



Cape Cod Lighthouse Charter School

195 Route 137, E. Harwich, MA 02645

phone: 774-408-7994



Cape Cod Lighthouse Charter School 2023/2024 Annual Report

195 Route 137
Harwich, Massachusetts 02645

774 408-7994, phone
774-408-9041, fax
www.cclighthouseschool.org
July 25, 2024

Catherine M. O'Leary, Executive Director
coleary@cclcs.info

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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 for 2023-24	251
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 2024-25	266
Final Number of Instructional Days in 2023/2024	180		
School Hours	8:35AM- 3PM	Age of School in 2023-24	29 years

Mission Statement: *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.



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June, 2024

Dear Friends,

I am honored to write this letter to accompany the 2023-24 Cape Cod Lighthouse Charter School Annual Report.

It was an exciting school year for CCLCS. Many of its student centered events with families and stakeholders, including grade level Curriculum Nights, our annual Fall Festival event, day trips, overnight trips and much more were a huge success!

Regarding Governance, the Board of Trustees continues to meet monthly and offer a hybrid model for meetings, with the majority of trustees attending in person. Our work continues to be exciting and extensive. Notable work this year includes another successful annual auction and the replacement of the school's roof. The Board crafted and met one of its two SMART goals this year and we have added three new members to the Board!

Student performance remains strong at CCLCS. As you will see in this Annual Report, students continue to perform well on both standardized and internal assessments, and growth profiles trend in the right direction. CCLCS offers a robust suite of assessments to determine student progress including traditional testing, STAR testing, and project rich, hands-on learning.

Another exciting aspect of this past year was the substantial growth in our Athletic Department! We have offerings each term in multiple sports, with an exorbitant amount of student interest. It has been exciting to see this program flourish in just one year.

With this letter, I complete my third year as Chairperson of the CCLCS Board of Trustees. I am pleased with our progress during my tenure, and I am excited to pass the torch on to Tracy Murphy, a parent, former teacher and current Board member 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

Criterion #1: 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 raised funds for the installation of a well in South Sudan (we have installed over 12 in total!), researched the “Chicago Blues”, and created a statistics project based on real time data. Additionally, students researched non-profit organizations around the globe and presented on their missions.

Students in the seventh grade continued to honor the children victims of the Terezin ghetto through the third installation of the Butterfly Project Mural! A few other projects included cracking Hummurabi’ code, tracking hurricane systems, and executing another successful Student Marketplace!

Eighth graders conducted their Civics project by identifying and researching local and state level issues, such as public charter school funding and housing insecurity on Cape Cod. Their research included interviews with 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 and researched and learned about the benefits and necessity of neurodiversity in our world. They also composed personal essays on their middle

school growth, they “traveled to” and explored parts of Spain and simulated the Constitutional Convention with their peers.

All grade levels also continued to experience STAR testing, three times per year. CCLCS 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, exciting, 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 23/24 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	2023-24
Challenging, hands on curriculum	51 (93)
Rich project curriculum	56 (89)
Global Awareness	54 (94)
Environmental Awareness	56 (98)

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. During the 23/24 school year, CCLCS employed a social worker intern and intends on creating a full time position for this role moving forward. The addition of a social worker in the building allowed for students to check in, process, and practice strategies for staying engaged and focused on school tasks. In addition to this, CCLCS facilitated professional development opportunities this year focused on instruction and connection through inclusivity and belonging, as well as on the explicit teaching and use of strategies to increase executive functioning. 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>
Nature’s Classroom	Active learning in high interest topics, bonding, skill and	6	100

	character building		
Friends of Pleasant Bay	Active and ongoing learning in high interest topics, bonding, skill and character building	6	100
The Butterfly Project	In depth study of the Holocaust thru the lens of the Terezin opera and righteous people	7	100
Museum of Fine Arts	Academic skills development, skill & character building	7	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
Cape Cod Museum of Art	Active learning in high interest topics, bonding, skill and character building	8	100
White Mt Field Trip	Personal, group challenge, skill and character building	8	94
Project-rich learning	High engagement, skill building	6,7,8	100
Fall Festival	Whole community bonding, interpersonal skill building	6,7,8	97
Seminars	High engagement, student choice, internal and external community building	6,7,8	100 (3 trimesters of offerings)
Interscholastic Sports	Skill and character building, sportsmanship, community	6,7,8	45
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

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 23/24 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	2023-24
Felt welcome	65 (98)
Child is valued	47 (86)
Felt safe	44 (88)
High academic standards for all	54 (92)
Opportunities for extra help to refine skill development for all	51 (86)
Satisfied with education	59 (94)

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. CCLCS continued its work during the 23/24 school year with several organizations, including Water for South Sudan, the Butterfly Project, Friends of Pleasant Bay, the Center for Coastal Studies, and the Pleasant Bay Community Boating Club.

Encouraging teachers to take students beyond the four walls of the classroom continues to prove successful for student learning. These opportunities provide students with relevant and real world experiences that help to develop and deepen their academic skills. The Seminar program at CCLCS continues to thrive and motivates students to explore areas of interest beyond the traditional curriculum. Occasionally, this results in students creating connections with local organizations and businesses that continue beyond their time at CCLCS.

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	2023-24
Resource partners	46 (83)
Cape Cod environment	56 (98)
Global focus	54 (94)

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 specific goals aimed to improve the overall student experience. Teachers self-select on an annual basis the committees on which they are most interested in serving, and they are also encouraged to join one time committees, such as a hiring committee or event-specific committee.

<u>Governance Related Committees</u>	<u>Teacher/Staff Members</u>
Board of Trustees	Challis Crema (term began in March ‘22)
Finance Committee	Catherine O’Leary Michele Gallucci
Foundation	Paul Niles Catherine O’Leary Katie Prchlik Karen Scichilone
<u>Non-Governance Related Committees</u>	<u>Teacher/Staff Members</u>
Facilities Committee	Josh Stewart Brian Bates Crash Sims Dana Strakele Gary Clarke Catherine O’Leary Beth Woelflein
Wellness Committee	Kate Smith Mary Marvullo

	Dana Strakele Colleen Smith Beth Woelflein Liz Novak
Diversity, Belonging, Equity & Inclusion	Jen Hyora Susanna Graham Pye Sandra Hemeon-McMahon Catherine O'Leary Autumn Bates Seth Roberts Kathryn Wilkinson Liz Novak
Hiring Committees	Josh Stewart Crash Sims Beth Woelflein Christin Sims Dana Strakele Sandra Hemeon-McMahon
Student Support Committee	Mary Marvullo Liz Novak Jen Hyora Beth Woelflein Kristen Berner Kate Smith Dana Strakele
Fall Festival Committee	Josh Stewart Brian Bates Emily Nowack Ari Booras Dana Strakele Kathryn Wilkinson
Onboarding Committee	Liz Novak Josh Stewart Brian Bates Steve St. Martin Ari Booras Catherine O'Leary Beth Woelflein

Amendments to the Charter: NONE

Criterion #2: Access & Equity

Student Demographic Information

[Enrollment by Race/Ethnicity \(23/24\)](#)

Student Data by Race/Ethnicity (23/24)	
Race/Ethnicity	Percentage of Student Body
African American	3.2%
Asian	1.6%
Hispanic	5.2%
Native American	0.0%
White	88.0%
Native Hawaiian, Pacific Islander	0.0%
Multi-race, Non Hispanic	2.0%

Selected Populations

[Selected Student Populations \(23/24\)](#)

Selected Student Populations (23/24)	
Title	Percentage of Student Body
First Language not English	7.2%
English Language Learner	1.2%
Low-income	46.6%
Students with Disabilities	19.9%
High Needs	54.6%

Discipline Data

[CCLCS Discipline Data \(22/23\)](#)

2022-23 Student Discipline
[22/23 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	254	3			
English Learner	0				
Economically Disadvantaged	59	0			
Students with Disabilities	52	2			
High Needs	95	2			
Female	128	0			
Male	126	3			
American Indian or Alaska Native	1	0			
Asian	4	0			
African American/Black	5	0			
Hispanic/Latino	7	0			
Multi-race, Non-Hispanic/Latino	3	0			
Native Hawaiian or Pacific Islander	0	0			
White	234	3			

CCLCS uses a progressive approach to student discipline. Whenever appropriate, using student misbehaviors as an opportunity to reflect, strategize, and grow from an experience can be impactful and yield positive long term results. On the occasion that student behavior is escalated to a disciplinary tier, all appropriate responses are taken into consideration after a thorough investigation of events. 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 executed the following practices during the 23/24 school year:

- The school’s Diversity, Belonging, Equity and Inclusion (DBEI) Committee will review discipline data to ensure that disciplinary measures do not target selected populations.
- 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.

Criterion #4: Dissemination

CCLCS continues to disseminate best practices and innovative teaching strategies to the educational community on both small and large scales. During the 23/24 school year, one teacher presented on a national level.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	With whom did the school disseminate best practices?	Result of Dissemination
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.	Annie Haven	Science educators across the nation	Curriculum development tools

ACADEMIC PROGRAM SUCCESS

Criterion #5: Student Performance

The CCLCS 2023 [report card](#) is available online. During the 22/23 school year, CCLCS “performs better than 61% of elementary and middle schools statewide”.

Student performance on internal and external benchmark assessments was strong during the 2023-24 school year. In addition to internal benchmark assessments, CCLCS also continued to utilize STAR testing, which was administered in ELA & Math during each trimester this year. The STAR assessment is a validated tool and is used nationwide. They are short tests that provide teachers with immediate information regarding each student’s progress in a specific content area. Data from STAR testing is also used to help determine individual student Tier 1 & 2 interventions for our MTSS framework.

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	97	93	91
Math	92	92	93

GRADE 7	Term 1 Final Averages	Term 2 Final Averages	Term 3 Final Averages
ELA	90	87	93
Math	89	87	87

GRADE 8	Term 1 Final Averages	Term 2 Final Averages	Term 3 Final Averages
ELA	86	87	89
Math	90	93	94

ELA STAR TESTING AVERAGES - Grade 6				
Date	Average Score	Students Tested	Below Pathway	On Pathway
9/1/23 - 6/30/24	1088	84	46%	54%

ELA STAR TESTING AVERAGES - Grade 7				
Date	Average Score	Students Tested	Below Pathway	On Pathway
9/1/23 - 6/30/24	1091	84	59%	41%

ELA STAR TESTING AVERAGES - Grade 8				
Date	Average Score	Students Tested	Below Pathway	On Pathway
9/1/23 - 6/30/24	1095	84	61%	49%

MATH STAR TESTING AVERAGES - Grade 6				
Date	Average Score	Students Tested	Below Pathway	On Pathway
9/1/23 - 6/30/24	1088	84	46%	54%

MATH STAR TESTING AVERAGES - Grade 7				
Date	Average Score	Students Tested	Below Pathway	On Pathway
9/1/23 - 6/30/24	1091	84	59%	41%

MATH STAR TESTING AVERAGES - Grade 8				
Date	Average Score	Students Tested	Below Pathway	On Pathway
9/1/23 - 6/30/24	1095	84	61%	39%

Criterion #6: Program Delivery

Students continued to experience 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 one Tutorial per week. Tutorials often provide additional support from a second teacher in the room or offer an opportunity for identified students to receive 1:1 or small group support on projects, homework or re-teaching a specific skill. This time serves as our Tier 2 intervention 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 third 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.

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 social emotional learning. This included a workshop on the impact of social media on our students' and their interactions with peers, as well as a presentation on media literacy in the classroom. Additionally, staff participated in a workshop on executive functioning and how to best structure classroom routines and procedures, and 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 comprehensive and inclusive approach towards academic success. Also, CCLCS 8th graders participated for the 4th 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 is CCLCS data on two questions from the survey.

1A.) Taking all things together, how happy are you these days?		
Not too happy	Pretty Happy	Very happy
CCLCS: 17.1% Nationwide: 22%	CCLCS: 70% Nationwide: 65.5%	CCLCS: 12.9% Nationwide: 12.5%

2C.) Over the past year, how often did you feel interested in your work in school?				
Never	Seldom	Sometimes	Often	Almost Always

CCLCS: 8.7% Nationwide: 17.7%	CCLCS: 17.4% Nationwide: 30.4.0%	CCLCS: 46.4% Nationwide: 36.5%	CCLCS: 20.3% Nationwide: 12.1%	CCLCS: 7.2% Nationwide: 3.3%
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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	2023-24
Fosters intellectual development & Academic achievement	51 (89)
Challenging, hands on, interdisciplinary experiences	51 (93)
Seminars provide valuable, in depth studies that are interesting and important to the education	49 (88)
Resource partners	58 (92)
Cape Cod environment	65 (93)
Global focus	68 (95)
Overall satisfaction with my child’s education	59 (94)

CCLCS 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. The Executive Director and/or Associate Director executed an academic check on a monthly (if not more frequent) basis in order to determine students who may be struggling academically. This data was shared at grade level team meetings and action plans were created. The school entered its second year with a formal intervention program, and increased the employment of one intervention teacher to two Intervention teachers. Their primary responsibility was to identify students who fell below specific thresholds and to provide direct instruction in specific areas to support skill building. Ongoing progress monitoring was included in this process, and the fluidity of the schedule allowed for students to attend when needed and be dismissed 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

Criterion #10: Finance

Budget & Finance

A.) unaudited FY24 statement of revenues, expenses and changes in net assets (income statement)

Cape Cod Lighthouse Charter School
Profit and Loss - Unaudited
July 2023 - June 2024

	TOTAL
Income	
Grants Income	
Grants - Government	55,232.00
Private Grant Income	7,065.00
Total Grants Income	62,297.00
Operating Income	
4011 Income - Per Pupil Tuition	4,773,967.00
4012 Income - Bank Interest	31,068.71
4013 Income - Miscellaneous	4,733.40
4015 Circuit Breaker Payments	8,172.00
Total Operating Income	4,817,941.11
Services	150.00
Total Income	\$4,880,388.11
GROSS PROFIT	
	\$4,880,388.11
Expenses	
Direct Student Costs	1,381.95
5000 Computer - Internet Access	2,919.68
5001 Computer Supplies & Repairs	14,591.38
5001A Consultant-Special Programs	500.00
5001B Counseling Service	3,400.00
5002 Insurance Expense	59,742.40
5004 Instructional Expenses	3,332.52
5005 Physical Education Expense	763.49
5006 Team Sports Expense	12,453.80
5007 Nursing Supplies	1,198.23
5008 Seminar Expense	1,881.83
5009 Special Needs	37,071.56
5009A English Language Learners	150.00
5011 Textbooks and Supplies	16,819.66
Transportation Costs	18.30
5012 Vehicle Gas	3,016.33
5013 Vehicle Repairs & Maintenance	963.92
Total Transportation Costs	3,998.55
Total Direct Student Costs	160,205.05
Fundraising Expenses	7,858.12
Occupancy	
5014 Maintenance	8,145.18
5016 Alarm Service Fees	2,074.50
5016A Auxiliary Site Rent	900.00
5017 Custodial Outside Services	55,648.32
5018 Maintenance - Building	17,722.28

B.) statement of net assets

Cape Cod Lighthouse Charter School

Balance Sheet - Unaudited

As of June 30, 2024

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
1000 CC5 Team Sports	1,885.92
1001 CC5 Student Activity Acct	5,634.48
1002 CC5-School Lunch	10,800.88
1003 CC5-Operating Depository Acct	1,348,434.90
1004 CC5 Grants Account	169,656.51
1005 CC5-Operating Vendor Acct	125,096.38
1009 Treasury Direct Acct	43.00
1020 CC5-Capital Account	129,900.88
1052 Eastern Bank-Debt Service Acct	117,516.83
1054 Eastern Bank-Deposit Account	298,500.00
1055 Eastern Bank Savings Special Ac	19,314.93
1072 Bill.com Money Out Clearing	19,828.84
Cash Contra	0.00
Total Bank Accounts	\$2,246,613.55
Accounts Receivable	
1100 Federal Grant Receivable	56,548.00
1101 Receivable - Miscellaneous	-1,856.18
1103 Tuition Receivable	0.00
Advance	-771.11
Employee Computer Purch Avance	1,629.33
Receivable - Fundraising	0.00
Total Accounts Receivable	\$55,550.04
Other Current Assets	
1010 Due from CCLCS Foundation	-83,648.26
1102 US Treasury Int Receivable	40,699.79
1200 Prepaid Expenses	18,591.30
1201 Prepaid Insurance	0.00
1499 Undeposited Funds	0.00
Miscellaneous Recievable	0.00
PayPal Receivable	-16,017.20
Uncategorized Asset	0.10
Total Other Current Assets	\$ -40,374.27
Total Current Assets	\$2,261,789.32

C.) The FY2024-25 Budget was approved by a unanimous vote of the CCLCS Trustees on June 17, 2024.

**Cape Cod Lighthouse Charter School
Budget Year 7/1/2024 - 6/30/2025**

In actual dollars

INCOME	FY 24/25 Budget
Pupil Tuition	5,070,341
Bank Interest	36,000
State Grant (Circuit Breaker)	8,100
Federal Grants (TI, TII, TIV, IDEA)	85,000
Private Grants	5,000
Misc. Income	4,000
<i>Total Income</i>	5,208,441
EXPENSES	
Personnel	
Salaries	3,364,705
Health Benefits	536,486
Professional Development	20,000
Payroll Taxes (ER)	134,588
Professional Dues	30,000
<i>Total Personnel</i>	4,085,778
Students Direct Expenses	
Teaching Supplies (all)	16,000
Admissions/Enrollment	1,400
Counseling	4,400
Nursing Supplies	1,200
Lunch & Breakfast Program (net)	7,500
Seminar (\$50/seminar)	3,000
Sports Programs (net)	20,000
Enrichments	40,000
Special Education	45,000
Physical Education	3,000
English 2nd Language	650
Transportation	7,500
<i>Total Direct Student Costs</i>	149,650
Technology	
<i>Total Technology</i>	64,951
Office	
Office Supplies	18,000
Postage Machines - Lease	527
Postage and Shipping	750
Printing	2,500
DocuSign	1,750
Copiers - Maintenance	3,000
Copiers- Lease Agreement	4,104
<i>Total Office</i>	30,631
Building	
Custodial/Cleaning	65,000
Snow Removal & Sanding	12,000

Property Maintenance	12,500
Building Maintenance	50,000
Capital Improvements	45,000
Utilities (Gas, Water, Electric)	55,000
Alarm Service & Maintenance	3,000
Auxiliary Site	900
<i>Total Building</i>	243,400
Other	
Accounting Services	35,000
Insurance	69,761
Legal Services	15,000
Payroll Services	4,284
Bank Charges	200
Mortgage Interest	88,000
Miscellaneous	2,000
<i>Total Other</i>	214,245
Total Income	5,208,441
Total Expenses	4,788,656
Net Income	419,785
Depreciation	127,012

FY25 Enrollment Table	
Number of students pre-enrolled via March 15th, 2024 submission	252
Number of students upon which FY25 budget tuition line is based	252
Number of expected students for FY25 first day of school	252
<p>Variations: Since March 15th, 6 students have informed us that they will not be returning to CCLCS for the 24/25 school year. We are currently reaching out to families on the waitlist and offering these seats to the next student in line.</p>	

Capital Plan for FY25	
Description	Installation and hook up to the Town of Harwich sewer system (mandated)
Current Status	Acquiring engineers and installers
Estimated Schedule for Completion	Early Spring 2025
Estimated Cost	30K
Information on Finance Plans	From Capital account
Capital Project Reserve Account & Balance?	The current balance of the capital account for FY24 is \$154,900.88. 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 2023-24

Faithfulness to Charter

	23/24 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: 74% of students rec’d above 80% final score</p> <p>HUMANITIES = Project: Supreme Court Cases Participation: 100% Final Score: 82% of students rec’d above 80% final score</p> <hr/> <p><u>7th Grade</u> STEM = Project: Microplastics Project (pilot) Participation: 9 students Final Score: n/a</p> <p>HUMANITIES = Project: The Butterfly Project Participation: 100% Final Score: 100% of students rec’d above 80% final score</p> <hr/> <p><u>6th Grade</u> STEM: Project: Mars Project Participation: 100% Final Score: 100% of students rec’d above 80% final score</p> <p>HUMANITIES: Project: Giraffe Project</p>

		Participation: 100% Final score: 87% of students rec'd above 80% final score
Measure: By the end of their tenure at CCLCS, 90% of students will score 80% or higher in two categories: critical thinking & creative problem solving on their keystone projects.	NOT MET	While these skills are practiced daily and students' ability to think critically and creatively progress over time, CCLCS has yet to create a formal measurement on these skill sets.
Objective: Students will develop, practice and utilize various social skills, including empathy and problem solving in a safe and nurturing environment.		
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.	NOT MET	While the 23/24 school year was focused on inclusivity and cultural proficiency practices, as well as school wide expectations and responding to challenging behaviors, this data was not collected in a formal manner.
Measure: By the end of the charter term, 100% of all core content academic objectives will be connected to an aligned SEL standard.	MET	Curriculum units articulate the SEL standards to which they are aligned.
Objective: Through the curricula, students will connect with local and global agencies and contribute to their cause and mission.		
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.	MET	<u>Global:</u> 6th Giraffe Project: 100% participation 6th Walk for Water Initiative: 100% participation 7th Butterfly Project: 100% participation <u>Local:</u>

		6th Friends of Pleasant Bay: 100% participation 8th Civics Project: 100% participation
Measure: By the end of their tenure at CCLCS, 100% of students will participate in a service based seminar, whose purpose is to connect with and continue the work of a local organization.	NOT MET	While many students were able to participate in service based seminars off site, we did not have 100% of the student body participate. However, 99% of all 8th graders participated in a Community Service day during the 23/24 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 continued into the 23/24 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	Due to time constraints and availability, committee presentations were not presented to the Board.

Dissemination

	23/24 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.		

<p>Measure: By the end of the charter term, at least one member from each Department will present at a teacher conference, either regionally or nationally. The purpose of this presentation will be to disseminate the purpose, model and success of a service based project for middle school and within specific content areas.</p>	<p>MET</p>	<p>Humanities: Met prior to the 23/24 school year.</p> <p>STEM: In addition to other presentations prior to the 23/24 school year, this year the 7th grade math teacher presented at the NSTA (National Science Teachers Association) Conference. ("What's a CER and Why Do I Need One?" - sharing CER resources from the curriculum)</p>
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Appendix B: Recruitment and Retention Plan Template

Recruitment Plan 2024-25

2023-24 Implementation Summary	
<p>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 increase and match if not outweigh those in the surrounding districts.</p> <p>Several notable data points in our student enrollment this year is the increase in our African American, Hispanic and multi race students. Additionally, we were excited to welcome two English Language Learners enrolled at CCLCS this year, an increase from zero the year before. CCLCS is located in a low incidence, rural district. Many of the English learners tend to live many miles away from our school, closer to Hyannis and further West. 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 our FEL students' academic progress and growth during their tenure at CCLCS.</p> <p>CCLCS has a robust Diversity, Belonging, Equity and Inclusion (DBEI) 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, but the absolute necessity for creating a sense of belonging for all. Additionally, staff received a professional development workshop from Kalise Wornum, a well known activist who is nationally sought-after in the educational community and works to promote inclusivity and belonging. It is her mission to help teachers recognize where race and learning intersect and to eradicate all forms of racism from the classroom. Dr. Wornum was invited to speak to CCLCS teachers about how to effectively address and interrupt implicit bias and classroom microaggressions. CCLCS is committed to fostering authentic relationships and cultivating classrooms of joy and belonging.</p>	

General Recruitment Activities for 2024-25	
<p>General recruitment activities will include two Open Houses for potential applicants, newspaper and radio advertisements, website postings and postings on the school's social media outlets. These efforts help to educate parents and guardians within various communities of our school's offerings and opportunities.</p>	

Recruitment Plan - 2024-25 Strategies	
Special education students / students with disabilities	
a.) chart data School percentage: 19.9 CI percentage: 14.7	b.) continued 2023-24 strategies Complete annual and continuous review of recruitment materials to assure that we prominently state our services for

<p>The school is ABOVE CI percentages.</p>	<p>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.) 2024-25 additional strategies, if needed : Met CI, no additional strategies needed</p>
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Limited English-proficient students / English learners

<p>a.) chart data</p> <p>School percentage: 1.2 CI percentage: 4.8</p> <p>The school is BELOW CI percentages.</p>	<p>b.) continued 2023-24 strategies</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>Provide translation services at recruitment events</p> <p>The Director of Student Services will collaborate with local elementary school liaisons to provide information regarding the school’s EL program.</p> <hr/> <p>c.) Did not meet CI, additional and/or enhanced strategies needed:</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>Contact the local Portuguese radio station and advertise</p>
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	<p>school information.</p> <p>Advertise on Brazilian Cape Cod websites.</p> <p>Convene annual meetings of the ELL Recruitment Committee (a subset of the DBEI Committee) with staff and Board members.</p> <p>Leave copies of translated applications and materials at adult ESL centers in the community.</p> <p><i>Establish an advertising contract with local Parishes in Barnstable County (high Brazilian population).</i></p> <p><i>Provide translation services at recruitment events.</i></p> <p><i>The school will invite prospective families and community members to our Heritage Night that will highlight the cultures of our current students, which typically occurs in December.</i></p>
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Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>a.) chart data</p> <p>School percentage: 46.6 CI percentage: 35.6</p> <p>The school is ABOVE CI percentages.</p> <p><i>**Historical trends indicate the CCLCS typically falls BELOW the CI percentages. Data reported by the school for the 23/24 school year aligns with historical trends. CCLCS is in the process of determining where this datapoint in CHART originated.</i></p>	<p>b.) continued 2023-24 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.</p> <p>Continue outreach strategies to all partner agencies.</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>Provide recorded informational sessions in video form on school website for families to access at their convenience.</p>
	<p>c.) 2024-25 additional strategies: Met CI, no additional strategies needed</p>

Recruitment Plan - 2024-25 Strategies	
<p>Students who are sub-proficient</p>	<p>d.) continued 2023-24 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>Additional strategies:</p> <p>Recruit high school alum students to return to CCLCS and execute service hours through tutoring and extra help sessions with current students</p>
<p>Students who are at risk of dropping out of school</p>	<p>e.) continued 2023-24 strategies</p> <p>Use EWIS data to identify students who are at risk of dropping out of school & assign a staff member to serve as a point person to the student and family.</p> <p>Make promotional materials available to contacts we have developed with local agencies, like DCF and local counselors.</p> <p>Additional strategies:</p> <p>Engage the social worker in outreach efforts to assist families in connecting with local resources</p>

Retention Plan 2024-25

2023-24 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, the school collects ongoing data regarding academic programming and extracurricular activities.</p>

Overall Student Retention Goal	
Overall goal for student retention (percentage):	90%
Retention Rate 2023-24	92%

Retention Plan - 2024-25 Strategies	
Special education students / students with disabilities	
<p>a.) chart data</p> <p>School percentage: 8.1% Third Quartile: 12.4%</p> <p>The school's attrition rate is BELOW third quartile percentages.</p>	<p>b.) continued 2023-24 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 after school social events to maintain the connection between students and the school.</p>
	<p>c.) 2024-25 additional strategies, if needed: Below third quartile, no additional/enhanced strategies needed</p>

Limited English-proficient students / English learners	
<p>a.) chart data</p> <p>School percentage: no data Third Quartile: no data</p> <p>The school's attrition rate is unknown.</p>	<p>b.) continued 2023-24 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 strategies and methodologies specific to teaching students with limited English proficiency.</p> <p>Provide services in native languages for families of students with limited English proficiency.</p> <p>Facilitate transportation options for students who reside in towns further away from the school</p>
	<p>c.) 2024-25 additional strategies, if needed</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>a.) chart data</p> <p>School percentage: 12.8% Third Quartile: 11.0%</p> <p>The school's attrition rate is ABOVE third quartile percentages.</p>	<p>b.) continued 2023-24 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>c.) 2024-25 additional strategies, if needed: Above third quartile, additional/enhanced strategies need:</p> <p>Assist in providing families school-related materials that may add to the expense of a child's education (e.g., project materials, gear for special trips).</p> <p>Identify a point person at each social service agency and assist in coordinating referrals to outside social service providers (BayCove, Family Continuity, etc.) to offer additional support to our students and their families.</p>

	<p>Use our MTSS intervention model to provide additional small group and individual support for students who enter behind grade level and/or struggle to make academic progress provide small group and individual support.</p> <p>Through our Student Support Committee (Executive Director, Associate Director, Director of Student Services, School Nurse, School Psychologist, School Social Worker, etc.) develop support plans to ensure that students who are struggling in our program are given the support they need to succeed academically and to assist with social and emotional needs.</p> <p>Through our Mental & Behavioral Health Team, review assessment and observation data and determine which students are struggling behaviorally and would benefit from interventions.</p> <p>Communicate frequently (term progress updates in person or by phone) with parents of struggling students who are at risk of retention so that they are aware of our efforts on behalf of their children.</p> <p>Maintain a small-school environment with school culture that promotes close relationships between teachers and students, explicit instruction in positive character development, and clear and consistent behavioral expectations.</p> <p>Maintain frequent communication with parents about their children's development.</p> <p>Continue to grow an after school Clubs program that allows for students to stay later for a more convenient pick up time by guardians.</p>
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Retention Plan - 2024-25 Strategies	
Students who are sub-proficient	<p>d.) continued 2023-24 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>f.) continued 2024-25 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, EWIS and Monitoring the Future data to collaborate with receiving high schools for the purpose of ensuring a smooth transition for CCLCS students.</p> <p>g.) 2024-25 additional strategies, if needed</p>

Appendix C: School Data Tables

Administrative Roster for the 2023-24 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	7/1/22	n/a
Elizabeth Woelflein, Associate Director	Full time, assists director, oversees curriculum development, teacher evaluation, and works closely with faculty, parents, students	7/1/22	n/a
Jen Hyora, Special Education Coordinator, ESL Coordinator	Full time, oversees Special Education program ensures compliance with state and federal laws	7/1/21	n/a

Teacher and Staff Attrition for the 2023-24 School Year				
	Number as of the last day of the 2023/24 school year	Departures during the 2023/24 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	30	0	3	Retirement, leaving education, new school
Other Staff	11	0	0	

Board Membership During the 2023-2024 School Year

Name	Position on the Board	Committee Affiliations	Number of Terms Served	Length of Each Term	Final Year of Service Possible
Andrew Murphy	Board Officer (Board Chair)	Fundraising	2 completed terms	10/18 - 09/21 09/21 - 06/24	2024
Catherine O'Leary	Ex Officio Trustee	Finance, Fundraising	n/a	n/a	n/a
Challis Crema	Staff Rep		n/a	n/a	n/a
Michael MacMillan	Treasurer	Finance	In 1st term	07/24 - 06/27	2030
Beth Woelflein	Ex Officio Trustee		n/a	n/a	n/a
Rachel Lake	Committee Officer	Alumni Relations	1 complete term, in 2nd term	07/21 - 06/24 06/24 - 06/27	2027
James McAuliffe	Board Officer (Vice Chair)		2 completed terms, in 3rd term	08/15 - 06/18 04/21 - 03/24 04/24 - 06/27	2027
John Scichilone	Committee Officer	Alumni Relations, Fundraising	In 1st term	01/23 - 01/26	2029
Tracy Murphy	Committee Officer	Family Connections	1 completed term, in 2nd term	07/21 - 06/24 06/24 - 06/27	2027

[Board of Trustee and Committee Meeting Notices](#)

Appendix D: Additional Required Information

Facilities

Our school campus remains in East Harwich.

The address is: 195 Route 137, Harwich, MA, 02645.

CCLCS has occupied this building since the 2012/2013 school year.

Enrollment

Action	2024-2025 School Year Date(s)
Student Application Deadline	February 12th, 2025
Lottery	February 26, 2025

Appendix E: Conditions, Complaints and Attachments

Conditions: None

[Board of Trustees Contact Information](#)

Complaints to the Board of Trustees: None