Lighthouse Charter School.

Sincerely Yours,

Karen Whitney
Chair, Board of Trustees

School Performance and Program Implementation

FAITHFULNESS TO THE CHARTER

Mission and Key Design Elements

The school identified key design elements for the 2015 renewal. The following summarizes our progress with respect to these elements.

1.) CCLCS will provide students with rich project based learning experiences which cross disciplines and engage students with the larger community. (PROJECT BASED LEARNING)

Curriculum and instruction at CCLCS continues to incorporate rigorous and relevant performance assessments, as well as experiential curriculum units that cross disciplines. Teachers anchor a standing committee charged with continuing to develop and improve the school's assessments through a detailed validation process. As referenced in the Accountability Plan section of this report, the school is on target to meet its goal of having a validated project within every major curriculum unit by the end of the charter term.

The following table summarizes the percentage of parents who agreed or strongly agreed that CCLCS maintains a challenging, hands-on curriculum and a rich project curriculum:

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	2018-19
Challenging, hands on curriculum	79 (97)
Rich project curriculum	72 (97)

2.) CCLCS will continue to develop rigorous, curriculum- aligned performance-based methods of assessment that reach beyond traditional tests across all grades and disciplines. (ALTERNATIVE ASSESSMENTS)

CCLCS is dedicated to the continuous development of high quality assessments, especially performance assessments, as part of the project rich curriculum. The Accountability Plan Appendix reports the percentage of students who performed above 75% on major project work. These projects have been validated and refined to ensure high quality, rigor and accessibility.

The following table summarizes the percentage of parents who agreed or strongly agreed that their students were learning a curriculum which prepared them for future success, and that CCLCS maintains high academic standards:

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	2018-19
Curriculum for success	70 (98)
High academic standards	70 (96)

3.) CCLCS will provide students with curricular, social and emotional experiences that teach to and nurture the whole child, beyond requirements in the traditional curriculum frameworks. (TEACHING TO THE WHOLE CHILD)

CCLCS continues to provide a full curriculum that merges social/emotional development together with cognitive and skills development. The following table summarizes a list of experiences designed to teach to the whole child.

Program	Description	Grades
Project-rich learning	High engagement, skill building	6,7,8
Nature's Classroom	Active learning in high interest topics, bonding, skill and character building	6
Archaeological Dig	High interest, active learning, bonding	7
High Ropes Course	Personal, group challenge, bonding	7
White Mt Field Trip	Personal, group challenge, skill and character building	8
Sea Camps	Whole community bonding, interpersonal skill building	6,7,8
Seminars	High engagement, student choice, internal and external community building	6,7,8
Interscholastic Sports	Skill and character building, sportsmanship, community	6,7,8
Portvisory Program	Goal setting, character building, growth	6,7,8

	reflections	
Mindfulness Training/ Practice	Interpersonal growth	6,7,8
Gettysburg Field Trip	Bonding, skill and character development	8
Student clubs	Bonding, skill and character development	6,7,8
“Stronger Together” Alliance	Interpersonal growth	6,7,8
Lunch groups	Bonding, social skills development	6,7,8

The following table summarizes the percentage of parents who agreed or strongly agreed that they and their children felt welcome, that their child was valued and that they felt safe at and going to and from school during the last five school years:

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	2018-19
Felt welcome	83 (99)
Child valued	68 (95)
Felt safe	73 (96)

4.) CCLCS will maintain governance systems that nurture and revolve around teacher leadership. (TEACHER-LED SCHOOL)

Teacher leadership is one of the founding principles at CCLCS. Teachers collaborate to write curriculum, create student schedules, participate in committee work and decision making regarding student programs, and administrators teach classes. This year we met the goal of 100% staff participation in governance-related committees.

<u>Governance Related Committee</u>	<u>Teacher Members</u>
Board of Trustees	Sandra Hemeon-McMahon Susy Remillard
Finance Committee	Karen Scichilone Paul Niles

Personnel Policies Committee	Jen Hyora Josh Stewart Liz Novak Paul Niles Catherine O'Leary
Nominating Committee	Paul Niles Catherine O'Leary

5.) CCLCS will collaborate with local, regional and global partners to connect student learning to real world applications. (COMMUNITY PARTNERS)

CCLCS continues to nurture local and global community partnerships through curriculum initiatives.

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-4	2018-19
Resource partners	70 (97)
Cape Cod environment	80 (97)
Global focus	82 (98)

The final table shows the percentage of parents who agreed or strongly agreed that they were satisfied with their child's education:

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-5	2018-19
Satisfied with education	84 (97)

Amendments to the Charter

None

Access & Equity: Discipline Data

A.) <http://profiles.doe.mass.edu/ssdr/?orgcode=04320000&fycode=2018>

B.) 2017-2018 Student Discipline					
Student Group	Total # of Students	Students Disciplined	Percent In-School Suspension	Percent Out of School Suspension	Percent Emergency Removal
All Students	243	10	3%	1%	0%
EL	4	0	0%	0%	0%
Economically Disadvantaged	54	3	5%	0%	0%
Students with Disabilities	39	6	5%	5%	0%
High Needs	82	6	5%	2%	0%
Female	136	2	1%	0%	0%
Male	112	8	4%	3%	0%
American Indian or Alaska Native	0	n/a	n/a	n/a	n/a
Asian	2	0	0%	0%	0%
African American/Black	8	1	13%	0%	0%
Hispanic/Latino	10	0	0%	0%	0%
Multi-race, Non Hispanic/Latino	15	1	7%	0%	0%
Native Hawaiian or Pacific Islander	0	n/a	n/a	n/a	n/a
White	213	8	2%	1%	0%

C.) CCLCS implements a proactive approach toward monitoring student behavior. The school uses a tiered system to address and manage student discipline. During the 2018-19 school year, CCLCS established a school wide EPIC rubric, which articulates in detail the various behavioral expectations that describe a productive and positive school climate. Students who

emulate these qualities are recognized in various forums. In addition to this, several staff members underwent Tier 1 & 2 training in the Collaborative Problem Solving approach (CPS). This method helps to identify areas of lagging skills for individual students, as well as areas to practice and develop these skills. Finally, CCLCS practices progressive discipline and uses infractions as an opportunity for reflection and growth.

Dissemination Efforts

As referenced in the Accountability Plan, CCLCS continues to disseminate best practices and innovative teaching strategies to the educational community on both small and large scales.

<u>Best Practice Shared</u>	<u>Vehicle for Dissmentation</u>	<u>Who at the School was involved with the dissemination?</u>	<u>With Whom?</u>	<u>Result of Dissemination</u>
Teaching history through material culture	Conference - AMLE	Daniella Garran - 7th Grade Social Studies	Middle school humanities teachers	Resource packet
What's a CER and Why Do I Need One? (Modified for teachers of all subject areas)	Presentation - District school	Annie Haven - 6th Grade Math	Administrators as well as Elementary, Middle, and High school teachers, all subjects	Resource packet
Energy games, chants & plays: introducing energy literacy to elementary students Wind Weightlifting Challenge (Share-athon) Exploring Climate Change What's a CER and Why Do I Need One? (Modified for STEAM)	Conference - MAST	Annie Haven - 6th Grade Math	Science teachers / STEAM teachers / STEAM leaders of students in grades K-12	Resource packet & Curriculum materials

teachers)				
Fostering Citizenship: Engaging Students in a Town Meeting Project Portvisory: Integrating Advisory, Reflections and Portfolios in a Middle School	Conference - NELMS	Hannah Kast - 8th Grade Social Studies	Civics Teachers, Administrators, Teachers	Resource packet Curriculum materials
Fostering Citizenship: Engaging Students in a Town Meeting Project	Conference - NCSS	Hannah Kast - 8th Grade Social Studies	Massachusetts Civics Teachers	Resource packet

ACADEMIC PROGRAM SUCCESS

Student Performance

CCLCS remains an academically successful school, as summarized in the data below.

A.) The CCLCS report card link is: <http://reportcards.doe.mass.edu/2018/04320530>

B.) Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention	53%	18%

C.) Student performance on internal benchmark assessments was strong during the 2018-19 school year, as seen in the Accountability Plan summary.

Program Delivery

There were no major changes to the school's curriculum, instructional model, assessment methods or supports for diverse learners this past school year. Minor changes included:

- implementation of a school-wide rubric regarding student expectations (EPIC rubric below)
- alignment of curricula to WIDA standards and SEI practices
- Refinement of the Bringing Up GradeS program (BUGS), a nationwide program that provides students with the needed support to set and meet homework and classwork goals

At the Cape Cod Lighthouse Charter School we agree to...

	Always	In Homeroom	In Class + Seminar	In the hallways and bathroom	At recess	On the bus/ In a van
E ...Be Engaged	Ask questions and for help Ask for permission to leave the room Cell phones away	Be on time Listen to announcements	Come to class prepared Make connections between what you are learning and the world	Walk. Be aware of those around you	Enjoy your downtime! Interact with all students, not just your friends	Follow all safety rules (seatbelts, facing forward, etc) and listen to the driver at all times
P ...Show Personal Responsibility	Use school materials as they are meant to be used Only use items that are yours, ask permission to borrow	Contribute to homeroom chores Use your cubby, keep it clean!	Try your best, even when faced with challenges Listen in class Clarify instructions if confused, follow directions	Keep track of your belongings Let students working in the hallways stay focused	Exit and enter the building quietly and on time, holding any equipment Use equipment as its meant to be used, return it after recess	Keep your voice down Personal devices (cell phones, music players, etc) only used with permission
I ...Have Integrity	Report any concerning behavior or damage to the building to an adult	Keep track of your belongings Throw away or recycle all trash, clean after lunch	Always submit your own work	Do what you need to do, and then return to class quickly	Refrain from talking about other students or teachers Listen to adults there to keep you safe	Report any concerning behavior or damage to the vehicle to an adult
C ...Be Considerate	Be kind to all Use school appropriate language at all times	Be kind to all homeroom members Respect other's personal space	Believe that everyone can be successful	Keep your voice down	Include everyone Invite those who seem lonely to join	Keep your voice down

ORGANIZATIONAL VIABILITY

Organizational Structure of the School

There were no changes to the organizational structure of the school during the 2018-19 school year. For the 2019-20 school year, the Executive Director will be adjusting his 0.5 FTE teaching status to 0.2 FTE.

Executive Director									
Nurse	Business Manager	Administrative Assistant	Associate Director			Special Ed Coordinator		Technology Coordinator	School Psychologist
		Secretary	STEM	HUMANITIES	PORTVISORY/ SEMINAR	Learning Specialists (3)	Speech/Lang Therapist		
			Science (6,7,8)	Social Studies (6,7,8)	Seminar (6,7,8)		Occupational Therapist		
			Math (6,7,8)	Language Arts (6,7,8)	Portvisory (6,7,8)				
			XP (6)	Art (6,7,8)					
			Health/P.E. (6,7,8)	World Language (7, 8)					

Teacher Evaluation

There were no recent changes to the school's teacher evaluation system during the 18/19 school year.

BUDGET AND FINANCE

A.) Unaudited FY19 statements

Profit & Loss July 2018 through June 2019 Jul '18 - Jun 19

Ordinary Income/Expense

Income

4007 · School Lunch Program-Revenue	11,888.54
4008 · School Lunch Program-MA Portion	441.48
4009 · School Lunch Program-Fed Portio	11,447.06

Operating Income

4005 · Rental Income	2,250.00
4010 · Income - Summer Program	11,087.50
4011 · Income - Per Pupil Tuition	3,630,726.00
4012 · Income - Bank Interest	3,136.88
4013 · Income - Miscellaneous	5,190.54

Total Operating Income 3,652,390.92

Grants Income

4200 · Grant - Foundation	28,532.00
Private Grant Income	7,396.00
Grants - Government	
4016 · Current Yr	73,670.00
Total Grants - Government	73,670.00

Total Grants Income 109,598.00

Total Income 3,785,766.00

Gross Profit 3,785,766.00

Expense

Direct Student Costs

5000 · Computer - Internet Access	405.92
5001 · Computer Supplies & Repairs	46,389.52
5002 · Insurance Expense	38,074.00
5003 · Instructional Equipment	300.00
5005 · Physical Education Expense	750.00
5006 · Team Sports Expense	7,432.19
5007 · Nursing Supplies	675.88
5008 · Seminar Expense	2,005.98
5009 · Special Needs	37,467.92
5011 · Textbooks and Supplies	16,207.82

Transportation Costs

5012 · Vehicle Gas	2,115.52
5013 · Vehicle Repairs & Maintenance	1,070.84

Total Transportation Costs	3,186.36
Total Direct Student Costs	152,895.59
Occupancy	
5015 · Snow Removal	2,350.00
5014 · Maintenance - Furniture & Fixtures	10,678.55
5017 · Custodial Outside Services	20,643.40
5018 · Maintenance - Building	33,707.23
5019 · Maintenance Site Supplies	8,893.66
5020 · Rent	0.00
5021 · Rubbish Removal	5,465.24
Utilities	
Water	603.98
5022 · Electric	34,202.41
Gas	8,476.75
Total Utilities	43,283.14
Total Occupancy	125,021.22
Office	
Bank Charges	1,419.51
Equipment Lease,Repair & Maint.	
5023 · Copier	5,461.89
Total Equipment Lease,Repair & Maint.	5,461.89
5025 · Office Supplies and Expense	20,760.47
5026 · Payroll Service Fees	3,636.77
5027 · Postage and Shipping	2,073.22
5028 · Printing Expense	137.22
5029 · Admissions	1,144.00
5030 · Telephone Expense	363.72
Total Office	34,996.80
Personnel	
Salaries	2,737,509.00
Prof. Development	10,797.35
Payroll Tax (Employer Exp)	82,434.74
Insurance - Health	345,468.45
Employee Benefits	56,477.54
Total Personnel	3,232,687.08
Other Expenses	
5059 · Art Spark Grant	179.91
5060 · Enrichments	68,471.08
5061 · Yearbook	1,647.87
5062 · Miscellaneous Expenses	37.99
5063 · Dues and Subscriptions	9,258.61
5064 · Fees and Licenses	1,000.00
5065 · Legal Fees	8,000.00

5066 · Recruitment	1,484.00
5067 · School Function	3,473.91
Total Other Expenses	93,553.37
Total Expense	3,639,154.06
Net Ordinary Income	146,611.94
Other Income/Expense	
Other Expense	
5069 · School Lunch Program	26,055.56
5070 · Summer Enrichment Program	3,901.38
5074 · Accounting Fees	28,242.56
5950 · Interest Exp - Long Term Loan	215,209.89
5960 · US Treasury Interest Subsidy -	111,090.62
Total Other Expense	162,318.77
Net Other Income -	162,318.77
Net Income -	-15,706.83

B. Statement of Net Assets

The Cape Cod Lighthouse Charter School

Balance Sheet

As of June 30, 2019

ASSETS

Current Assets

Checking/Savings

1009 · Treasury Direct Acct	43.00
1000 · CC5 Summer Acct	816.66
1001 · CC5 Student Activity Acct	9,929.42
1002 · CC5-School Lunch	1,731.46
1003 · CC5-Operating Depository Acct	46,406.83
1004 · CC5 Grants Account	160,414.73
1005 · CC5-Operating Vendor Acct	3,902.15
1020 · CC5-Capital Account	25,843.00
1052 · Eastern Bank-Debt Service Acct	73,236.24
1054 · Eastern Bank-Deposit Account	<u>599,988.00</u>
Total Checking/Savings	922,311.49

Accounts Receivable

1103 · Tuition Receivable	300,264.00
Employee Computer Purch Advance	153.88
Advance	4,743.47
1100 · Federal Grant Receivable	63,979.00

1101 · Receivable - Miscellaneous	<u>1,709.59</u>
Total Accounts Receivable	370,849.94

Other Current Assets

PayPal Receivable	1,745.95
1102 · US Treasury Int Receivable	20,244.16
1200 · Prepaid Expenses	7,749.60
1201 · Prepaid Insurance	21,394.00
Total Other Current Assets	<u>51,133.71</u>
Total Current Assets	<u>1,344,295.14</u>
Fixed assets Net of Depreciation	4,678,328.42

Other Assets

1317 · Legal & Engineering Fees	1,908.00
1318 · Accumulated Amortization	<u>-1,040.00</u>
Total Other Assets	<u>868.00</u>
TOTAL ASSETS	6,023,491.56

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

2006 · Accounts Payable	<u>142,120.41</u>
Total Accounts Payable	142,120.41

Other Current Liabilities

Union Dues Payable	726.60
2201 · Interest Payable	28,803.83
2007 · Mass. Teachers Retire. Payable	17,749.62
2001 · 403(b) Annuities	7,838.75
2005 · Accrued Expenses - Other	<u>260,098.04</u>
Total Other Current Liabilities	<u>315,216.84</u>
Total Current Liabilities	457,337.25

Long Term Liabilities

2880 · Eastern Bank-Mass Dev Qual Sch	896,025.45
2900 · Harwich Cinema Loan	<u>2,218,713.42</u>
Total Long Term Liabilities	<u>3,114,738.87</u>
Total Liabilities	3,572,076.12

Equity

3002 · 3900 + Retained Earnings	20,559.41
3000 · Fund balance - Plant Fund	289,517.50

3001 · Fund Balance - Operating Fund	159,294.00
3900 · Retained Earnings	1,997,751.36
Net Income	<u>-15,706.83</u>
Total Equity	<u>2,451,415.44</u>
TOTAL LIABILITIES & EQUITY	6,023,491.56

C.) Approved school budget for FY20

**Cape Cod Lighthouse Charter School
Approved School Budget
FYE 6/30/2020**

2019-2020

Operating Income

Per Pupil Tuition	3,887,214
Summer Program	10,000
Bank Interest	<u>500</u>

Total Operating Income 3,897,714

Grant Income

Government	60,000
Private	<u>5,000</u>

Total Grant Income 65,000

Total Income 3,962,714

Personnel

Salaries	2,825,766
Professional Development	18,000
Payroll Tax (Employer Exp)	84,773
Employee Benefits	<u>390,000</u>

Total Personnel 3,318,539

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	43,000

Instructional Equipment	1,500
Physical Education Expense	4,200
Team Sports Expense	7,500
Nursing Supplies	700
Seminar Expense	2,500
Special Needs	33,000
English Language Learners	650
Textbooks and Supplies	20,000
Transportation Costs	<u>45,000</u>
Total Direct Student Costs	169,150

Occupancy

Maintenance	28,000
Alarm Service Fees	1,750
Auxiliary Site Rent	750
Custodial Outside Services	21,000
Mortgage Interest	117,289
Utilities	<u>43,000</u>
Total Occupancy	211,789

Office Expenses

Accounting Fees	21,000
Legal Fees	8,000
Counseling Services	3,500
Bank Charges	200
Equipment Lease and Maintenance	10,000
Office Supplies and Expense	20,000
Payroll Service Fees	4,250
Postage and Shipping	3,100
Printing Expense	1,600
Admissions	3,500
Telephone Expense	<u>4,200</u>
Total Office Expenses	79,350

Other Expenses

Dues and Subscriptions	9,200
Enrichments	70,000
Technology Fund	30,000
Grounds Maintenance	5,000
Snow Plow and Sanding	10,000
Capital Purchase Fund	<u>30,000</u>
Total Other Expenses	154,200

Total Expenses	<u>3,933,028</u>
Net Income/(Loss)	<u>29,686</u>

D. CCLCS CAPITAL PLAN

PROJECT	STATUS	SCHEDULE	COST	FINANCING
Replace portions of roof membrane	Estimates solicited	Summer 2019	\$30,000	From capital account
Replace last older roof HVAC unit	Scheduled	Fall 2019	\$14,000	From capital account
Sewer system hookup	Planning	Summer 2020	\$20,000	From capital account

The current balance of the capital account is \$55,000. We will add \$25,000 to the account for the 2020-2021 fiscal year, which will allow us to cover the costs of all planned capital projects.

Additional Information

Appendix A

Accountability Plan Performance/Evidence 2018-19

Appendix B

Recruitment and Retention Plan

Appendix C

School and Student Data

Appendix D

Additional Required Information

Anticipated Board Meeting Schedule for 2019/2020: All meetings at 6PM in Room 123.

<u>2019</u>	<u>2020</u>
August 26, 2019	January 13, 2020
September 16, 2019	February 10, 2020
October 21, 2019	March 13, 2020
November 18, 2019	April 13, 2020
December 16, 2019	May 18, 2020
	June 22, 2020

Appendix A

Accountability Plan Performance/Evidence 2018-19

1. *Objective: CCLCS will provide students with rich, project based learning experiences which cross disciplines and engage students with the larger community (PROJECT BASED LEARNING).*

Measure 1A: By the end of this charter term, each CCLCS science, ELA, social studies, world language and Exploratory teacher will develop a high quality, project to accompany each major curriculum unit.

STATUS: PARTIALLY MET

COMMENTS: Validation schedules moving forward will allow us to meet this goal by the end of the charter term.

Measure 1B: Ninety percent of families who respond to an annual CCLCS survey will express satisfaction with the school's practice of providing rich project based learning experiences.

STATUS: MET Strongly Agree: 72% (97 Total Agree)

2. *Objective: CCLCS will continue to develop rigorous, curriculum aligned performance based methods of assessment that reach beyond traditional tests across all grades and disciplines (ALTERNATIVE ASSESSMENTS).*

Measure 2A: Each year, ninety percent or more of CCLCS students will score above seventy five percent on each validated high quality project in ELA, science, social studies, world language and Exploratory classes, as measured by the individual project rubrics developed as part of the project validation process.

STATUS: PARTIALLY MET

COMMENTS: Although student passing rates are near or above target, there are assessments that have not yet undergone the validation process. The validation schedule moving forward should allow us to meet this goal by the end of the charter term.

Grade	Content Area	Project/Assessment	Percentage of Students who Scored 75% and Higher (in 18/19)
6	ELA	Pilgrim/Wampanoag Research	94.0%

		Essay <i>Seedfolks Character Analysis</i>	94.0%
6	Science	Hierarchy Of Matter Pond Project Adaptation Project	88.0% 94.0% 90.0%
6	Social Studies	<i>Latin America Country Project</i>	93.0%
6	Exploratory (XP)	Adaptation Coding Project	100%
7	Social Studies	Mesopotamia Project Greece Project	77.0% 92.0%
8	ELA	Benchmark Essay Performance Assessment Personal Essay	100.0% 99.0%
8	Science	Body Bio Project <i>Engineering & Design</i>	90.0% 92.0%
8	Social Studies	<i>Constitution</i> Artifact Town Meeting Project	99.0% 98.0% 95.0%
8	World Language	Spanish: Global Simulation Project	99.0%

3. Objective: CCLCS will provide students with curricular, social and emotional experiences that teach to and nurture the whole child, beyond requirements in the traditional curriculum frameworks (TEACHING TO THE WHOLE CHILD).

Measure 3A: Ninety percent of CCLCS students will participate in multiple annual field trips designed to foster character and community development.

STATUS: MET (table below)

Grade	Trip	Date	Attendance %
6th	Nature's Classroom	9/17/18-9/21/18	100%
6th	Plimoth Plantation	11/7/18	97.5%
7th	Dig & Drop	10/17/18, 10/18/18	93.8%, 98.7%
7th	Gillette STEM Day	5/21/19	97.5%
7th	MFA Boston	3/19/19	91.3%
8th	White Mountains	10/3/18-10/5/18	97.5%
8th	Gettysburg	6/10/19-6/14/19	97.5%
6th, 7th, 8th	Sea Camps	10/25/18, 10/26/18	97.11%

TOTAL ATTENDANCE RATE: 96.76%

Measure 3B: By graduation, ninety percent of CCLCS students will participate in a service learning seminar during their tenure at the school.

STATUS: NOT MET

COMMENTS: Though all graduating 8th graders participated in service projects during their CCLCS tenure, fewer than 90% did so through the Seminar program.

Measure 3C: By graduation, ninety percent of CCLCS students will participate in an environmental learning seminar during their tenure at the school.

STATUS: NOT MET

COMMENTS: All graduating 8th graders participated in environmental learning during their CCLCS tenure, fewer than 90% did so through the Seminar program.

Measure 3D: Ninety percent of families who respond to an annual CCLCS survey will express satisfaction with the school's practice of teaching to "the whole child."

STATUS: MET Strongly Agree: 65.38% (94.96% Total Agree)

4. Objective: CCLCS will maintain governance systems that nurture and revolve around teacher leadership (TEACHER-LED SCHOOL).

Measure 4A: One hundred percent of CCLCS teaching staff will participate on at least one school governance committee in the course of every school year.

STATUS: MET (table below)

Committee	Members
Finance - Governance	Karen Scichilone Paul Niles
Foundation - Governance	Catherine O'Leary Paul Niles Katie Prchlik
Faculty Reps to Board - Governance	Sandra Hemeon-McMahon Susy Remillard (half year)

Measure 4B: One hundred percent of school administrators will teach at least one regularly scheduled class each school year.

STATUS: MET (table below)

Administrator	Teaching Assignments
Executive Director - Paul Niles	Science Teacher (.5 FTE) Seminar Teacher (.1 FTE)
Associate Director - Catherine O'Leary	Seminar Teacher (.1 FTE)
Special Education Coordinator - Jen Hyora	Special Education Teacher (.8 FTE)

Measure 4C: By the third year of this charter period, ninety percent of school teaching staff will maintain proficiency or show annual growth in the School Leadership performance section of the school's Teacher Evaluation Rubric.

STATUS: PARTIALLY MET

COMMENTS: As part of the evaluative process, teachers completed a self assessment rubric which measures leadership proficiency/criteria. The 18/19 individual teacher scores will be compared with individual 19/20 scores to determine growth over time and areas of leadership opportunity.

Teacher	Score	Rating
Math 8	16.5/18	“Distinguished”
Math 6	12/18,	“Effective”
Social Studies 7	14.5/18	“Effective”
Math 7	14/18	“Effective”
World Language 8	15/18	“Effective”
Social Studies 8	17/18	“Distinguished”
World Language 7	12/18	“Effective”
Social Studies 6	12/18	“Effective”
Science 8	14/18	“Effective”
XP 6	14/18	“Effective”

5. *Objective: CCLCS will collaborate with local, regional and global partners to connect student learning to real world applications (COMMUNITY PARTNERS).*

Measure 5A: Ninety percent of CCLCS families who respond to an end of the year survey will express satisfaction with the quality of the school’s partnerships.

STATUS: MET Strongly Agree: 69.90% (97.08% Total Agree)

6. *Objective: Teachers from CCLCS will make national and regional presentations annually to share project based learning exemplars.*

Measure 6A: At least one teacher from the CCLCS staff will make a presentation at a regional or national conference each year.

STATUS: MET (table below)

Teacher	Conference/Organization	Presentation Title
Daniella Garran	AMLE	"Teaching history through material culture"
Annie Haven	Home for Little Wanderers, Plymouth, MA	"What's a CER and Why Do I Need One?" (Modified for teachers of all subject areas)
Annie Haven	MAST: Massachusetts Association of Science Teachers	<ol style="list-style-type: none"> 1. "Energy games, chants & plays: introducing energy literacy to elementary students" 2. "Wind Weightlifting Challenge" (Share-athon) 3. "Exploring Climate Change" 4. "What's a CER and Why Do I Need One?" (Modified for STEAM teachers)
Hannah Kast	New England League of Middle Schools	<ol style="list-style-type: none"> 1. "Fostering Citizenship: Engaging Students in a Town Meeting Project" 2. "Portvisory: Integrating Advisory, Reflections and Portfolios in a Middle School"
Hannah Kast	Northeast Regional Council for the Social Studies	"Fostering Citizenship: Engaging Students in a Town Meeting Project"

7. Objective: Teachers from CCLCS will publish articles in trade publications in order to share curriculum exemplars over the course of this charter term.

Measure 7A: CCLCS teachers will publish at least one article or book per year in order to share curriculum exemplars.

STATUS: MET (table below)

Staff Member	Publication
Daniella Garran	http://capecodtimes.ma.newsmemory.com/publink.php?shareid=10590f358&fbclid=IwAR20W7-gee7rUVwYE1s3PWaiCsuWNQnq6__t8bx89RwiM2-kfu0jTCOTGu0
Hannah Kast	Association for Middle Level Education, April Magazine What Middle Schools Can Learn from Summer Camp

8. **REACH Objective:** *Students at CCLCS will show growth on both academic and mission-based qualities during their tenure at CCLCS.*

Measure 8A: Ninety percent or more of CCLCS students will score above seventy five percent on a rubric designed to assess their end-of-the year growth portfolios.

STATUS: NOT MET

COMMENTS: The end-of-year portfolios have been developed. The next step towards this goal will be to design a growth rubric to fit the portfolio.

Appendix B
Recruitment and Retention Plan 2018-19

Recruitment Plan Implementation Summary 2018-2019

1. The greatest success in implementing the school's recruitment strategies remains in the recruitment of students with disabilities. The school's long-standing performance in this area has allowed us to develop a reputation in the community that makes recruitment easy. There is an informal network of educational advocates, pediatricians and social workers who routinely recommend our school to their clients. The greatest challenge remains in the recruitment of English Learners. We live in a low incidence, rural district and are unable to provide free busing for families of English Learners who tend to live many miles away from our school. We lost two English Learners to graduation last year and were not able to replace them. We hope to enhance our recruitment practices by engaging families for whom English was not their first language, but whose children are no longer English Learners, in deepening our inroads into immigrant communities. We are also initiating a relationship with the Cape Cod YMCA to help recruit more low income families.
2. As a middle school, 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.
3. Our incoming 6th grade class appears to have a high number of special needs students, and at least two English Learners.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2018-2019:

General recruitment activities include three Open Houses for potential applicants, newspaper and magazine advertisements, website postings and postings on the school's social media outlets.

Recruitment Plan – 2019-2020 Strategies

List strategies for recruitment activities for each demographic group.

Students eligible for special education

<p style="text-align: center;">(a) CHART data</p> <p style="text-align: center;">School percentage: 15.7% GNT percentage: 13.1% CI percentage: 13.5%</p> <p style="text-align: center;">The school is <u>above</u>/ GNT percentages and <u>above</u>/ CI percentages</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. 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 special needs. 2. Complete annual and continuous review of recruitment materials to assure that we prominently state our services for students with special needs. 3. Continue to advertise on websites (example: Cape Cod Advocate) and in newsletters targeted towards families of children with special needs. 4. Assure that Special education staff and representatives from the Special Education Parent Advisory Council attend all school information nights. 5. Assure that all applicants receive a hard copy or links to the “Special Education in Charter Schools Right to Attend” document. 6. Assure that students with special needs participate in pre-enrollment Open House activities.
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p>

English Language Learners

<p style="text-align: center;">(a) CHART data</p> <p style="text-align: center;">School percentage: 0.4% GNT percentage: 1.0% CI percentage: 1.5%</p> <p style="text-align: center;">The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <ol style="list-style-type: none"> 1. Convene annual meetings of the ELL Recruitment Committee with staff and Board members. 2. Meet as needed with leaders of Barnstable County Human Rights Commission to discuss ongoing recruitment strategies 3. Meet as needed with Brazilian cultural leaders to introduce them to our school and its services. 4. Advertise in magazines targeted to the local Portuguese community. 5. Staff a recruitment
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	<p>table at the annual Multi-cultural fair at Cape Cod Community College. 6. Work with Portuguese cultural leaders to distribute a brochure targeting the local ELL community. 7. Conduct a free soccer clinic on our new soccer field targeted towards the Brazilian immigrant community.</p>
	<p>(c) 2019-2020 Additional Strategy(ies), if needed Did not meet GNT/CI: 1. Enhance ELL Recruitment Committee with the addition of the school's ELL teacher and parents of current ELL students. (1 year) 2. Enlist parents of current and former ELL students, as well as students for whom English was not their first language in the distribution of recruitment materials. (1 year)</p>

Students eligible for free/reduced lunch; Economically disadvantaged

<p style="text-align: center;">(a) CHART data</p> <p style="text-align: center;">School percentage: 16.5% CI percentage: 20.7%</p> <p style="text-align: center;">The school is <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies Met GNT/CI: no enhanced/additional strategies needed</p> <p>1. Place outreach materials at preschools serving low income families and at family outreach centers across Cape Cod. 2. Place applications and recruitment materials at local Food Banks. 3. Place applications and recruitment materials at local homeless shelters. 4. Convene annual meetings of the transportation committee to examine ways to help low income families get to and from school.</p>
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>1. Work with Cape Cod YMCA to place materials at facilities and programs targeting low income families. (1 year)</p>

<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2018-2019 Strategies</p> <p>1. Provide school promotional materials to local tutoring companies. 2. Use school communication vehicles to send out the Commissioner’s link discussing the importance of the recruitment of sub-proficient students. 3. Complete annual review and revision of recruitment materials to be sure to stress the school’s strengths in teaching sub-proficient students.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2018-2019 Strategies</p> <p>1. Include testimonials from at-risk students who have found success at CCLCS in school promotional materials. 2. Make promotional materials available to contacts we have developed with local agencies like DCF and local counselors.</p>
<p><u>Students who have dropped out of school</u></p>	<p>(f) Continued 2018-2019 Strategies</p> <p>As a school serving students in grade 6-8, this is not applicable to our school.</p>
<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2018-2019 Strategies</p> <p>1. Annually review and revise Open House presentation to assure that it is stressing the school’s desire to serve the full spectrum of academic achievers. 2. Annually review and revise school recruitment material to ensure that practices are attractive to students across all equity categories lines.</p>

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RETENTION

Retention Plan implementation summary 2018-2019
Overall and specific retention strategies were met this year. Overall, the school retained 95.7% of students and met retention targets for all subcategories of students.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90
Retention rate 2018-2019	95.7

Retention Plan -2019-2020 Strategies List strategies for retention activities for <u>each</u> demographic group.
Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 8.3%</p> <p>Third Quartile: 11.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● 1. Employ full time learning specialists at each grade level to ensure strong service delivery and family communication. <ul style="list-style-type: none"> ● 2. Provide flexible meeting hours for families of students with special needs. ● 3. Provide high quality professional development for classroom teachers on issues specific to students with special needs. ● 4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs. ● 5. Provide summer social events to maintain the connection between students and the school.
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Limited English-proficient students/English learners

Limited English-proficient students

<p><u>(a) CHART data</u></p> <p>School percentage: 0%</p> <p>Third Quartile: 12.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> ● 1. Employ qualified personnel at each grade level to ensure strong service delivery and family communication. ● 2. Provide flexible meeting hours for families of students with limited English proficiency. ● 3. Provide high quality professional development for classroom teachers on issues specific to students with limited English proficiency. ● 4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs. ● 5. Provide services in native languages for families of students with limited English proficiency.
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Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 3.7%</p> <p>Third Quartile: 11.9%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <p style="text-align: center;">Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● 1. Provide scholarships for fee-based field trips for families of students eligible for free or reduced lunch. ● 2. Provide free rehabilitated computers to families of students eligible for free or reduced lunch. ● 3. Provide before and after school extracurricular activities for students eligible for free or reduced lunch. ● 4. Provide free, donated musical instruments for students who qualify for free or reduced lunch. ● 5. 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><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● 1. Create Student Success Plans addressing areas of <ul style="list-style-type: none"> ● remediation for students who are sub-proficient ● 2. Provide before school, in-school and after school tutorial opportunities to address academic areas requiring remediation. ● 3. Identify areas of learning strength and provide opportunities for students who are sub-proficient to excel in these areas.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● 1. Review records of incoming students to identify students at increased risk of dropping out of school. ● 2. The school psychologist will work with grade level teachers to create Student Success Plans for identified students.

<p><u>Students who have dropped out of school</u></p>	<p>(f) Continued 2018-2019 Strategies</p> <p>As a school serving students in grade 6-8, this is not applicable to our school.</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● 1. Review attendance, behavioral records and student grades to identify students who may not be identified for special programs. ● 2. Convene monthly student services committee to identify and discuss strategies for students who may fit into this category. <ul style="list-style-type: none"> ● 3. Create Student Success Plans for students in this category.

Appendix C

School and Student Data Tables

<http://profiles.doe.mass.edu/profiles/student.aspx?orgtypecode=5&fycode=2019&type=DISTRIC T&orgcode=04320000>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	11	4.5
Asian	7	2.8
Hispanic	11	4.5
Native American	6	2.4
White	206	84.7
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	0	0
Special education	39	16.0
Limited English proficient	1	0.4
Economically Disadvantaged	39	16.5

ADMINISTRATIVE ROSTER FOR THE 2018-2019 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	n/a
Catherine O'Leary, Associate Director	Full time, assists director, oversees curriculum development, teacher evaluation, and works closely	9/1/08	n/a

	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 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	31	0	4	Retirement (3), Relocation (1)
Other Staff	12	0	1	Retirement (1)

Teacher attrition trends were consistent with the school's historically strong ability to maintain staff members, as the only attrition was due to retirement and relocation.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved Board members as of August 1st, 2019	12
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 2018-2019 school year.	0

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term
Karen Whitney	Chair	Finance Cmte, Personnel Policies Cmte, Academic Cmte	2	8/15-6/18, 8/18-6/21
Lori Smith	Vice Chair	Strategic Planning Cmte	2	8/15-6/18, 8/18-6/21
Paul Niles	Executive Director	Finance Cmte, Strategic Planning	2	3/11-

		Cmte, Nominating Cmte, Facilities Cmte, ELL Recruitment Cmte		
Sandra Hemeon-McMahon	Faculty Rep	None	1	8/17-6/19
Susannah Remillard	Faculty Rep	None	1	8/17-6/19
Andrew Murphy	Trustee	None	1	8/18-6/21
Kathleen Phelan	Trustee	None	1	8/18-6/21
Marjorie Cook	Secretary	None	2	7/13-6/16, 7/16-6/19
Seth Rolbein	Trustee	Recruitment Committee	1	8/18-6/21
Sharon Shaw	Trustee	None	1	8/18-6/21
Deborah Kimball	Trustee	Personnel Policies Cmte	2	8/15-6/18 8/18-8/21
James Hilliard	Trustee	None	1	8/18-6/21

Appendix D
Additional Required Information

Key Leadership Changes

The leadership team remains unchanged from the 2018-2019 school year, with the exception of a new Chairperson for the Board of Trustees.

Position	Name	Email Address	No Change/New/ Open Position
Board of Trustees Chairperson	Karen Whitney	kmillanewhitney@yahoo.com	New
Charter School Leader	Paul Niles	pniles@cclcs.info	No Change
Assistant Charter School Leader	Catherine O'Leary	coleary@cclcs.info	No Change
Special Education Director	Jen Hyora-Williams	jhyora@cclcs.info	No Change
MCAS Test Coordinator	Catherine O'Leary	coleary@cclcs.info	No Change
SIMS Coordinator	Melinda LaMothe	mlamothe@cclcs.info	No Change
English Language Learner Director	Jen Hyora-Williams	jhyora@cclcs.info	No Change
School Business Official	Karen Scichilone	kscichilone@cclcs.info	No Change
SIMS Contact	Melinda LaMothe	mlamothe@cclcs.info	No Change

Facilities

Our school campus remains in East Harwich.

Enrollment

Action	2019-2020 School Year Date(s)
Student Application Deadline	1/27/20
Lottery	1/30/20

Conditions

None

