



Cape Cod Lighthouse Charter School

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Cape Cod Lighthouse Charter School 2022/2023 Annual Report

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Harwich, Massachusetts 02645

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July 28, 2023

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Introduction to the School

Cape Cod Lighthouse Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Harwich
Regional or Non-Regional?	Regional	Districts in Region (if applicable)	Sandwich, Bourne, Barnstable, Dennis-Yarmouth, Mashpee, Monomoy, Nauset, Truro, Provincetown, Falmouth
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	260	Enrollment as of 7/1/2023	252
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 7/1/23	232
Final Number of Instructional Days in 2022/2023	180		
School Hours	8:35AM- 3PM	Age of School	28 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. 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. 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, 2023

Dear Friends,

I am honored to write this letter to accompany the 2022-23 Cape Cod Lighthouse Charter School Annual Report.

Due to the dedication and energy of the CCLCS Staff and Board, this year was a successful endeavor for the whole community! Despite significant budgetary cuts, CCLCS continued many of its student events with families and stakeholders, including grade level Open Houses, our annual C-Camps event, overnight trips and more!

The Board of Trustees continues to offer a hybrid model for meetings, with the majority of trustees attending in person. Our work continues to be exciting and extensive.

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 Tiered Focus Monitoring review, validating many integral parts of our programming and helping us to create new goals moving forward to ensure the inclusivity of all learners.

The Board crafted and met several portions of its SMART goals this year. One successful component was the reinstatement of our school's annual auction, which yielded just over forty five thousand dollars in donations, all for the benefit of our student programming.

As Spring emerged, so did our energy and enthusiasm for Charter Advocacy Week! Our school offered the highest number of signatures for the second year in a row to demonstrate our support toward narrowing the charter facility funding gap. We also enjoyed visits from Representative Sarah Peake and Senator Julian Cyr.

Finally, former Executive Director Paul Niles became the CCLCS Foundation Board President. After a full career dedicated to educating and meeting the needs of all learners and CCLCS community members, Paul continues this work through fundraising and development for the school, with a focus on community outreach and alumni connections.

With this letter, I complete my second year as Chairperson of the CCLCS Board of Trustees. I am pleased with our progress this year, despite financial hurdles, 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-rich 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

The following summarizes our progress with respect to the four key design elements articulated in the 2020 charter renewal. Our four key design elements are:

- 1.) *Project Rich Learning,*
- 2.) *Teaching to the Whole Child,*
- 3.) *Community Partnerships and*
- 4.) *Teacher Led School*

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 with the continued revitalization of previous longstanding learning experiences AND the creation of 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. They created Human Impact PSAs, dug in the school garden, raised funds for the installation of a well in South Sudan, and tracked refugee journeys over time, to name just a few experiences.

Students in the seventh grade continued to honor the children victims of the Terezin ghetto through the second installation of the Butterfly Project Mural! A few other projects included presenting on the importance of “Choosing Kind” to their peers, tracking hurricane systems, designing tiny homes and analyzing the impact of deforestation around the globe.

Eighth graders conducted their Civics project by identifying and researching local and state level issues, such as access to mental health services and state gun laws. Their research included interviews with local politicians (including Senator Cyr and Representative Peake) and community members and culminated with brainstorming and presenting possible solutions to remedy these challenges. Students also studied a major body system through the Body Bio project, they “traveled to” and explored parts of Spain and acted out famous Shakespeare scenes with their peers.

All grade levels also continued to experience STAR testing, three times per 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 22/23 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	2022-23
Challenging, hands on curriculum	63 (96)
Rich project curriculum	71 (96)
Important skills for future academic success	59 (95)

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 skill development. In addition to this, CCLCS facilitated professional development opportunities this year focused on instruction and connection through a trauma informed lens, as well as through the Universal Design for Learning model. The following table summarizes a list of experiences designed to teach to the whole child.

<u>Program</u>	<u>Description</u>	<u>Grades</u>	<u>Attendance %</u>
Project-rich learning	High engagement, skill building	6,7,8	100
Nature’s Classroom	Active learning in high interest topics, bonding, skill and character building	6	100
Cape Cod Museum of Art	Active learning in high interest topics, bonding, skill and character building	8	100
Friends of Pleasant Bay	Active and ongoing learning in high interest topics, bonding, skill	6	100

	and character building		
Whydah Museum	Active learning in high interest topics, bonding, skill and character building	6	100
White Mt Field Trip	Personal, group challenge, skill and character building	8	94
Sea Camps	Whole community bonding, interpersonal skill building	6,7,8	97
The Butterfly Project	In depth study of the Holocaust thru the lens of the Terezin opera and righteous people	7	100
Seminars	High engagement, student choice, internal and external community building	6,7,8	100 (3 trimesters of offerings)
Interscholastic Sports	Skill and character building, sportsmanship, community	6,7,8	45
Portvisory Program/Extended Homeroom	Goal setting, character building, growth reflections	6,7,8	100
Student clubs	Bonding, skill and character development	6,7,8	35
Lunch groups	Bonding, social skills development	6,7,8	20
All Grade Student Meetings	Whole community bonding, self care, academic skills development	6, 7, 8	100
8th Grade Spring Trip	Active learning in high interest topics, bonding, skill and character building	8	92
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. Parents also indicated their level of satisfaction with their child’s overall education during the 22/23 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	2022-23
Felt welcome	68 (92)
Child valued	50 (92)
Felt safe	59 (93)
High academic standards for all	60 (95)
Opportunities for extra help to refine skill development for all	50 (84)
Satisfied with education	68 (95)

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. Our community connections were rekindled during the 21/22 school year and remained strong during the 22/23 school year. CCLCS continued its work during the 22/23 school year with several organizations, including Water for South Sudan and the Butterfly Project. In addition to this, we began several new partnerships with several organizations, including the Friends of Pleasant Bay, the Center for Coastal Studies, Campus Without Walls, and the Pleasant Bay Community Boating Club.

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	2022-23
Resource partners	58 (92)
Cape Cod environment	65 (93)
Global focus	68 (95)

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. Some examples of newly created committees this year that were teacher led (and born out of a recognized need by staff) are the Retreat Design Cmte, the Onboarding Cmte and Student Leadership/Ambassadors Cmte.

<u>Governance Related Committees</u>	<u>Teacher/Staff Members</u>
Board of Trustees	Kathryn Wilkinson Challis Crema (term began in March '22)
Finance Committee	Catherine O'Leary Katie Prchlik
Personnel Policies Committee	Kathryn Wilkinson Steve St. Martin Josh Stewart Catherine O'Leary Jen Hyora
Foundation	Paul Niles Catherine O'Leary Katie Prchlik Karen Scichilone
<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 Christin Sims Dana Strakele Gary Clarke Catherine O'Leary Beth Woelflein

Wellness Committee	Kate Smith Mary Marvullo Dana Strakele Colleen Smith Beth Woelflein
Diversity, Belonging, Equity & Inclusion	Jen Hyora Susanna Graham Pye Sandra Hemeon-McMahon Catherine O'Leary Autumn Bates
Hiring Committees	Emily Nowack Josh Stewart Andy Novak Beth Woelflein Christin Sims Annie Haven Liz Novak Ari Booras
Student Support Committee	Mary Marvullo Liz Novak Daniella Garran Jen Hyora Beth Woelflein Kristen Berner
Sea Camps and Field Day Committee	Kate Ryan Josh Stewart Brian Bates Emily Nowack Ari Booras Dana Strakele Kathryn Wilkinson
Retreat Committee	Challis Crema Christin Sims Jen Hyora Josh Stewart Brian Bates Emily Nowack Catherine O'Leary Beth Woelflein
Onboarding Committee	Liz Novak Josh Stewart Brian Bates Steve St. Martin Ari Booras

2.) Amendments to the Charter

NONE

Access & Equity: Discipline Data

1.) The latest available data is from the 2022-2023 school year and can be found here:

[CCLCS Discipline Data](#)

2.)

2021-22 Student Discipline
[21/22 Student Discipline Data Report - All Offenses](#)

Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	253	4			
English Learner	1				
Economically Disadvantaged	75	2			
Students with Disabilities	51	2			
High Needs	110	3			
Female	121	0			
Male	131	4			
American Indian or Alaska Native	1	0			
Asian	4	0			
African American/Black	4	0			
Hispanic/Latino	6	0			
Multi-race, Non-Hispanic/Latino	5	0			
Native Hawaiian or Pacific Islander	0	0			
White	233	4			

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 analysis of discipline data by student groups and populations. More specifically, CCLCS has implemented the following practices 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 involved?	With whom did the school disseminate best practices?	Result of Dissemination
Presented “SEL in the Social Studies”	National Council for the Social Studies	Daniella Garran	Educators within the Social Studies and English content areas	Curriculum development tools
Presented work on The Butterfly Project mural	Harwich Newcomers	Daniella Garran	Educators across MA	Unit/Lesson plans
Article featuring our work on the Butterfly Project	Butterfly Project newsletter	Daniella Garran	Educators around the globe	Unit/Lesson plans
Rigorous Curriculum content	Article, <i>The Collector</i> “The Symbolism of Animals in Mesopotamian Art” https://www.thecollector.com/animals-in-ancient-mesopotamian-art/	Daniella Garran	Educators throughout the nation	Unit/Lesson plans
Rigorous Curriculum content	Article, <i>The Collector</i> “Discover Ancient Mesopotamia Through 7 Key Artifacts” https://www.thecollector.com/ancient-mesopotamia-objects/	Daniella Garran	Educators throughout the nation	Curriculum development tools
Rigorous Curriculum content, SEL	Centropa Summer Academy	Daniella Garran	Educators throughout the nation	Curriculum development tools
Rigorous curriculum content	How Material Culture Makes History Come Alive to be published	Daniella Garran	Educators throughout the nation	Curriculum development tools

	in Fall issue of NCSS Middle Level Learning			
Hard History Inquiry: Middle Grade Novels and Projects Examining the Civil Rights Movement AMLE 202...	AMLE Conference AMLE Hard Hi...	Kate Ryan	Educators throughout MA	Unit/Lesson plans
Teacher Led School, How does science leadership look at state, county, and local levels? How should we communicate among the levels and be involved at many levels?	MAST (Massachusetts Association of Science Teachers) - "MAST Presents: Science Leadership in Massachusetts"	Annie Haven	Science educators throughout MA	Teacher led initiatives
Shares some of our academically rigorous curriculum related to claim, evidence, and reasoning as set forth in the standards.	NSTA (National Science Teachers Association) "What's a CER and Why Do I Need One?" - sharing CER resources from my curriculum PRESENTATION What is a CER and Why Friday, March 24 - 10:40 AM - Georgia World Congress Center - B4 STRAND: Teaching Strategies Show Details >	Annie Haven	Science educators across the nation	Curriculum development tools
Hard History Inquiry: Middle Grade Novels	AMLE Conference AMLE Hard Hi...	Susy Remillard	Middle level educators across the nation	Unit/lesson plans

<p>and Projects Examining the Civil Rights Movement</p> <p>☐ AMLE 202...</p>				
<p>Community partners, teaching hard history</p>	<p>FOPB Field Trip Coverage</p> <p>Lighthouse Students Learn About The First Cape Codders</p> <p>https://masscharterschools.org/media/</p>	<p>Susy Remillard</p>	<p>Community members</p>	<p>SEL development tools</p>
<p>Rigorous curriculum, Teaching hard history, understanding UDL, DBEI</p>	<p>The 1619 Project Education Network Cohort published lesson plans and presentation for annual convening</p> <p>https://www.youtube.com/watch?v=mMZXDfXuSbl&list=PLHnHDmnHTrxddFnWGx_tVWhmQ7Gcxggwp&index=9</p> <p>https://1619education.org/team/cape-cod-lighthouse-public-charter-school</p>	<p>Susy Remillard</p>	<p>Educators across the nation</p>	<p>Unit/lesson plans</p>
<p>Community partners</p> <p>Appointed to assist with educational resources related to the island, particularly connecting with indigenous knowledge keepers</p>	<p>Sipson Island Trust</p> <p>Board of Directors</p>	<p>Susy Remillard</p>	<p>Educators across Cape Cod</p>	<p>Curriculum development tools</p>

SEL, DBEI, rigorous curriculum	Arizona State Center for Middle Eastern Studies Outstanding lesson plan award winner for “Miss Marvel, Our Identities, our Superpowers”	Susy Remillard	Educators across the nation	SEL development tools
SEL, DBEI, UDL	“Finding Langston in a March Toward Freedom: The Walking Democracy Unit” Presented at the National Council for the Social Studies Annual Convention, 2022	Susy Remillard	Educators within the Social Studies and English content areas	Unit/lesson plans
SEL, Logical Argumentation for Writing, Speaking and Listening	“Mapping the Mysteries: Argument Mapping to Break Down Toxic Polarization” Presented at the National Council Teachers of English Annual Convention, 2022	Susy Remillard	Educators within the Social Studies and English content areas	Curriculum development tools
SEL, DBEI, rigorous curriculum, hard history inquiry	Buried Memories Resource Hub Published for U.S. Department of State’s Bureau of Educational and Cultural Affairs https://classroom.google.com/c/NTk0MjE3MTI3NDAw?cjc=bnvynue Buried Memories Resource Hub	Susy Remillard	Educators across the nation	Curriculum development tools

SEL, DBEI, rigorous curriculum, hard history inquiry	https://www.history-deerfield.org/events/2023-deerfield-seminar Plymouth 400 and the pandemic pivot: classroom strategies for decolonizing academic resources	Susy Remillard	Educators in MA	Unit/lesson plans
Community connections	Orleans Cultural Council - Student Art Exhibition	Debby Greenwood	Community members	Community connections

ACADEMIC PROGRAM SUCCESS

Student Performance

1.) The CCLCS 2022 [report card](https://reportcards.doe.mass.edu/2022/04320530) is available online. During the 21/22 school year, CCLCS “performs better than 63% of elementary and middle schools statewide”. The report can be seen here: <https://reportcards.doe.mass.edu/2022/04320530>.

2.) Student performance on internal and external benchmark assessments was strong during the 2022-23 school year. In addition to internal benchmark assessments, CCLCS also continued to utilize STAR testing and administered in ELA & Math during each trimester this year. The STAR assessment is a validated tool used nationwide. They are short tests that provide teachers with immediate information regarding each student’s progress in a specific content area. 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	88	89
Math	91	91	88

GRADE 7	Term 1 Final Averages	Term 2 Final Averages	Term 3 Final Averages
ELA	88	87	89
Math	89	91	92

GRADE 8	Term 1 Final Averages	Term 2 Final Averages	Term 3 Final Averages
ELA	92	94	94
Math	97	91	93

ELA STAR TESTING AVERAGES - Grade 6				
Date	Average Score	Students Tested	Below Pathway	On Pathway
9/1/22 - 6/30/23	1083	84	53%	48%

ELA STAR TESTING AVERAGES - Grade 7				
Date	Average Score	Students Tested	Below Pathway	On Pathway
9/1/22 - 6/30/23	1094	83	47%	53%

ELA STAR TESTING AVERAGES - Grade 8				
Date	Average Score	Students Tested	Below Pathway	On Pathway
9/1/22 - 6/30/23	1127	80	43%	58%

MATH STAR TESTING AVERAGES - Grade 6				
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Date	Average Score	Students Tested	Below Pathway	On Pathway
9/1/22 - 6/30/23	1086	84	56%	44%

MATH STAR TESTING AVERAGES - Grade 7				
Date	Average Score	Students Tested	Below Pathway	On Pathway
9/1/22 - 6/30/23	1081	84	67%	33%

MATH STAR TESTING AVERAGES - Grade 8				
Date	Average Score	Students Tested	Below Pathway	On Pathway
9/1/22 - 6/30/23	1104	79	57%	43%

Program Delivery

1.) Students experienced a six period day, as this schedule allows for all core content area teachers to see each student all five days of the week. In addition to core content classes, students experience one special per day as well as two Tutorials per week. One of these two Tutorials provided additional support from a second teacher in the room or offered an opportunity for identified students to receive 1:1 or small group support on projects, homework or re-teaching a specific skill. This time served as our Tier 2 layer in our MTSS model, and it allows students to receive the necessary support they may need to find success in the general education classroom.

Students also continued STAR testing for the second school year at CCLCS. This assessment was conducted three times this year and helped teachers to further determine areas of strength and need for intervention.

Finally, our robust music programs and after school extracurriculars proved to be great successes, with several performances and competitions occurring both on and off campus throughout the school year.

2.) To ensure that all students were able to access every day learning in a meaningful and safe way, CCLCS focused much of its professional development on trauma informed practices in the classroom. This included understanding the impact of trauma on the brain and how it receives information, as well as how to best structure classroom routines and procedures, introduce and reinforce concepts and assess growth. CCLCS put forth a large effort this year to understand

each type of learner in the classroom and to connect with family members to create a full and comprehensive approach towards academic success. Another area of focus was on social emotional learning and implementing experiences that allowed students to practice and further progress with social competencies that are critical to academic and personal success. CCLCS 8th graders participated for the 2nd year in a row in the University of Michigan nationwide study titled “Monitoring the Future”. This assessment measures not only current drug and alcohol use among teens, but it also addresses attitudes and perspectives towards learning and school environments. Below are two sample responses from this year’s results measuring happiness and effort.

1A.) Taking all things together, how happy are you these days?		
Not too happy	Pretty Happy	Very happy
CCLCS: 15.9% Nationwide: 22.9%	CCLCS: 65.2% Nationwide: 65.2%	CCLCS: 18.8% Nationwide: 11.9%

2C.) Over the past year, how often did you try to do your best work in school?				
Never	Seldom	Sometimes	Often	Almost Always
CCLCS: 0% Nationwide: 1.2%	CCLCS: 7.2% Nationwide: 4.0%	CCLCS: 17.4% Nationwide: 17.5%	CCLCS: 46.4% Nationwide: 35.4%	CCLCS: 29.0% Nationwide: 41.9%

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	2022-23
Resource partners	58 (92)
Cape Cod environment	65 (93)
Global focus	68 (95)

3.) CCLCS used both quantitative and qualitative data to best accelerate learning during the 22/23 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, in person and via Zoom. Many of these students were identified using MCAS and/or STAR data, as well as teacher and parent feedback. CCLCS also continued to utilize the assistance of local high school students who volunteered their time to tutor students in Math. Finally, the school entered its first year with the addition of a full time Intervention teacher. This person's primary responsibility was to identify students who fell below specific thresholds and to provide direct instruction in specific areas to support skill building. Ongoing progress monitoring was included in this process, and the fluidity of the schedule allowed for students to attend when needed and be dismissed when appropriate. Our Director Of Student Services provided oversight of this more detailed and formalized response to intervention within each grade level and content area.

ORGANIZATIONAL VIABILITY

1.) Organizational Structure of the School

There were no major changes to the school's organizational structure during the 22/23 school year, as reflected in the flowchart above.

2.) n/a

3.) Budget & Finance

A.) unaudited FY23 statement of revenues, expenses and changes in net assets
(income statement)

Cape Cod Lighthouse Charter School
Profit and Loss
July 2022 - June 2023

	Total
Income	
4008 School Lunch Program-MA Portion	16,374.56
4009 School Lunch Program-Fed Portio	22,023.83
Grants Income	93,802.00
Operating income	4,560,401.00
Total income	\$ 4,692,601.39
Gross Profit	\$ 4,692,601.39
Expenses	
Direct Student Costs	178,876.30
Occupancy	163,167.35
Office	65,994.10
Other Expenses	241,635.58
Personnel	3,757,227.43
Total Expenses	\$ 4,406,900.76
Net Operating Income	\$ 285,700.63
Other Income	
7001 Mask Reimbursement	2,347.83
Total Other Income	\$ 2,347.83
Other Expenses	
5073 Payroll Clearing	-828.43
5950 Interest Exp - Long Term Loan	167,966.16
5960 US Treasury Interest Subsidy	-86,471.30
7000 Employee SS Refund	24,614.92
Total Other Expenses	\$ 105,281.35
Net Other Income	-\$ 102,933.52
Net Income	\$ 182,767.11

Unaudited

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	69,761.40
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	143,263.56
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	-17,363.10
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 FY2023-24 Budget was approved by a unanimous vote of the CCLCS Trustees on June 26, 2023. Please see below.

Cape Cod Lighthouse Charter School									
Projected Budget									
FY 2023-2024									
		Notes	additions	subtractions	updated	actual	difference	percent of budget	
Operating Income									
	Per Pupil Tuition	4,828,896			updated 4/20 House + means 6% increase				
	Circuit Breaker	20,000			we may not qualify for this 23/24				
	Bank Interest	7,500							
	Total Operating Income	4,856,396							
Grant Income									
	Government	100,000							
	Private	2,500	Art Spark						
	Total Grant Income	102,500							
	Total Income	4,958,896							
Personnel									
	Salaries	3,298,730							
	Professional Development	10,000							
	Dissemination	4,000							
	Payroll Tax (Employer Exp)	131,949	3.5% of PR						
	Employee Benefits	496,746							
	Total Personnel	3,941,425							
Direct Student Costs									
	Computer-Internet Access	4,800							
	Computer Supplies and Repairs	5,500							
	Counseling Services	2,000							
	Insurance Expense	63,419							
	Instructional Equipment (projector, smartboa	1,500							
	Physical Education Expense	3,000							
	Team Sports Expense	9,800	Coaches 1750	raise the cost to \$70 to families					
	Nursing Supplies	1,200							
	Seminar Expense	1,250							
	Special Needs	65,000							
	English Language Learners	650							
	Textbooks Supplies instructional softwear	16,000							
	Transportation Costs	7,500							
	Total Direct Student Costs	181,619							

Occupancy									
Maintenance (building Maintenance)	35,000								
Alarm Service Fees	3,000								
Auxiliary Site Rent	900								
Custodial Outside Services	72,000								
Mortgage Interest	88,000								
Utilities	50,000								
Total Occupancy	248,900								
Office Expenses									
Accounting Fees	24,000								
Legal Fees	15,000								
Bank Charges	200								
Equipment Lease and Maintenance	6,500								
Office Supplies and Expense	18,000								
Payroll Service Fees	4,200								
Postage and Shipping	1,500								
Printing Expense	2,500								
Admissions	1,400								
Telephone Expense	6,300								
Total Office Expenses	79,600								
Other Expenses									
Dues and Subscriptions	29,000								
Enrichments	35,000								
Technology Fund	16,000								
Grounds Maintenance	7,500								
Snow Plow and Sanding	12,000								
Capital Purchase Fund	25,000								
School Lunch Program	7,500	Net of Subsidy							
Misc	1,200								
Total Other Expenses	133,200								
Total Expenses	4,584,744								
Net Income/(Loss)	374,152								
Less Depreciation	133,511								
	240,641	needs be be above 90K							
		raises to be considered post Q2							

FY24 Enrollment Table	
Number of students pre-enrolled via March 15th, 2023 submission	84
Number of students upon which FY24 budget tuition line is based	252
Number of expected students for FY24 first day of school	252
Variances: 0	

Capital Plan for FY24	
Description	1.) Roof repair and patch work for 1/3 of the structure 2.) Installation and hook up to the Town of Harwich sewer system
Current Status	1.) Quotes collected Spring '23 2.) Delayed by Town of Harwich

Estimated Schedule for Completion	1.) Fall 2023 2.) Spring/Summer 2024
Estimated Cost	1.) 10K 2.) 25K
Information on Finance Plans	1.) From Capital account 2.) From Capital account
Capital Project Reserve Account & Balance?	The current balance of the capital account for FY23 is \$126,626.56. CCLCS adds \$25,000 annually to the capital account, which will allow us to cover the costs of all planned capital projects.

Appendix A: Accountability Plan Evidence 2022-23

Faithfulness to Charter

	22/23 Performance (met/not met)	Evidence
<p>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.</p>		
<p>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.</p>	<p>NOT MET</p>	<p><u>8th Grade:</u> STEM = Project: Body Biology Participation: 100% Final Score: 86% of students rec'd above 80% final score</p> <p>HUMANITIES = Project: Supreme Court Cases Participation: 100% Final Score: 100% 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: 81% of students rec'd above 80% final score</p> <hr/> <p><u>6th Grade</u> STEM: Project: Mars Participation: 92% Final Score: 100% of students rec'd above 80% final score</p> <p>HUMANITIES: Project: Giraffe Project Participation: 100% Final score: 80% of students rec'd above 80% final score</p>
<p>Measure: By the end of</p>	<p>NOT MET</p>	<p>The SEL committee will be</p>

<p>their tenure at CCLCS, 90% of students will score 80% or higher in two categories: critical thinking & creative problem solving on their keystone projects.</p>		<p>charged with beginning this work during the 23/24 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>MET</p>	<p>The 22/23 school year was focused on trauma informed practices, and several Professional Development workshops were dedicated to this work.</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>MET</p>	<p>Curriculum units articulate the SEL standards to which they are aligned.</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</p>	<p>NOT MET</p>	<p>While many students were able to participate in service based seminars off site, we did</p>

based seminar, whose purpose is to connect with and continue the work of a local organization.		not have 100% of the student body participate. 100% of all 8th graders participated in a Community Service day during the 22/23 school year.
Objective: The CCLCS Board, Administration and Teachers & Staff will collaborate to solve 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.	MET	Committee work resumed in a more substantial and robust manner in the 22/23 school year. Over 90% of full time staff participate on at least one committee.
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 23/24 school year.

Dissemination

	22/23 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	MET	Humanities: AMLE Conference, Hard History Inquiry: Middle Grade Novels and Projects Examining the Civil Rights Movement STEM: NSTA (National Science

<p>disseminate the purpose, model and success of a service based project for middle school and within specific content areas.</p>		<p>Teachers Association) “What’s a CER and Why Do I Need One?” - sharing CER resources from my curriculum</p>
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2022-23 Implementation Summary

CCLCS's long-standing reputation and strong performance in the area of special education has allowed CCLCS to maintain consistent recruitment. Many educational advocates, pediatricians and social workers recommend our school to their clients and our special education enrollment percentages continue to match if not outweigh those in the surrounding districts.

The greatest challenge remains in the recruitment of English Language 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, resulting in a commute that can be over 20 miles in distance. Additionally, as a rural middle school on Cape Cod, of the small percentage of students for whom English is not their first language, most 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.

CCLCS continues to analyze the recruitment practices intended to engage families for whom English is not their first language and to work on the identification of and engagement with specific employers throughout Cape Cod for the purpose of connecting with diverse populations.

CCLCS has a robust Diversity, Equity and Inclusion (DEI) action committee that dedicated much of their work this year to ensuring the school's curriculum, 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. During the 22/23 school year, all teachers went through the process of validating materials and units, and the results of our Tiered Focus Monitoring review indicated that we are utilizing practices that are inclusive for all.

CCLCS is pleased to report that current enrollment data for the 23/24 school year includes a higher number of EL students, which should help us to meet the comparison index and narrow the gap in this particular sub-category.

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 - 2023-24 Strategies

Special education students / students with disabilities

a.) chart data

b.) continued 2022-23 strategies

<p>School percentage: 19.6 GNT percentage: 13.5 CI percentage: 13.5</p> <p>The school is ABOVE GNT percentages and ABOVE CI percentages.</p>	<p>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.</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.) 2023-24 additional strategies, if needed :</p> <p>Promotional materials will direct prospective families to the school website and SEPAC page for contact information and entails about programs, events and special needs services.</p> <p>Assure that students with special needs participate in pre-enrollment Open House activities as student ambassadors. (adding to strategy listed above)</p> <p>The Director of Student Services will collaborate with local elementary school liaisons to provide information regarding the school’s special education program.</p>
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Limited English-proficient students / English learners

<p>a.) chart data</p> <p>School percentage: 0.0 GNT percentage: 3.4 CI percentage: 3.4</p> <p>The school is BELOW GNT percentages and BELOW CI percentages.</p>	<p>b.) continued 2022-23 strategies</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 Brazilian communities.</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>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>
	<p>c.) 2023-24 additional strategies</p> <p>Convene annual meetings of the ELL Recruitment Committee (a subset of the DBEI Committee) with staff and Board members.</p> <p>The Director of Student Services will collaborate with local elementary school liaisons to provide information regarding the school's EL program.</p> <p>Provide translation services at recruitment events.</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p>a.) chart data</p> <p>School percentage: 23.2 GNT percentage: 26.8 CI percentage: 34.4</p> <p>The school is BELOW GNT percentages and BELOW CI percentages.</p>	<p>b.) continued 2022-23 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>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>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 school website for families to access at their convenience.</p>
	<p>c.) 2023-24 additional strategies</p> <p>Coordinate with WE CAN in Harwich to facilitate providing educational services and consultations to economically disadvantaged mothers.</p> <p>Enlist Business Manager and Food Coordinator to publish information and provide easy access to families who qualify for P-EBT and EBT cards on the school website.</p>

Recruitment Plan - 2023-24 Strategies	
<p>Students who are sub-proficient</p>	<p>d.) continued 2022-23 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>2023-24 additional strategies, if needed:</p>
<p>Students who are at risk of dropping out of school</p>	<p>e.) continued 2022-23 strategies</p> <p>Include testimonials from at-risk students who have found success at CCLCS in school promotional materials.</p> <p>Make promotional materials available to contacts we have developed with local agencies like DCF and local counselors.</p> <p>2023-24 additional strategies, if needed:</p>

Retention Plan 2023-24

2022-23 Implementation Summary
<p>CCLCS continues to utilize specific strategies for retention, including consistent outreach to families of students in various categories, the creation of individual Student Success Plans for students identified as needing additional academic or social/emotional support and the continuation of school and social events for families and students outside of school hours to deepen community connections. Through student and parent surveys conducted twice a year, the school collects ongoing data regarding academic programming and extracurricular activities. CCLCS also uses 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 2022-23	93.5%

Retention Plan - 2023-24 Strategies	
Special education students / students with disabilities	
<p>a.) chart data</p> <p>School percentage: 0.0% Third Quartile: 7.8%</p> <p>The school's attrition rate is BELOW third quartile percentages.</p>	<p>b.) continued 2022-23 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> <p>Provide summer social events to maintain the connection between students and the school.</p>
	<p>c.) 2023-24 additional strategies, if needed</p>

Limited English-proficient students / English learners	
<p>a.) chart data</p> <p>School percentage: 0.0% Third Quartile:10.8%</p> <p>The school's attrition rate is BELOW third quartile percentages.</p>	<p>b.) continued 2022-23 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>
	<p>c.) 2023-24 additional strategies, if needed</p> <p><i>No ELs were enrolled during the 2022-23 school year.</i></p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>a.) chart data</p> <p>School percentage: 5.3%</p> <p>Third Quartile: 9.2%</p> <p>The school's attrition rate is BELOW third quartile percentages.</p>	<p>b.) continued 2022-23 strategies</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.) 2023-24 additional strategies, if needed</p>

Retention Plan - 2023-24 Strategies	
<p>Students who are sub-proficient</p>	<p>d.) continued 2022-23 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.) 2023-24 additional strategies, if needed</p>
<p>Students who are at risk of dropped out of school</p>	<p>e.) continued 2022-23 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>Utilize VOCAL and Monitoring the Future data to collaborate with receiving high schools for the purpose of ensuring a smooth transition for CCLCS students.</p> <p>2023-24 additional strategies, if needed</p>
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Appendix C: School and Student Data Tables

[CCLCS Student Demographic Enrollment Data](#)

Student Race and Ethnicity and Selected Populations 2022-23 School Year	
Race/Ethnicity	% of School
African American	2.0
Asian	1.6
Hispanic	2.8
Native American	.4
White	92
Native Hawaiian, Pacific Islander	0
Multi-race, non Hispanic	1.2
Selected Populations	% of School
First Language not English	8.0
English Learner	0.0
Low Income	23.2
Students with Disabilities	19.6
High Needs	36.4 (IEP, 504, Sheltered)

Administrative Roster for the 2022-23 School Year			
Name, Title	Brief Job Description	Start Date	End Date
Catherine O'Leary, 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	9/1/2008 (as teacher) 7/1/13 (as A.D.) 7/1/2022 (as E.D.)	n/a
Elizabeth Woelflein, Associate Director	Full time, assists director, oversees curriculum	7/1/22	n/a

	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 2022-23 School Year				
	Number as of the last day of the 2022/23 school year	Departures during the 2022/23 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	29	0	5	Retirement, relocation, leaving education
Other Staff	7	0	0	

Board and Committee Information	
Number of commissioner approved Board members as of August 1st, 2023	9
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 2022-2023 school year.	0

[Please find the current Board of Trustees information and minutes here.](#)

Appendix D: Additional Required Information

Key Leadership Changes for School Year 2023-24

There are no key leadership changes for the 23/24 school year.

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	No change
Assistant Charter School Leader	Elizabeth Woelflein	ewoelflein@cclcs.info	No change
Director of Student Services	Jen Hyora	jhyora@cclcs.info	No change
MCAS Test Coordinator	Elizabeth Woelflein	ewoelflein@cclcs.info	No change
SIMS Coordinator	Ken Merrill	kmerrill@cclcs.info	New position
English Language Learner Director	Jen Hyora	jhyora@cclcs.info	No Change
School Business Official	Katie Prchlik	kprchlik@cclcs.info	No change

Facilities

Our school campus remains in East Harwich.

Enrollment

Action	2023-2024 School Year Date(s)
Student Application Deadline	January 15th, 2024
Lottery	January 17th, 2024

Conditions

None