



Cape Cod Lighthouse Charter School

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Cape Cod Lighthouse Charter School 2020 Annual Report

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July 31, 2020

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Table of Contents

Introduction to the School 2

Letter from the Chair 4

School Performance and Program Implementation 5

- Faithfulness to the Charter 5
- Academic Program Success 12
- Organizational Viability 13

Budget and Finance 15

Additional Information 19

- Appendix A- Accountability Plan Evidence 19
- Appendix B- Recruitment and Retention 25
- Appendix C- School and Student Data Tables 33
- Appendix D- Additional Required Information 36

Introduction to the School

Cape Cod Lighthouse Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Harwich
Regional or Non-Regional?	Regional	Districts in Region (if applicable)	Sandwich, Bourne, Barnstable, Mashpee, Monomoy, Nauset, Truro, Provincetown, Falmouth

Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015
Maximum Enrollment	260	Enrollment as of 7/27/2020	252
Chartered Grade Span	6-8	Current Grade Span	6-8
# of Instructional Days per school year (as stated in the charter)	180	Students on Waitlist	325
Final Number of Instructional Days in 2019-2020	184	120 In person days	64 Remote learning days
School Hours	8:35AM- 3PM	Age of School	25 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 2019-20 Cape Cod Lighthouse Charter School Annual Report, which has been an unprecedented year in light of the COVID-19 virus.

Distance learning became a reality in March, but not without ample preparation by the Executive Director, Administrators, Faculty, and Staff prior to that. Due to early information-gathering, students at CCLCS were able to begin distant learning on the first day of quarantine. As indicated by surveys, the school community overwhelmingly approved of the school's handling of these challenging times. As one family shared, we "our school was far better prepared than any other I have heard about." Staying connected throughout the end of the school year was a challenge, but one that the CCLCS community nurtured and embraced.

As to other information, we are pleased to report that we received notice of our 5-year charter renewal in March. The Board is grateful for all of the contributions made by the administration, faculty, staff, and community in support of this renewal. We are also pleased to report that we successfully completed an on-site Tiered Focus Monitoring Review, which occurs every 6 years, with no findings of partial or non-compliance.

In Fall of 2019, the Board welcomed new members Lauren Elliott-Grunes and Thomas Langway. The Board also benefited from the addition of Kathryn Wilkinson and the continued tenure of Susannah Remillard as Board Faculty Representatives. The Board also accepted the resignation of Lori Fanning Smith, and are grateful for her 5 years of dedication to the Board. On February 13, 2020, Board members Karen Whitney, Andy Murphy, Seth Rolbein, and Paul Niles attended the Massachusetts Charter Public School Advocacy Day at the State House and had productive meetings with local legislators about school funding.

Family surveys completed at the end of the school year show that parents and kids love our school, with satisfaction rates in the high nineties for areas and aspects surveyed. Parent, trustee, and staff evaluations all point to an outstanding performance by the school's Executive Director, Paul Niles, who we are pleased to share is renewing his contract as Executive Director. Paul undertook full-time administrative responsibilities this school year, working and achieving many early-identified goals related to information sharing, teacher evaluations, and financial forecasts, and subsequently providing steadfast, compassionate, and fact-based leadership during quarantine and remote learning.

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

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 quarantine and distance learning, CCLCS staff were still able to complete 10 out of 14 scheduled 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.

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

Sincerely Yours,

Karen Whitney
Chair, Board of Trustees

School Performance and Program Implementation

FAITHFULNESS TO THE CHARTER

Mission and Key Design Elements

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

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

Curriculum and instruction at CCLCS remains rigorous and relevant. Both performance & traditional assessments, as well as experiential curriculum units, are used to assess student proficiency and mastery. Teachers continue to develop and improve student assessment through a detailed validation process. CCLCS continues to work toward a goal of creating and refining a validated project within every major curriculum unit.

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

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

Table S-1	2019-20
Challenging, hands on curriculum	68 (98)
Rich project curriculum	72 (98)

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

CCLCS continues to create and refine high quality, project rich learning and assessment opportunities for all students. Projects and their associated assessments are validated by a team of teachers to ensure rigor, relevance and innovation. An additional component to a project rich curriculum is the practice and assessment of social skills and competencies. The Accountability Plan Appendix reports the percentage of students who performed above 75% on major project work.

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

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

Table S-2	2019-20
Curriculum for success	74 (100)
High academic standards	68 (97)

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

CCLCS 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>
Project-rich learning	High engagement, skill building	6,7,8
Nature's Classroom	Active learning in high interest topics, bonding, skill and character building	6
White Mt Field Trip	Personal, group challenge, skill and character building	8
Sea Camps	Whole community bonding, interpersonal skill building	6,7,8
Patriots Place Field Trip	Personal, group challenge, skill and character building	7
Companion Animal Program (CAP) Visits	Bonding, self care	7
Seminars	High engagement, student choice, internal and external community building	6,7,8
Charter Buddies	Skill and character building, sportsmanship, community	
Interscholastic Sports	Skill and character building, sportsmanship, community	6,7,8
Portvisory Program	Goal setting, character building, growth reflections	6,7,8
Mindfulness Training/ Practice	Interpersonal growth	6,7,8
Student clubs	Bonding, skill and character development	6,7,8
Lunch groups	Bonding, social skills development	6,7,8
Interest based Zooms	Bonding, social skills development	6,7,8
All Grade Student Zooms	Whole community bonding, self care, academic skills development	6,7,8
Screenagers Viewing	Social skills development, character	Family based

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

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

Table S-3	2019-20
Felt welcome	91 (100)
Child valued	72 (99)
Felt safe	87 (98)

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

Teacher leadership is an integral component to the overall success of CCLCS' programming and model. All 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.

<u>Governance Related Committee</u>	<u>Teacher/Staff Members</u>
Board of Trustees	Kathryn Wilkinson Susy Remillard
Finance Committee	Karen Scichilone Paul Niles
Personnel Policies Committee	Paul Niles Jen Hyora Liz Novak Hannah Kast Susy Remillard Josh Stewart Catherine O'Leary
Nominating Committee	Paul Niles Catherine O'Leary

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

CCLCS collaborates with both local and global community partners throughout the curriculum.

The following table summarizes the percentage of parents who agreed or strongly agreed that the CCLCS curriculum provides valuable experiences with local resource partners, maintains a strong focus on the Cape Cod environment and teaches about global issues:

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

Table S-4	2019-20
Resource partners	60 (93)
Cape Cod environment	78 (98)
Global focus	79 (100)

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

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

Table S-5	2019-20
Satisfied with education	82 (99)

Amendments to the Charter

None

Access & Equity: Discipline Data

A.) [DESE Discipline Data](#)

B.) 2019-20 Student Discipline					
Student Group	Total # of Students	Students Disciplined (Think-About-It Sheet or suspension)	Percent In-School Suspension	Percent Out of School Suspension	Percent Emergency Removal

All Students	239	33	3%	0%	0%
EL	2	1	0%	0%	0%
Economically Disadvantaged	39	10	5%	0%	0%
Students with Disabilities	45	8	8%	0%	0%
High Needs	82	11	7%	0%	0%
Female	123	4	2%	0%	0%
Male	116	28	5%	0%	0%
American Indian or Alaska Native	1	0	0%	0%	n/a
Asian	6	1	17%	0%	0%
African American/Black	5	2	0%	0%	0%
Hispanic/Latino	12	2	0%	0%	0%
Multi-race, Non Hispanic/Latino	11	0	0%	0%	0%
Native Hawaiian or Pacific Islander	0	0	0%	0%	n/a
White	204	28	3%	0%	0%

C.) CCLCS implements a proactive approach toward monitoring student behavior. The school uses a tiered system to address and manage student discipline. During the 2018-19 school year, CCLCS successfully introduced a school wide EPIC rubric, which was used again in the 2019-2020 school year. The rubric articulates in detail the various behavioral expectations that describe a productive and positive school climate. Students who emulate these qualities are recognized in various forums. In addition to this, several staff members have undergone Tier 1 & 2 training in the Collaborative Problem Solving approach (CPS). This method helps to identify areas of lagging skills for individual students, as well as areas to practice and develop these skills. Finally, CCLCS practices progressive discipline and uses infractions as an opportunity for reflection and growth.

Dissemination Efforts

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

<u>Name, Grade & Subject</u>	<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>
Daniella Garran 7SS	SEL in social studies	Presentation	Daniella Garran	NCSS 2019 in Austin	Well-attended session
Annie Haven 6Math Emily Nowak 8SS	Citizen Science: Shark Smart	Presentation	Annie, Emily, & Students	NSTA Boston April 2020	Conference canceled because of COVID - 19
Annie Haven 6Math Nancy Gifford Monomoy 7 Sci	Claim, Evidence, Reasoning (CER) practices in math and science	Presentation	Annie Haven	NSTA Boston April 2020	Conference canceled because of COVID - 19
Susy Remillard, 6th Grade ELA	Teaching Difficult History	TEDx Provincetown	Susy Remillard	TEDxProvincetown	Reaching a global audience
Susy Remillard, 6th Grade ELA and Kathryn Wilkinson, 6th grade social studies	Immigration Book Groups	NCSS presentations	Susy Remillard and Kathryn Wilkinson	NCSS 2019 in Austin	Curriculum dissemination
Susy Remillard, 6th Grade ELA	Fulbright Research in Aotearoa NZ	Presentation	Susy Remillard	NCSS 2019 in Austin	Research dissemination
Susy Remillard, seminar	Restorative Agriculture	Potluck with NEH Summer Scholars	Susy Remillard and Food Forest Initiative	National Endowment for the Humanities	Best practices sharing and garden grants

Hannah Kast 8 ELA/ Portvisory Coordinator	Teacher Led Advisory	Presentation	Hannah Kast	Association for Middle Level Education Conference	Best practice share
Hannah Kast 8 SS/ELA	Fostering Civic Engagement Through a Town Meeting Project	Presentation	Hannah Kast	Association for Middle Level Education Conference	Sharing a highly differentiated project to a national audience
Hannah Kast 8 ELA/ Portvisory Coordinator	Why Self Reflection Matters, and How to Teach it	Round table	Hannah Kast	Association for Middle Level Education	Conversation with 30+ educators using our current 8th grader's portfolios as a springboard
Daniella Garran, 7th Grade, Social Studies	SEL	Publication of Event	Daniella Garran, Seminar	Article	
Kathryn Wilkinson	Walk for Water	Publication on Water for South Sudan's website	Kathryn Wilkinson	Water for South Sudan	An interview is published on their website about our school and our Walk for Water

ACADEMIC PROGRAM SUCCESS

Student Performance

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

A.) The CCLCS report card link is:

<http://reportcards.doe.mass.edu/2019/districtreportcard/04320000>

B) 2019 Official Accountability Report – Cape Cod Lighthouse Charter School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress towards targets
Progress toward improvement targets	Substantial progress
Accountability percentile	58%

C.) Student performance on internal benchmark assessments was strong during the 2019-20 school year, as seen in the Accountability Plan summary.

Program Delivery

There were no major changes to the school’s curriculum, instructional model, assessment methods or supports for diverse learners this past school year. From March 16th - June 17th, CCLCS continued to deliver curriculum remotely to all students. This included a combination of synchronous and asynchronous learning via Zoom and Google Drive. Other platforms used were YouTube, FlipGrid and Mentimeter.

ORGANIZATIONAL VIABILITY

Organizational Structure of the School

For the 2019-20 school year, the Executive Director adjusted his 0.5 FTE teaching status to 0.2 FTE.

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

Teacher Evaluation

There were no recent changes to the school’s teacher evaluation system during the 2019/20 school year.

BUDGET AND FINANCE

The Cape Cod Lighthouse Charter School Profit & Loss July 2019 through June 2020

Jul '19 - Jun 20

Ordinary Income/Expense	
Income	
Inkind Revenue - MTRS	928,225.00
School Lunch Program-Revenue	14,817.25
School Lunch Program-MA Portion	266.71
School Lunch Program-Fed Portio	6,632.03
Operating Income	
Rental Income	1,450.00
Summer Program	11,294.00
Per Pupil Tuition	3,759,789.00
Bank Interest	4,618.56
Miscellaneous	2,975.07
Circuit Breaker Payments	6,047.00
Total Operating Income	<u>3,786,173.63</u>
Grants Income	
Private Grant Income	6,198.40
Grants - Government	80,509.00
Total Grants Income	<u>86,707.40</u>
Total Income	<u>4,822,822.02</u>
Gross Profit	4,822,822.02
Expense	
Direct Student Costs	157,559.38
Occupancy	91,495.24
Office	26,965.08
Personnel	3,430,488.17
Other Expenses	
Enrichments	36,683.54
Dues and Subscriptions	10,066.80
School Function	1,996.18
School Lunch Program	21,537.56
In Kind Expense-MTRB	928,225.00
Summer Program	3,251.13
Accounting	11,387.00
Interest Expense-Long Term Loan	209,715.87
Less US Treasury Subsidy	(106,548.15)
Miscellaneous Expenses	3,401.35
Total Other Expenses	<u>1,119,716.28</u>
Total Expenses	<u>4,826,224.15</u>
	<u>(3,402.13)</u>

Unaudited

The Cape Cod Lighthouse Charter School
Balance Sheet
As of June 30, 2020

	<u>Jun 30, 20</u>
ASSETS	
Current Assets	
Checking/Savings	
Eastern Bank	408,844.79
Cape Cod Five	658,354.85
Treasury Direct	43.00
Total Checking/Savings	1,067,242.64
Accounts Receivable	
Employee Computer Purch Avance	63.16
Advance	2,080.56
Federal Grant Receivable	70,688.00
Total Accounts Receivable	72,831.72
Other Current Assets	
PayPal Receivable	11,417.36
US Treasury Int Receivable	20,244.16
Prepaid Insurance	23,159.00
Total Other Current Assets	54,820.52
Total Current Assets	1,194,894.88
Fixed Assets net of Depreciation	4,518,148.87
Other Assets	
Legal & Engineering Fees	1,781.04
Accumulated Amortization	(1,040.00)
Total Other Assets	741.04
TOTAL ASSETS	5,713,784.79
LIABILITIES	
Current Liabilities	
Accounts Payable	119,971.81
Other Accrued Current Liabilities	340,989.87
Total Current Liabilities	460,961.68
Long Term Liabilities	
Eastern Bank-Mass Dev Qual Sch	841,618.23
Harwich Cinema Loan	2,108,972.15
Total Long Term Liabilities	2,950,590.38
Total Liabilities	3,411,552.06
Equity	
Plant Fund	289,517.50
Operating Fund	159,294.00
Retained Earnings	1,856,823.36
Net Income	(3,402.13)
Total Equity	2,302,232.73
TOTAL LIABILITIES AND EQUITY	5,713,784.79

Unaudited

Cape Cod Lighthouse Charter School
 Projected Budget
 FY 2020-2021

Operating Income		
Per Pupil Tuition		3,934,069
Summer Program		-
Bank Interest		<u>500</u>
Total Operating Income		3,934,569
Grant Income		
Government		100,000
Private		<u>2,500</u>
Total Grant Income		102,500
Total Income		4,037,069
Personnel		
Salaries		2,882,281
Professional Development		18,000
Payroll Tax (Employer Exp)		86,468
Employee Benefits		<u>390,000</u>
Total Personnel		3,376,749
Direct Student Costs		
Computer-Internet Access		3,200
Computer Software		3,200
Computer Supplies and Repairs		3,200
Consultants-Special Programs		1,500
Insurance Expense		43,000
Instructional Equipment		1,500
Physical Education Expense		4,200
Team Sports Expense		7,500
Nursing Supplies		700
Seminar Expense		2,500
Special Needs		33,000
English Language Learners		650
Textbooks and Supplies		20,000
Transportation Costs	(inc SPED)	<u>65,000</u>
Total Direct Student Costs		189,150
Occupancy		
Maintenance		28,000
COVID Supplies		20,000
Alarm Service Fees		1,750
Auxiliary Site Rent		750
Custodial Outside Services		40,000

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	252
Number of students upon which FY21 budget tuition line is based	252
Number of expected students for FY21 first day of school	252
Please explain any variances:	

D. CCLCS CAPITAL PLAN

PROJECT	STATUS	SCHEDULE	COST	FINANCING
Replace portions of roof membrane	Estimates solicited	Summer 2022	\$30,000	From capital account
Replace last older roof HVAC unit	Scheduled	Summer 2021	\$14,000	From capital account
Sewer system hookup	Planning	Summer 2021	\$20,000	From capital account

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

Additional Information

Appendix A

Accountability Plan Performance/Evidence 2018-19

Appendix B

Recruitment and Retention Plan

Appendix C

School and Student Data

Appendix D

Additional Required Information

Anticipated Board Meeting Schedule for 2020/2021: All meetings at 6PM in Room 123.

<u>2020</u>	<u>2021</u>
August 24	January 11
September 21	February 15
October 19	March 15
November 16	April 12
December 21	May 17
	June 21

Appendix A

Accountability Plan Performance/Evidence 2019-20

Faithfulness to the Charter:

	2019-20 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: CCLCS will provide students with rich, project based learning experiences which cross disciplines and engage students with the larger community (PROJECT BASED LEARNING).		

Measure: By the end of this charter term, each CCLCS science, ELA, social studies, world language and Exploratory teacher will develop a high quality, project to accompany each major curriculum unit.	Partially met	(see table A1)
Measure: Ninety percent of families who respond to an annual CCLCS survey will express satisfaction with the school's practice of providing rich project based learning experiences.	Met	Percent Agreed: 30.6% Percent Strongly Agreed: 67.8% Total Percent: 98.4%
Objective: CCLCS will continue to develop rigorous, curriculum aligned performance based methods of assessment that reach beyond traditional tests across all grades and disciplines (ALTERNATIVE ASSESSMENTS).		
Measure: Each year, ninety percent or more of CCLCS students will score above seventy five percent on each validated high quality project in ELA, science, social studies, world language and Exploratory classes, as measured by the individual project rubrics developed as part of the project validation process.	Met	(see Table A2)
Objective: CCLCS will provide students with curricular, social and emotional experiences that teach to and nurture the whole child, beyond requirements in the traditional curriculum frameworks (TEACHING TO THE WHOLE CHILD).		
Measure: Ninety percent of CCLCS students will participate in multiple annual field trips designed to foster character and community development.	Met	(see Table A3)
Measure: By graduation, ninety percent of CCLCS students will participate in a service learning seminar during their tenure at the school.	Not met	Due to COVID-19, the student body could not participate in service learning Seminars during Term 3. However, 90% of families who responded to an annual CCLCS survey Agreed or Strongly Agreed that "CCLCS provides opportunities for students to take part in community service projects."
Measure: By graduation, ninety percent of CCLCS students will participate in an environmental learning seminar during their tenure at the school.	Not met	Due to COVID-19, the student body could not participate in environmental learning Seminars during Term 3. However, 98.4% of families who responded to an annual CCLCS survey Agreed or Strongly Agreed that "CCLCS demonstrates a commitment to environmental education through the curriculum."

Measure: Ninety percent of families who respond to an annual CCLCS survey will express satisfaction with the school's practice of teaching to "the whole child."	Met	Percent Agreed: 18% Percent Strongly Agreed: 81% Total Percent: 99%
Objective: CCLCS will maintain governance systems that nurture and revolve around teacher leadership (TEACHER-LED SCHOOL).		
Measure: One hundred percent of CCLCS teaching staff will participate on at least one school governance committee in the course of every school year.	Partially met	(see Table A4 below)
Measure: One hundred percent of school administrators will teach at least one regularly scheduled class each school year.	Met	(see Table A5 below)
Measure: By the third year of this charter period, ninety percent of school teaching staff will maintain proficiency or show annual growth in the School Leadership performance section of the school's Teacher Evaluation Rubric.	Not met	Due to COVID-19, we were unable to assess teacher leadership as we have in the past (externally validated rubric - combined self and supervisor assessed). However, school closure provided a new lens thru which we can view teacher leadership and innovation. We plan to change the rubric this year to incorporate both in person and distance learning environments in which a teacher may thrive and demonstrate leadership.
Objective: CCLCS will collaborate with local, regional and global partners to connect student learning to real world applications (COMMUNITY PARTNERS).		
Measure: Ninety percent of CCLCS families who respond to an end of the year survey will express satisfaction with the quality of the school's partnerships.	Met	Percent Agreed: 20.7% Percent Strongly Agreed: 79.3% Total Percent: 100%

Dissemination:

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Teachers from CCLCS will make national and regional presentations annually to share project based learning exemplars.		

Measure: At least one teacher from the CCLCS staff will make a presentation at a regional or national conference each year.	Met	(see Table A6 below)
Objective: Teachers from CCLCS will publish articles in trade publications in order to share curriculum exemplars over the course of this charter term.		
Measure: CCLCS teachers will publish at least one article or book per year in order to share curriculum exemplars.	Not met	Though several members of our teacher staff presented at both regional and national teaching conferences, we did not have any publications during the 19/20 school year.

Reach Objectives & Measures:

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Students at CCLCS will show growth on both academic and mission-based qualities during their tenure at CCLCS.		
Measure: Ninety percent or more of CCLCS students will score above seventy five percent on a rubric designed to assess their end-of-the year growth portfolios.	Not met	The Port-visory Committee was unable to draft and validate a rubric to assess end of year growth over a three year tenure.

Table A1: Total HQ Projects / Total Units

Grade	ELA	SCI	SS	WL	XP
6	4/7	4/6	4/5	n/a	/
7	5/7	0/6	6/6	3/10	n/a
8	2/6	2/5	3/5		n/a

Table A2:

Grade	Content Area	Project/Assessment	Percentage of Students who Scored 75% and Higher (in 19/20)
6	ELA	Pilgrim/Wampanoag Research Essay	94%
		<i>Seedfolks Character Analysis</i>	86% (distance learning)

6	Science	Pond Project	84%
		Adaptation Project	99%
6	Exploratory (XP)	Adaptation Coding Project	98%
7	Social Studies	Mesopotamia Project	73%
		Greece Project	94%
8	ELA	Benchmark Essay Performance Assessment	95%
		Personal Essay	96% (distance learning)
8	Science	Body Bio Project	84% (distance learning)
		<i>Engineering & Design</i>	Could not assess due to COVID
8	Social Studies	Artifact	Could not assess due to COVID
		Town Meeting Project	Could not assess due to COVID
8	World Language	Spanish: Global Simulation Project	Could not assess due to COVID

Table A3:

Grade	Trip	Date	Attendance %
6th	Nature’s Classroom	September	100%
6th	Plimoth Plantation	November	98%
7th	Dig & Drop	September	99%
7th	Gillette STEM Day	February	93%
7th	MFA Boston	Did not occur due to COVID	
8th	White Mountains	October	100%
8th	Gettysburg	Did not occur due to COVID	

6th, 7th, 8th	Sea Camps	October	95%
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TOTAL ATTENDANCE RATE:

Table A4:

Committee	Members
Finance - Governance	Karen Scichilone Paul Niles
Foundation - Governance	Catherine O’Leary Paul Niles Katie Prchlik
Faculty Reps to Board - Governance	Susy Remillard Kathryn Wilkinson

Table A5:

Administrator	Teaching Assignments
Executive Director - Paul Niles	Seminar Teacher (.2 FTE)
Associate Director - Catherine O’Leary	Seminar Teacher (.2 FTE)
Special Education Coordinator - Jen Hyora	Special Education Teacher (.8 FTE)

Table A6:

Teacher	Conference/Organization	Presentation Title
Daniella Garran	AMLE	“Teaching history through material culture”
Annie Haven	Home for Little Wanderers, Plymouth, MA	“What’s a CER and Why Do I Need One?” (Modified for teachers of all subject areas)
Annie Haven	MAST: Massachusetts Association of Science Teachers	<ol style="list-style-type: none"> 1. “Energy games, chants & plays: introducing energy literacy to elementary students” 2. “Wind Weightlifting Challenge” (Share-athon) 3. “Exploring Climate Change” 4. “What’s a CER and Why Do I Need One?” (Modified for

		STEAM teachers)
Hannah Kast	New England League of Middle Schools	<ol style="list-style-type: none"> 1. “Fostering Citizenship: Engaging Students in a Town Meeting Project” 2. “Portvisory: Integrating Advisory, Reflections and Portfolios in a Middle School”
Hannah Kast	Northeast Regional Council for the Social Studies	“Fostering Citizenship: Engaging Students in a Town Meeting Project”

Appendix B
Recruitment and Retention Plan 2019-20

Recruitment Plan Implementation Summary 2019-2020
<p>1. The greatest success in implementing the school’s recruitment strategies remains in the recruitment of students with disabilities. The school’s long-standing performance in this area has allowed us to develop a reputation in the community that makes recruitment easy. There is an informal network of educational advocates, pediatricians and social workers who routinely recommend our school to their clients. The greatest challenge remains in the recruitment of English Learners. We live in a low incidence, rural district and are unable to provide free busing for families of English Learners who tend to live many miles away from our school. We lost two English Learners to graduation again this year and only had one in the incoming 6th grade. We hope to enhance our recruitment practices by engaging families for whom English was not their first language, but whose children are no longer English Learners, in deepening our inroads into immigrant communities. We are also hoping to strengthen our relationship with the Cape Cod YMCA to help recruit more low income families. We are hoping that our new strategy of targeting certain employers for recruitment activities will also help. In addition, we have brought on two members of our Board of Trustees with deep ties to local social activism communities, and they have agreed to serve on a re-shaped Diversity Committee.</p> <p>2. It still remains true that, as a middle school, many of our students for whom English is not their first language have tested out of language services by the time they reach our school in 6th grade.</p>

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

General Recruitment Activities for 2019-2020:

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

Recruitment Plan – 2019-2020 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Students eligible for special education	
<p style="text-align: center;">(a) CHART data</p> <p style="text-align: center;"> School percentage: 18.8% GNT percentage: 13.1% CI percentage: 13.3% </p> <p style="text-align: center;">The school is <u>above/</u> GNT percentages and <u>above/</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p style="text-align: center;">Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. Check in annually with the Massachusetts Federation for Children with Special Needs to discuss strategies for increasing the school's visibility within families of children with special needs. 2. Complete annual and continuous review of recruitment materials to assure that we prominently state our services for students with special needs. 3. Continue to advertise on websites (example: Cape Cod Advocate) and in newsletters targeted towards families of children with special needs. 4. Assure that Special education staff and representatives from the Special Education Parent Advisory Council attend all school information nights. 5. Assure that all applicants receive a hard copy or links to the "Special Education in Charter Schools Right to Attend" document. 6. Assure that students with special needs participate in pre-enrollment Open House activities.
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p>
English Language Learners	

<p style="text-align: center;">(a) CHART data</p> <p style="text-align: center;">School percentage: 0.8% GNT percentage: 1.3% CI percentage: 1.5%</p> <p style="text-align: center;">The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p>1. Convene annual meetings of the ELL Recruitment Committee with staff and Board members. 2. Meet as needed with leaders of Barnstable County Human Rights Commission to discuss ongoing recruitment strategies 3. Meet as needed with Brazilian cultural leaders to introduce them to our school and its services. 4. Advertise in magazines targeted to the local Portuguese community. 5. Staff a recruitment table at the annual Multi-cultural fair at Cape Cod Community College. 6. Work with Portuguese cultural leaders to distribute a brochure targeting the local ELL community.</p> <hr/> <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed Did not meet GNT/CI: 1. Enhance ELL Recruitment Committee with the addition of the school’s ELL teacher, 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>
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Students eligible for free/reduced lunch; Economically disadvantaged

<p style="text-align: center;">(a) CHART data</p> <p style="text-align: center;">School percentage: 16.3% GNT percentage: 16.4% CI percentage: 23%</p> <p style="text-align: center;">The school is <u>below</u> GNT and CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies Met GNT/CI: no enhanced/additional strategies needed</p> <p>1. Place outreach materials at preschools serving low income families and at family outreach centers across Cape Cod. 2. Place applications and recruitment materials at local Food Banks. 3. Place applications and recruitment materials at local homeless shelters. 4. Convene annual meetings of the transportation</p>
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	<p>committee to examine ways to help low income families get to and from school.</p>
	<p>(c) 2019-2020 Additional Strategy(ies), if needed 1. Work with Cape Cod YMCA 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>
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2019-2020 Strategies 1. Provide school promotional materials to local tutoring companies. 2. Use school communication vehicles to send out the Commissioner’s link discussing the importance of the recruitment of sub-proficient students. 3. Complete annual review and revision of recruitment materials to be sure to stress the school’s strengths in teaching sub-proficient students.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2019-2020 Strategies 1. Include testimonials from at-risk students who have found success at CCLCS in school promotional materials. 2. Make promotional materials available to contacts we have developed with local agencies like DCF and local counselors.</p>
<p><u>Students who have dropped out of school</u></p>	<p>(f) Continued 2019-2020 Strategies As a school serving students in grade 6-8, this is not applicable to our school.</p>

<p style="text-align: center;">OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2019-2020 Strategies</p> <p>1. Annually review and revise Open House presentation to assure that it is stressing the school's desire to serve the full spectrum of academic achievers. 2. Annually review and revise school recruitment material to ensure that practices are attractive to students across all equity categories lines.</p>

RETENTION

<p>Retention Plan implementation summary 2019-2020</p>
<p>Overall and specific retention strategies were met this year. Overall, the school retained 95.7% of students and met retention targets for all subcategories of students.</p>

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90
Retention rate 2019-2020	92.5

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

<p><u>(a) CHART data</u></p> <p>School percentage: 7.4%</p> <p>Third Quartile: 9.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● 1. Employ full time learning specialists at each grade level to ensure strong service delivery and family communication. <ul style="list-style-type: none"> ● 2. Provide flexible meeting hours for families of students with special needs. ● 3. Provide high quality professional development for classroom teachers on issues specific to students with special needs. ● 4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs. ● 5. Provide summer social events to maintain the connection between students and the school.
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Limited English-proficient students/English learners

Limited English-proficient students

<p><u>(a) CHART data</u></p> <p>School percentage: 0%</p> <p>Third Quartile: 12.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> ● 1. Employ qualified personnel at each grade level to ensure strong service delivery and family communication. ● 2. Provide flexible meeting hours for families of students with limited English proficiency. ● 3. Provide high quality professional development for classroom teachers on issues specific to students with limited English proficiency. ● 4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs. ● 5. Provide services in native languages for families of students with limited English proficiency.
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Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 7.4%</p> <p>Third Quartile: 9.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p style="text-align: center;">Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● 1. Provide scholarships for fee-based field trips for families of students eligible for free or reduced lunch. ● 2. Provide free rehabilitated computers to families of students eligible for free or reduced lunch. ● 3. Provide before and after school extracurricular activities for students eligible for free or reduced lunch. ● 4. Provide free, donated musical instruments for students who qualify for free or reduced lunch. ● 5. Provide scholarships for school sponsored summer camp for students eligible for free or reduced lunch in order to keep them connected to the school in summer.
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● 1. Create Student Success Plans addressing areas of <ul style="list-style-type: none"> ● remediation for students who are sub-proficient ● 2. Provide before school, in-school and after school tutorial opportunities to address academic areas requiring remediation. ● 3. Identify areas of learning strength and provide opportunities for students who are sub-proficient to excel in these areas.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● 1. Review records of incoming students to identify students at increased risk of dropping out of school. ● 2. The school psychologist will work with grade level teachers to create Student Success Plans for identified students.

<p><u>Students who have dropped out of school</u></p>	<p>(f) Continued 2019-2020 Strategies</p> <p>As a school serving students in grade 6-8, this is not applicable to our school.</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● 1. Review attendance, behavioral records and student grades to identify students who may not be identified for special programs. ● 2. Convene monthly student services committee to identify and discuss strategies for students who may fit into this category. <ul style="list-style-type: none"> ● 3. Create Student Success Plans for students in this category.

Appendix C

School and Student Data Tables

<http://profiles.doe.mass.edu/profiles/student.aspx?orgtypecode=5&fycode=2020&type=DISTRIC T&orgcode=04320000>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2019-2020		
Race/Ethnicity	# of students	% of entire student body
African-American	5	2.1
Asian	6	2.5
Hispanic	12	5.0
Native American	1	0.4
White	204	85.4
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	11	4.6
Special education	45	18.8
Limited English proficient	2	0.8
Economically Disadvantaged	39	16.4

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start Date	End Date
Paul Niles, Executive Director	Full time school leader, supports CCLCS educational mission, ensures DESE compliance, chief executive and financial officer, works closely with Board, faculty, parents, students	9/1/95	n/a
Catherine O'Leary, Associate Director	Full time, assists director, oversees curriculum development, teacher evaluation, and works closely	9/1/08	n/a

	with faculty, parents, students		
Jen Hyora, Special Education Coordinator, ESL Coordinator	Contractual. Oversees Special Education program ensures compliance with state and federal laws	9/1/05	n/a

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	39	0	0	
Other Staff	7	0	0	

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

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved Board members as of August 1st, 2020	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 2019-2020 school year.	0

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position	Committee affiliation(s)	Number of terms served	Length of each term
Karen Whitney	Chair	Finance , Personnel Policies , Academic	2	8/15-6/18, 8/18-6/21
Andrew Murphy	Vice Chair	Strategic Planning	1	8/15-6/18, 8/18-6/21
Paul Niles	Executive Director	Finance, Strategic Planning , Nominating,	2	3/11-

		Facilities ,Recruitment		
Kathryn Wilkinson	Faculty Rep	None	1	8/19-6/21
Susannah Remillard	Faculty Rep	None	2	8/17-6/19, 8/19-6/21
Kathleen Phelan	Trustee	None	1	8/18-6/21
Lauren Elliott-Grunes	Trustee	None	1	8/19-6/22
Seth Rolbein	Trustee	Recruitment	1	8/18-6/21
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

Appendix D
Additional Required Information

Key Leadership Changes

The leadership team remains unchanged from the 2019-2020 school year.

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

Facilities

Our school campus remains in East Harwich.

Enrollment

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

Conditions

None