



Cape Cod Lighthouse Charter School

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Cape Cod Lighthouse Charter School 2020/2021 Annual Report

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July 30, 2021

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Introduction to the School

Cape Cod Lighthouse Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Harwich
Regional or Non-Regional?	Regional	Districts in Region (if applicable)	Sandwich, Bourne, Barnstable, Mashpee, Monomoy, Nauset, Truro, Provincetown, Falmouth
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	260	Enrollment as of 7/1/2021	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	293
Final Number of Instructional Days in 2020/2021	170	144 In person days	26 Remote learning days
School Hours	8:35AM- 3PM	Age of School	26 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.

Letter from the Chair of the Board of Trustees

Dear Friends,

I am honored to write this letter to accompany the 2020-21 Cape Cod Lighthouse Charter School Annual Report.

In the midst of the COVID-19 pandemic, CCLCS community donned its masks, assembled cleaning supplies, and opened its doors/windows/outdoor tents, and on-line portals to hybrid learning in the Fall of 2020. This was the result of extensive preparation by the Executive Director, Administrators, Faculty, and Staff over the summer. After the April 2021 break, students had the option to resume fully in-person learning, resulting in 96% attending in-person and 4% remaining remote.

The Board met remotely throughout the fall of 2020 and into 2021, pursuant to the governor's executive order restricting in-person meetings. In May 2021, the Board resumed in-person meetings. In Fall of 2020, the Board welcomed new members James Foley, Laura Gill, and Patrick Johnson. During 2020, the Board also received the resignation of James Hillyard, and are grateful for his 2.5 years on the Board. James McAuliffe joined the Board midterm in April 2021 to fill this vacancy. At the end June, Deb Kimball finished up her time on the Board after two 3-year terms, and Sharon Shaw and Kathleen Phelan finished their time on the Board each after a 3-year term.

Paul Niles has announced that he will be retiring at the end of the 2022 school year, after a full career dedicated to education and meeting the needs of all learners and countless contributions to the community at-large. Paul was one of the founders of Cape Cod Lighthouse Charter school over 26 years ago. While we will be wishing him all the best when the time comes, the Board is actively succession planning accordingly.

During this year, in February 2021, the Massachusetts Charter Public School Association sponsored virtual Advocacy Days, which were attended by our Executive Director Paul Niles and CCLCS parent participants. Also this year, the Board met a goal of revamping the by-laws in conjunction with the Department of Elementary & Secondary Education, which were approved by the Commissioner on June 7, 2021.

Demand for seats in the school remains strong. The school remains fiscally sound, as evidenced by a clean audit.

As indicated by the annual surveys conducted by the Board to families, trustees, and staff, the school community overwhelmingly approves of our Executive Director, Mr. Paul Niles, with satisfaction rates averaging higher than "Generally exceed expectations." As one parent shared, "As an educator, I can say with confidence that the Director is an outstanding leader and one of the main reasons that CCLCS is such a wonderful place for children to learn."

Staying connected and maintaining communications is also a strength of our school. One family commented “Always feel informed, heard and in the loop. Uses a variety of helpful communication tools and practices.”

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

Our school staff remains committed to active professional development and dissemination practices. Amidst the hybrid-learning environment, CCLCS staff conducted several dissemination presentations at regional and national events.

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.

With this letter, I complete my third (and last) year as Chair of the Board of Trustees after a total of two 3-year terms on the Board. I am pleased to be turning the Board leadership over to a talented group who bring years of community service, business, and education experience to the benefit of the school. I am proud of our school and the continued emphasis on project-based learning, teaching to the whole child, and personal growth. It has been a pleasure working with the Board of Trustees, the Administration, and Staff, which is so committed to providing an outstanding middle school experience for all of the students of the Cape Cod Lighthouse Charter School.

Sincerely Yours,

Karen Whitney
Chair, Board of Trustees

School Performance and Program Implementation

FAITHFULNESS TO THE CHARTER

Mission and Key Design Elements

The school identified four key design elements for the 2020 renewal. These were refined and focused from the previous renewal. The following summarizes our progress with respect to these new four key design elements.

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

Curriculum and instruction at CCLCS remains rigorous and relevant, despite pandemic restrictions and limitations. Teachers worked tirelessly to develop and implement curricula that were accessible and safe for all learners, both live and remote.

CCLCS researched and selected several online platforms that assisted with providing rich and relevant content to students. Some of these included NearPod, PearDeck, and Bitmoji classrooms. Other platforms helped to increase student engagement and excitement for learning, such as ScreenCastify, Desmos, EdPuzzle, GimKit and JamBoard. Teachers were provided with professional development opportunities in the form of webinars, “appy hours”, and day-long workshops prior to the start of school. Many of these tools also helped to gauge and measure student progress over time.

The following table summarizes the percentage of parents who agreed or strongly agreed that CCLCS maintained a challenging, hands-on curriculum and a rich project curriculum in the 20/21 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	2020-21
Challenging, hands on curriculum	70 (97)
Rich project curriculum	74 (97)
Important skills for future academic success	56 (97)

2.) 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 intentionally provides formal and informal learning experiences that promote social/emotional development together with cognitive and skills development. The following table summarizes a list of experiences designed to teach to the whole child.

<u>Program</u>	<u>Description</u>	<u>Grades</u>	<u>Implemented in 20/21?</u>
Project-rich learning	High engagement, skill building	6,7,8	Yes - in person AND remotely
Nature's Classroom	Active learning in high interest topics, bonding, skill and character building	6	Unable to attend due to COVID-19
White Mt Field Trip	Personal, group challenge, skill and character building	8	Unable to attend due to COVID-19
Sea Camps	Whole community bonding, interpersonal skill building	6,7,8	Unable to attend due to permanent closure
Patriots Place Field Trip	Personal, group challenge, skill and character building	7	Unable to attend due to COVID-19
Companion Animal Program (CAP) Visits	Bonding, self care	7	Yes - June, 2021
Seminars	High engagement, student choice, internal and external community building	6,7,8	Yes - remotely
Charter Buddies	Skill and character building, sportsmanship, community	6,7,8	Yes - in person
Interscholastic Sports	Skill and character building, sportsmanship, community	6,7,8	Unable to host due to COVID-19
Portvisory Program	Goal setting, character building, growth reflections	6,7,8	Yes - remotely
Mindfulness Training/ Practice	Interpersonal growth	6,7,8	Yes - remotely
Student clubs	Bonding, skill and character	6,7,8	Yes - remotely

	development		
Lunch groups	Bonding, social skills development	6,7,8	Unable to host due to COVID-19
Interest based Zooms	Bonding, social skills development	6,7,8	Yes - remotely
All Grade Student Zooms	Whole community bonding, self care, academic skills development	6,7,8	Yes - remotely

The following table summarizes the percentage of parents who agreed or strongly agreed that they and their children felt welcome, that their child was valued and that they felt safe at and going to and from school during the last school year. Parents also indicated their level of satisfaction with the education during the 20/21 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	2020-21
Felt welcome	68 (96)
Child valued	66 (96)
Felt safe	68 (96)
High academic standards for all	68 (96)
Opportunities for extra help to refine skill development for all	51 (89)
Satisfied with education	82 (99)

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

CCLCS collaborates with both local and global community partners throughout the curriculum. This past school year posed limited opportunities for some of this work, but our connections remain strong and ready for the upcoming school year. Despite major restrictions due to COVID-19, CCLCS was able to continue its work during the 20/21 school year with several organizations, including Water for South Sudan, the Cape Cod Companion Animals Program,

and local civic organizations and others. Most presentations and ongoing work was conducted electronically via Zoom.

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	2020-21
Resource partners	60 (93)
Cape Cod environment	72 (98)
Global focus	77 (98)

4.) 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 we 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 truly relies on the support, ideas and creativity of its teachers and staff members.

<u>Governance Related Committees</u>	<u>Teacher/Staff Members</u>
Board of Trustees	Kathryn Wilkinson Susy Remillard
Finance Committee	Karen Scichilone Paul Niles
Personnel Policies Committee	Paul Niles Annie Haven Josh Stewart Catherine O'Leary
Nominating Committee	Paul Niles

	Catherine O'Leary
<u>Non-Governance Related Committees</u>	<u>Teacher/Staff Members</u>
Grants Committee	Susannay Graham Pye Debby Greenwood Hannah Kast Christin Sims Daniella Garran Paul Niles Catherine O'Leary
Facilities Committee	Josh Stewart Brian Bates Sallie Probolus Christin Sims Dana Strakele Gary Clarke Susanna Graham Pye Allie Graham Paul Niles Catherine O'Leary
Wellness Committee	Kate Smith Allie Graham Hannah Kast Mary Marvullo Dana Strakele Catherine O'Leary
Curriculum Committee	Hannah Kast Liz Novak Daniella Garran Paul Niles Catherine O'Leary
Diversity, Equity & Inclusion	Jen Hyora Susanna Graham Pye Emily Nowack Susy Remillard Catherine O'Leary Paul Niles Sallie Probolus

Amendments to the Charter

New bylaws approved on June 7, 2021

Access & Equity: Discipline Data: The latest available data is from the 2019-2020 school year

A.) [CCLCS Discipline Data](#)

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest	% Students with a Law Enforcement Referral
All Students	246	0							
English Learner	3	0							
Economically disadvantaged	48	0							
Students w/disabilities	52	0							
High needs	96	0							
Female	126	0							
Male	120	0							
Amer. Ind. or Alaska Nat.	1	0							
Asian	6	0							
Afr. Amer./Black	5	0							
Hispanic/Latino	13	0							
Multi-race, Non-Hisp./Lat.	12	0							
Nat. Haw. or Pacif. Isl.	0	0							
White	209	0							

C.) CCLCS implements a proactive approach toward monitoring student behavior and follows a tiered system to address and manage student discipline. The school continues to use an all school “EPIC” rubric, which articulates in detail the various behavioral expectations that describe a productive and positive school climate. A secondary EPIC rubric was created and introduced during the 20/21 school year for online behaviors and virtual learning expectations. Students are recognized for their efforts towards being “EPIC” through a grading system in all classes. CCLCS continues to practice progressive discipline and uses infractions as an

opportunity for reflection and growth. The school also incorporates student and parent perspective and feedback in the disciplinary process.

Dissemination Efforts

As referenced in the Accountability Plan, CCLCS continues to disseminate best practices and innovative teaching strategies to the educational community on both small and large scales, though our scale was not as large or as frequent due to COVID-19.

<u>Best Practice Shared</u>	<u>Vehicle for Dissemination</u>	<u>Who at the school was involved?</u>	<u>With which organization?</u>	<u>Result of Dissemination</u>
How to use photos to take on historical perspectives	“Through Another Lens” project - live conference	Paul Niles - Executive Director Jen Hyora - Director of Student Services Catherine O’Leary - Associate Director Susy Remillard - 6th Grade ELA teacher Susanna Graham-Pye - 8th Grade Learning Specialist	MLK Action Committee of Cape Cod	Ongoing curriculum and professional development support
How to use student choice and voice in independent reading projects	NELMS - teacher conference via Zoom	Hannah Kast - 8th Grade ELA teacher	New England League of Middle Schools	Curricular materials

ACADEMIC PROGRAM SUCCESS

Student Performance

A.) [The CCLCS 2020 report card is available online.](#)

B.) 2020 Official Accountability Report – Cape Cod Lighthouse Charter School	
Overall classification	n/a due to COVID-19
Reason for classification	
Progress toward improvement targets	
Accountability percentile	

C.) Student performance on internal benchmark assessments was strong during the 2020-21 school year. The tables below demonstrate the final term averages (on a trimester schedule) in both Mathematics and English Language Arts for each grade level. These averages include department created and validated performance and traditional assessments, as well as online assessments from reputable platforms such as Khan Academy.

GRADE 6	Term 1 Final Averages	Term 2 Final Averages	Term 3 Final Averages
ELA	89%	88%	92%
Math	93%	91%	87%

GRADE 7	Term 1 Final Averages	Term 2 Final Averages	Term 3 Final Averages
ELA	82%	84%	85%
Math	89%	89%	88%

GRADE 8	Term 1 Final Averages	Term 2 Final Averages	Term 3 Final Averages
ELA	86%	89%	93%
Math	88%	91%	90%

Academic Program

The 20/21 academic program at CCLCS had several adjustments due to COVID-19 and state mandates. For the majority of the school year (Sept - April), CCLCS implemented a hybrid learning model, as facility and spatial challenges did not allow for 252 students to be appropriately distanced. One half of each grade level came into the building two out of five days each week and were assigned a specific learning pod. During this time, the other half of each grade level participated in both synchronous and asynchronous remote learning from their homes. CCLCS also offered a fully virtual learning model to families whose students were unable to enter the building due to health concerns. Students and families were consistently surveyed and encouraged to provide feedback regarding the successes and challenges of all learning models.

To ensure a high quality academic program from the very first day of school and beyond, CCLCS recruited staff members to conduct research and disseminate information on best practices for hybrid and remote learning. These teachers offered workshops and support to individuals and groups of staff members on how to navigate and best utilize the various online resources and platforms to ensure academic success. Many of these platforms also included assessment tools and captured academic data for teachers to gauge understanding and mastery. In addition to this, several teachers were assigned to fully remote positions this past school year, allowing them to be accessible during all online classes each day for small group or individual support and instruction. All students on IEPs received services on their “in person” school days whenever possible and those students who were fully remote received their services and therapies virtually. Finally, CCLCS offered several supplementary services via Zoom for students looking to accelerate their learning in specific content areas. These took on the form of extra classes and weekly office hours.

In person classes were delivered to small groups (10-12 students each), which remained together all day and traveled outside only to classes. This is slightly different from our traditional grouping model of allowing students to mix within one assigned letter group and one color group, and to travel around the building with peers outside your assigned academic groups. Instruction was also altered slightly from previous years, which has always been project rich and included many hands-on activities, to a more computer based method for assessing proficiency. Several half days were dedicated to ongoing professional development for teachers and staff to continue to create and refine their curriculum, as well as to meet and discuss students of concern.

Throughout the summer months before the 20/21 school year, CCLCS formed several committees charged with working toward and ensuring a successful start to the school year. One of these committees dedicated their time and efforts towards the physical safety for not only students, but also teachers, staff and the entire school committee. The makeup of each committee included teachers, administrators, board members and parents (one of whom is an epidemiologist). Using current COVID data and research, along with DESE and CDC recommendations, and parent and teacher feedback, this committee created and implemented

protocols and procedures in several categories, including cleaning, masking, distancing and others. Through the funding of several federal and state grants, CCLCS was able to acquire the materials needed to create several outside classrooms, as well as personal protective equipment for all those in close contact with students and staff. Our ventilation system was upgraded to include ionizers and MERV-13 filters and students were outside as much as possible.

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	2020-21
Resource partners	60 (93)
Cape Cod environment	72 (98)
Global focus	77 (98)

CCLCS has created several avenues to accelerate learning in preparation for and into the 21/22 school year. These include acceleration academies during the summer months for students who meet a specific criteria and categories, as well as a reconfiguration of our academic groupings for specific content areas. Finally, the school has created a full time administrative position titled Director of Student Services. In addition to the administration of student services for those students on IEPs and 504s, this person will be responsible for the implementation and oversight of more detailed and formalized response to intervention systems within each grade level and content area.

ORGANIZATIONAL VIABILITY

Organizational Structure of the School

There were no major changes to the school's organizational structure during the 20/21 school year, as reflected in the flowchart below. For the 2021-22 school year, CCLCS has created a Director Of Student Services position, based on the desire and need for a more formalized and tiered system of support for students who struggle academically. This person will be responsible for the oversight of all special education services and interventions, 504 accommodations and the evaluation of students. In addition to this, the Director of Student Services will support each department (content area) and will help to create appropriate interventional responses (Tier I-III) based on student profiles and content area demands. Finally, the Director of Student Services will participate in the support of students with behavioral and/or social challenges.

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

Teacher Evaluation

There were no recent changes to the school's teacher evaluation system during the 2020/21 school year.

Budget & Finance

The FY2021-22 Budget was approved by a unanimous vote of the CCLCS Trustees on June 28, 2021.

Cape Cod Lighthouse Charter School Projected Budget FY 2021-2022		
Operating Income		
Per Pupil Tuition		4,303,044
Summer Program		-
Bank Interest		<u>500</u>
Total Operating Income		4,303,544
Grant Income		
Government		400,000
Private		<u>2,500</u>
Total Grant Income		402,500
Total Income		4,706,044
Personnel		
Salaries		3,025,000
Professional Development		18,000
Payroll Tax (Employer Exp)		90,750
Employee Benefits		<u>390,000</u>
Total Personnel		3,523,750
Direct Student Costs		
Computer-Internet Access		3,200
Computer Software		3,200
Computer Supplies and Repairs		3,200
Consultants-Special Programs		1,500
Insurance Expense		46,000
Instructional Equipment		1,500
Physical Education Expense		4,200
Team Sports Expense		7,500
Nursing Supplies		800
Seminar Expense		2,500
Special Needs		35,000
English Language Learners		650
Textbooks and Supplies		20,000
Transportation Costs	(inc SPED)	<u>15,000</u>
Total Direct Student Costs		144,250
Occupancy		
Maintenance		40,000
COVID Supplies		20,000
Alarm Service Fees		1,750
Auxiliary Site Rent		750
Custodial Outside Services		70,000

The Cape Cod Lighthouse Charter School
Balance Sheet
As of June 30, 2021

	Jun 30, 21
ASSETS	
Current Assets	
Checking/Savings	
1011 · MA Coronavirus Prevention Fund	5,051.36
1072 · Bill.com Money Out Clearing	-878.82
1009 · Treasury Direct Acct	43.00
1000 · CC6 Summer Acct	866.81
1001 · CC5 Student Activity Acct	9,537.25
1002 · CC6-School Lunch	859.98
1003 · CC5-Operating Depository Acct	785,098.29
1004 · CC6 Grants Account	168,008.64
1005 · CC5-Operating Vendor Acct	33,995.88
1020 · CC5-Capital Account	51,047.41
1082 · Eastern Bank-Debt Service Acct	46,171.92
1054 · Eastern Bank-Deposit Account	978.00
1055 · Eastern Bank Savings Special Ac	163,210.68
Total Checking/Savings	1,263,986.40
Accounts Receivable	
Employee Computer Purch Avance	1,602.22
Advance	1,000.00
1100 · Federal Grant Receivable	9,667.52
1101 · Receivable - Miscellaneous	9,758.98
Total Accounts Receivable	22,028.72
Other Current Assets	
1102 · US Treasury Int Receivable	43,028.52
Total Other Current Assets	43,028.52
Total Current Assets	1,329,045.64
Fixed Assets	
1332 · Water Heater	6,038.00
1331 · A/D - Water Heater	-4,315.16
1350 · Software	15,672.25
1351 · A/D Software	-15,672.25
1325 · Land	905,000.00
1326 · Soccer Field	125,695.00
1327 · A/D Soccer Field	-58,642.79
1340 · Lower Field	47,968.85
1341 · A/D Lower Field	-14,185.10
1320 · Harwich Cinema Property	956,857.00
1323 · A/D - Harwich Cinema	-215,738.62
1321 · 195 Route 137 Renovation	3,126,934.44
1322 · A/D - 195 Route 137	-703,556.88
1328 · Building Improvements	42,354.00
1329 · A/D Building Improvements	-31,789.00
Equipment	0.00
1330 · Mower	0.00
Furniture and Fixtures	16,638.82
Vehicles	17,120.00
Total Fixed Assets	4,218,349.56
Other Assets	
1317 · Legal & Engineering Fees	1,654.08
1318 · Accumulated Amortization	-1,040.00
Total Other Assets	614.08
TOTAL ASSETS	5,548,009.28

The Cape Cod Lighthouse Charter School
Profit & Loss
 July 2020 through June 2021

	Jul '20 - Jun 21
Ordinary Income/Expense	
Income	
4900 - Inkind Revenue - MTRS	1,044,154.00
4008 - School Lunch Program-MA Portion	369.26
4009 - School Lunch Program-Fed Portio	20,541.48
Operating Income	4,145,249.39
Grants Income	240,105.52
Total Income	5,450,419.65
Gross Profit	5,450,419.65
Expense	
Reconciliation Discrepancies	566.52
Direct Student Costs	137,228.98
Occupancy	155,567.47
Office	27,449.48
Personnel	3,512,855.32
Other Expenses	262,230.74
Total Expense	4,125,896.51
Net Ordinary Income	1,324,521.14
Other Income/Expense	
Other Income	
9904 - Other Income Realized	101,858.00
Total Other Income	101,858.00
Other Expense	
9900 - Inkind Expenses-MTRS	1,044,154.00
5069 - School Lunch Program	26,120.18
5071 - Capital Purchases - Current Year	0.00
5073 - Payroll Clearing	481.41
5074 - Accounting Fees	20,254.00
5900 - Suspense	0.00
5950 - Interest Exp - Long Term Loan	198,207.75
5960 - US Treasury Interest Subsidy	-101,525.95
Total Other Expense	1,187,691.39
Net Other Income	-1,085,833.39
Net Income	238,687.75

CCLCS FY22 Enrollment Table

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	252
Number of students upon which FY22 budget tuition line is based	252
Number of expected students for FY22 first day of school	252
Please explain any variances:	

CCLCS FY22 Capital Plan

PROJECT	STATUS	SCHEDULE	COST	FINANCING
Replace portions of roof membrane	Delayed	Summer 2022	\$30,000	From capital account
Sewer system hookup	Delayed by Town of Harwich	Summer 2022	\$20,000	From capital account
Parking Lot improvement	Estimates solicited	Fall 2021	\$10,000	From capital account
HVAC air handler replacements (2)	Scheduled	Summer 2021	\$ 39,000	Grant funded

The current balance of the capital account is \$51,047. CCLCS adds \$25,000 annually to the capital account, which will allow us to cover the costs of all planned capital projects.

Additional Information

Appendix A

Accountability Plan Performance/Evidence 2020-21

Appendix B

Recruitment and Retention Plan

Appendix C

School and Student Data

Appendix D

Additional Required Information

Appendix A

Accountability Plan Performance/Evidence 2020-21

Faithfulness to the Charter:

	2020-21 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<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>	Not met	<p>8th Grade Body Biology Project (STEM): -100% participation - met -61% above 80% final score - not met Civics Project (HUMANITIES): -100% participation - met -95% above 80% final score - met</p> <p>7th Grade STEM - under development HUMANITIES - under development</p> <p>6th Grade Giraffe Project (HUMANITIES): -100% participation - met -93% above 80% final score - met STEM - under development</p>
<p>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.</p>	Not met	<p>These rubrics have not been completed. A committee has been formed to begin this work.</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 CASELS core SEL competencies. Teachers will also determine next steps and focus areas for the subsequent trimester.</p>	Not met	<p>The template and percentages for this curricular alignment will be created during the 21/22 school year.</p>

<p>Measure: By the end of the charter term, 100% of all core content academic objectives will be connected to an aligned SEL standard.</p>	<p>Not met</p>	<p>The timeline for this alignment will be articulated during the 21/22 school year.</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>Not met</p>	<p>Global: -Giraffe Project - 100% participation -Walk for Water Initiative - 100% participation</p> <p>Local: -CCLCS hopes to resume local relationships during the 21/22 school year.</p>
<p>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.</p>	<p>Not met</p>	<p>Due to COVID-19, students were unable to participate in service based seminars on site.</p>
<p>Objective: The CCLCS Board, Administration and Teachers & Staff will collaborate to solve the myriad of challenges that face a public middle school.</p>		
<p>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.</p>	<p>Not met</p>	<p>Though many staff members were available to serve on several committees, there was not at least 90% participation, mostly due to the schedule restraints during COVID-19. Committee work will resume during the 21/22 school year.</p>
<p>Measure: Each committee will select one teacher or staff member to present the committee's goals and progress at a monthly Board Meeting annually.</p>	<p>Not met</p>	<p>This selection process will begin during the 21/22 school year.</p>

Dissemination:

	2020-21 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: CCLCS will share innovative models for relocation and best practices to other public schools in the district where it is located.		
<p><u>Measure:</u> 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>	Not met	<p>We are behind on this goal due to COVID restrictions, as several dissemination events were cancelled.</p> <p>ELA Dept: New England League of Middle Schools (NELMS) - "The Power of Voice and Choice in Developing Reading Skills" (8th)</p>

Appendix B

Recruitment and Retention Plan 2020-21

Recruitment Plan Implementation Summary 2020-2021

CCLCS continues to experience great success in the recruitment of students with disabilities. The school's long-standing and strong performance in this area has allowed CCLCS to develop a reputation in the community that makes recruitment strong and consistent. Many educational advocates, pediatricians and social workers routinely recommend our school to their clients.

The school's greatest challenge remains in the recruitment of English Learners. CCLCS is located in a low incidence, rural district and is unable to provide free transportation for families of English Learners who tend to live many miles away from our school. The school continues to refine the recruitment practices intended to engage families for whom English was not their first language, but whose children are no longer English Learners, by deepening inroads into immigrant communities on Cape Cod. The school continues to work on the identification of and engagement with specific employers throughout Cape Cod for the purpose of connecting with diverse populations.

In addition, two members of our Board of Trustees with deep ties to local social activism communities, continue to re-shape the Diversity Committee, which not only includes the recruitment of a diverse student body, but also of a diverse staff and board of directors.

Finally, CCLCS has created a Diversity, Equity and Inclusion (DEI) action committee that is dedicated to ensuring the school's curricula, staff and students are educated and well versed on the importance of inclusion for all.

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

Recruitment Activities (intended to reach all students)

General Recruitment Activities for 2020-2021: General recruitment activities include two Open Houses (via Zoom) for potential applicants, newspaper and magazine advertisements, website postings and postings on the school's social media outlets.

Recruitment Plan – 2020-2021 Strategies

List strategies for recruitment activities for each demographic group.

Students eligible for special education

(a) CHART data

School percentage: 17.6%

GNT percentage: 12.9%

CI percentage: 13.0%

The school is above/ GNT percentages and above/ CI percentages.

Met GNT/CI

(b) Continued 2020-2021 Strategies

1. Check in annually with the Massachusetts Federation for Children with Special Needs to discuss strategies for increasing the school's visibility within families of children with special needs.
2. Complete annual and continuous review of recruitment materials to assure that we prominently state our services for students with special needs.
3. Continue to advertise on websites (example: Cape Cod Advocate) and in newsletters targeted towards families of children with special needs.
4. Assure that Special education staff and representatives from the Special Education Parent Advisory Council attend all school information nights.
5. Assure that all applicants receive a hard copy or links to the "Special Education in Charter Schools Right to Attend" document.
6. Assure that students with special needs participate in pre-enrollment Open House activities.

(c) 2020-2021 Additional Strategy(ies), if needed

English Language Learners

<p style="text-align: center;">(a) CHART data</p> <p style="text-align: center;">School percentage: 0.4% GNT percentage: 1.6% CI percentage: 2.0%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages.</p> <p style="text-align: center;"><i>Did not meet GNT/CI</i></p>	<p>(b) Continued 2020-2021 Strategies</p> <ol style="list-style-type: none"> 1. Convene annual meetings of the ELL Recruitment Committee with staff and Board members. 2. Meet as needed with leaders of Barnstable County Human Rights Commission to discuss ongoing recruitment strategies 3. Meet as needed with community cultural leaders to introduce them to our school and its services. 4. Advertise in magazines targeted to the local Portuguese community. 5. Staff a recruitment table at the annual Multi-cultural fair at Cape Cod Community College. 6. Work with community cultural leaders to distribute a brochure targeting the local ELL community.
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <ol style="list-style-type: none"> 1. Enhance ELL Recruitment Committee with the addition of the school's ELL teacher, parents of current ELL students and new Board of Trustees members with experience with this type of work (1 year). 2. Enlist parents of current and former ELL students, as well as students for whom English was not their first language in the distribution of recruitment materials (1 year). 3. Enlist specific businesses with diverse employer pools and engage in targeted recruitment events.
<p>Students eligible for free/reduced lunch; Economically disadvantaged</p>	

<p style="text-align: center;">(a) CHART data</p> <p style="text-align: center;">School percentage: 18% GNT percentage: 19.3% CI percentage: 27%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages.</p> <p style="text-align: center;"><i>Did not meet GNT/CI</i></p>	<p>(b) Continued 2020-2021 Strategies</p> <ol style="list-style-type: none"> 1. Place outreach materials at preschools serving low income families and at family outreach centers across Cape Cod. 2. Place applications and recruitment materials at local Food Banks. 3. Place applications and recruitment materials at local homeless shelters. 4. Convene annual meetings of the transportation committee to examine ways to help low income families get to and from school.
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <ol style="list-style-type: none"> 1. Work with Cape Cod YMCA and government agencies to place materials at facilities and programs targeting low income families (1 year). 2. Enlist specific businesses with diverse employer pools and engage in targeted recruitment events.
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2020-2021 Strategies</p> <ol style="list-style-type: none"> 1. Provide school promotional materials to local tutoring companies. 2. Use school communication vehicles to send out the Commissioner's link discussing the importance of the recruitment of sub-proficient students. 3. Complete annual review and revision of recruitment materials to be sure to stress the school's strengths in teaching sub-proficient students.
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2020-2021 Strategies</p> <ol style="list-style-type: none"> 1. Include testimonials from at-risk students who have found success at CCLCS in school promotional materials. 2. Make promotional materials available to contacts we have developed with local agencies like DCF and local counselors.

<p><u>Students who have dropped out of school</u></p>	<p>(f) Continued 2020-2021 Strategies As a school serving students in grade 6-8, this is not applicable to our school.</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2020-2021 Strategies 1. Annually review and revise Open House presentation to assure that it is stressing the school's desire to serve the full spectrum of academic achievers. 2. Annually review and revise school recruitment material to ensure that practices are attractive to students across all equity categories lines.</p>

<p align="center">Retention Plan Implementation Summary 2020-2021</p>
<p>Overall and specific retention strategies were met this year. Overall, the school retained 96.9% of students and met retention targets for all subcategories of students. School administrators and teachers maintain a performance/risk analysis spreadsheet of all students in the school. This spreadsheet tracks student performance and engagement around several categories. Each student is then assigned a color category which delineates levels of intervention/support that the student may need to reach success. We believe that this system positively contributes to the daily stress management for families and attributes to strong retention rates. The school's DEI committee worked to identify outside consultants who will work with us to assess and improve our ability to understand and serve our high needs students and their families. In addition, we engaged in an self evaluation process that resulted in using SOA funding to hire a Director of Student Services.</p>

<p align="center">Overall Student Retention Goal</p>	
<p>Annual goal for student retention:</p>	<p align="center">90%</p>
<p>Retention rate 2020-2021:</p>	<p align="center">96.9%</p>

<p align="center">Retention Plan - 2020-2021 Strategies List strategies for retention activities for <u>each</u> demographic group.</p>
<p align="center">Special education students/students with disabilities</p>

<p>(a) CHART data School percentage: 0.0%</p> <p>Third Quartile: 10.0%</p> <p><i>The school's attrition rate is <u>below</u> third quartile percentages. No enhanced or additional strategies needed.</i></p>	<p>(b) Continued 2020-2021 Strategies</p> <ol style="list-style-type: none"> 1. Employ full time learning specialists at each grade level to ensure strong service delivery and family communication. 2. Provide flexible meeting hours for families of students with special needs. 3. Provide high quality professional development for classroom teachers on issues specific to students with special needs. 4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs. 5. Provide summer social events to maintain the connection between students and the school.
<p>Limited English-proficient students/English learners Limited English-proficient students</p>	
<p>(a) CHART data School percentage: 0%</p> <p>Third Quartile: 11.7%</p> <p><i>The school's attrition rate is <u>below</u> third quartile percentages. No enhanced or additional strategies needed.</i></p>	<p>(b) Continued 2020-2021 Strategies</p> <ol style="list-style-type: none"> 1. Employ qualified personnel at each grade level to ensure strong service delivery and family communication. 2. Provide flexible meeting hours for families of students with limited English proficiency. 3. Provide high quality professional development for classroom teachers on issues specific to students with limited English proficiency. 4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs. 5. Provide services in native languages for families of students with limited English proficiency.
<p>Students eligible for free or reduced lunch (low income/economically disadvantaged)</p>	
<p>(a) CHART data School percentage: 3.6%</p> <p>Third Quartile: 10.9%</p> <p><i>The school's attrition rate is <u>below</u> third quartile percentages. No enhanced or</i></p>	<p>(b) Continued 2020-2021 Strategies</p> <ol style="list-style-type: none"> 1. Provide scholarships for fee-based field trips for families of students eligible for free or reduced lunch. 2. Provide free rehabilitated computers to families of students eligible for free or reduced lunch. 3. Provide before and after school extracurricular activities for students eligible for free or reduced lunch.

<i>additional strategies needed.</i>	<p>4. Provide free, donated musical instruments for students who qualify for free or reduced lunch.</p> <p>5. Provide scholarships for school sponsored summer camp for students eligible for free or reduced lunch in order to keep them connected to the school in summer.</p>
<u>Students who are sub-proficient</u>	<p>(d) Continued 2020-2021 Strategies</p> <p>1. Create Student Success Plans addressing areas of remediation for students who are sub-proficient</p> <p>2. Provide before school, in-school and after school tutorial opportunities to address academic areas requiring remediation.</p> <p>3. Identify areas of learning strength and provide opportunities for students who are sub-proficient to excel in these areas.</p>
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2020-2021 Strategies</p> <p>1. Review records of incoming students to identify students at increased risk of dropping out of school.</p> <p>2. The school psychologist will work with grade level teachers to create Student Success Plans for identified students.</p>
<u>Students who have dropped out of school</u>	<p>(f) Continued 2020-2021 Strategies</p> <p>As a school serving students in grade 6-8, this is not applicable to our school.</p>
<u>OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p>(g) Continued 2020-2021 Strategies</p> <p>1. Review attendance, behavioral records and student grades to identify students who may not be identified for special programs.</p> <p>2. Convene monthly student services committee to identify and discuss strategies for students who may fit into this category.</p> <p>3. Create Student Success Plans for students in this category.</p>

Appendix C
School and Student Data

[Enrollment Data](#)

Student Race and Ethnicity and Selected Populations 2020-21 School Year		
Race/Ethnicity	# of students	% of entire student body
African-American	2	.8%
Asian	3	1.2%
Hispanic	9	3.6%
Native American	1	.4%
White	228	91.2%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	7	2.8%
Selected Populations	# of students	% of entire student body
First language not English	15	6%
English language learner	1	.4%
Students with disabilities	44	17.6%
High needs	85	34%
Economically disadvantaged	45	18%

Administrative Roster for the 2020-21 School Year			
Name, Title	Brief Job Description	Start Date	End Date
Paul Niles, Executive Director	Full time school leader, supports CCLCS educational mission, ensures DESE compliance, chief executive and financial officer, works closely with Board,	9/1/95	n/a

	faculty, parents, students		
Catherine O'Leary, Associate Director	Full time, assists director, oversees curriculum development, teacher evaluation, and works closely with faculty, parents, students	9/1/08	n/a
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 2020-21 School Year				
	Number as of the last day of the 2020/21 school year	Departures during the 2020/21 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	39	1	1	Career change
Other Staff	7	0	1	Retirement

Teacher attrition trends were consistent with the school's historically strong ability to maintain staff members.

Board and Committee Information	
Number of commissioner approved Board members as of August 1st, 2021	12
Minimum number of board members approved in by-laws	9
Maximum number of board members approved in by-laws	17
Number of board committee members who are neither trustees nor school employees during the 2020-20201 school year.	0

Board Members for the 2020-21 School Year				
Name	Position	Committee affiliation(s)	Number of terms served	Length of each term
Karen Whitney	Chair	Finance ,	2	8/15-6/18,

		Personnel Policies , Academic		8/18-6/21
Andrew Murphy	Vice Chair	Strategic Planning	2	8/18-6/21, 8/21-6/24
Paul Niles	Executive Director	Finance, Strategic Planning, Nominating, Facilities, Recruitment	2	3/11-
Kathryn Wilkinson	Faculty Rep	None	2	8/19-6/21, 6/21-6/23
Susannah Remillard	Faculty Rep	None	2	8/19-6/21 8/21-6/23
Kathleen Phelan	Trustee	None	1	8/18-6/21
Lauren Elliott-Grunes	Trustee	Diversity, Equity & Inclusion	1	8/19-6/22
Laura Gill	Trustee	Diversity, Equity & Inclusion	1	6/20-6/23
Seth Rolbein	Trustee	Recruitment	2	8/18-6/21 8/21-6/24
Sharon Shaw	Trustee	None	1	8/18-6/21
Deborah Kimball	Secretary	Personnel Policies	2	8/15-6/18 8/18-8/21
James Hilliard	Trustee	None	1	8/18-6/21
Thomas Langway	Treasurer	Finance	1	8/19-6/22

Board of Trustees Meeting Schedule for the 2021-22 School Year		
2021	2022	Time/Location
August 23rd	January 24th	
September 20th	February 28th	

October 18th	March 21st	Room 123 @ 6PM
November 15th	April 25th	
December 20th	May 16th	
	June 20th	

Appendix D

Additional Required Information

Key Leadership Changes

The leadership team remains relatively unchanged from the 2020-2021 school year, with the exception of: 1.) a new Chairperson on the Board of Trustees and 2.) the implementation of a Director of Student Services.

Position	Name	Email Address	No Change/New/ Open Position
Board of Trustees Chairperson	Andy Murphy	boardchair@cclcs.info	Change in person
Charter School Leader	Paul Niles	pniles@cclcs.info	No Change
Assistant Charter School Leader	Catherine O'Leary	coleary@cclcs.info	No Change
Director of Student Services	Jen Hyora	jhyora@cclcs.info	New position
MCAS Test Coordinator	Catherine O'Leary	coleary@cclcs.info	No Change
SIMS Coordinator	Melinda LaMothe	mlamothe@cclcs.info	No Change
English Language Learner Director	Jen Hyora	jhyora@cclcs.info	No Change
School Business Official	Karen Scichilone	kscichilone@cclcs.info	No Change
SIMS Contact	Melinda LaMothe	mlamothe@cclcs.info	No Change

Facilities

Our school campus remains in East Harwich.

Enrollment

Action	2022-2023 School Year Date(s)
Student Application Deadline	1/24/22
Lottery	1/26/22

Conditions

None