



2020-2021 ANNUAL REPORT

July 30, 2021

Boston Collegiate Charter School

LOWER SCHOOL: 215 Sydney Street, Dorchester, MA 02125

MIDDLE AND HIGH SCHOOL: 11 Mayhew Street, Dorchester, MA 02125

SHANNAH VARÓN, EXECUTIVE DIRECTOR

TEL: 617-282-6710 x 1126

FAX: 617-282-6712

EMAIL: svaron@bostoncollegiate.org

WEBSITE: www.bostoncollegiate.org



Table of Contents

Introduction to the School	4
School Performance and Program Implementation	5
Faithfulness to Charter	5
Mission and Key Design Elements	5
Amendments to the Charter	5
Access and Equity: Discipline Data	5
Dissemination Efforts	6
Academic Program Success	8
Student Performance	8
Program Delivery	8
Organizational Viability	9
Organizational Structure of the School	9
Budget and Finance	12
Unaudited FY21 statement of revenues, expenses, and changes in net assets (income statement)	12
Statement of net assets for FY21 (balance sheet)	13
Approved School Budget for FY22	14
FY22 Enrollment Table	15
Capital Plan for FY22	15
Additional Information	16
Accountability Plan Performance for 2020-2021	16
Recruitment and Retention Plan	16
School and Student Data	16
Additional Required Information	16
Anticipated Board Meeting Schedule for 2021-2022	16
Complaints	16
Appendix A. Accountability Plan Evidence	17
Faithfulness to Charter Chart	17
Dissemination Chart	18
Appendix B. BCCS Recruitment and Retention Plan	19
Recruitment Plan 2020-2021	19
Retention Plan 2020-2021	25
Appendix C. School and Student Data Tables	28
Student Race and Ethnicity and Selected Populations	28
Administrative Roster for the 2020-2021 School Year	28
Teachers and Staff Attrition for the 2020-2021 School Year	30
Board and Committee Information	30
Members of the Board of Trustees for the 2020-2021 School Year	31

Board of Trustees Meeting Schedule for the 2021-2022 School Year	31
Committee Meeting Schedules for the 2021-2022 School Year	32
Appendix D. Additional Required Information	35
Key Leadership Changes	35
Facilities	35
Enrollment	35

Introduction to the School

<i>Boston Collegiate Charter School</i>			
Type of Charter	<i>Commonwealth</i>	Location of School	<i>Boston</i>
Regional or Non-Regional	<i>Non-Regional</i>	Chartered Districts in Region (if applicable)	<i>N/A</i>
Year Opened	<i>1998</i>	Year(s) the Charter was Renewed (if applicable)	<i>2003, 2008, 2013, 2018</i>
Maximum Enrollment	<i>700</i>	Enrollment as of (6/18/21)	<i>718</i>
Chartered Grade Span	<i>5-12</i>	Current Grade Span	<i>5-12</i>
Number of Instructional Days per School Year (as stated in the charter)	<i>180</i>	Students on Waitlist as of (6/18/21)	<i>1652</i>
Number of Instructional Days during 2020-2021 School Year	<i>In-Person: 114 Remote: 66</i>		
School Hours	<i>Once in person: Grades 5/6: M: 7:45-12:15, T-F 7:45-3:05 Grades 7/8: M: 8-12:15, T-F: 8-3 Grades 9-12: M: 8:30-12:30, T-F: 8:30-3:30</i>	Age of School as of 2020-2021 School Year	<i>23 years</i>
Mission Statement: <i>To prepare each student for college.</i>			

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

The mission of Boston Collegiate Charter School is ambitious yet simple: to prepare each student for college. In the 2020-2021 school year, we were very focused on our mission, even in the context of transitioning to remote learning in March 2020. We maintained our college counseling program, supported our seniors in their college applications and navigating tough decisions about matriculation, cheered the class of 2021 on with capstone moments even if socially distant, and committed to a robust academic program for grades 5-12 that will support students for college.

In February 2020, The Board of Trustees approved a new strategic plan that is grounded in our mission of preparing each student for college. In that plan, we introduced an aspirational **Vision** that will anchor our mission and began to drive our work upon adoption:

- *All BCCS students will... graduate empowered to choose their own directions, with options aligned with their passions and interests. They will be equipped not only to go to college, but to thrive there, and they will possess the leadership skills and mindsets necessary to make an impact in their communities and the world.*
- *To achieve this vision of our graduates, BCCS will... be academically rigorous, equitable, and inclusive. BCCS will create opportunities for each student to thrive and will cultivate curiosity, empathy, and the unique talents that each student brings. BCCS will be a beacon of the twin pillars of scholarship and belonging, and thus a national model for what integrated education can look like at its best.*

With this mission and now the new vision, we remain rooted in the Key Design Elements of the school. The Key Design Elements refined in our 2018-2023 Accountability Plan are: 1) College and Career Programming; 2) Academic Rigor; 3) A commitment to the notion that “without great teachers, nothing else matters,” and 4) making the most of our unique diversity.

College and Career Programming. As noted above, college and career programming was a significant part of the 2020-2021 school year. We sustained our collegiate skills program, which runs in parallel to our academic program and gives our students access to information about college applications and career choices. Our seniors continued to receive personalized support in the college application process as well as thoughtful problem-solving as they made hard decisions like: should I apply to a new program that will offer on-site learning if my preferred program will be remote? Should I take a gap year next year and apply to college thereafter? With such important decisions to navigate, it has never been more important to have a strong college counseling program, and thus we were glad to have our 3-person team supporting our senior class. We were pleased that our robust, one-on-one college counseling model transitioned well to the remote landscape, and we even found that Zoom made it easier for some family members to participate. Indeed, our commitment to this key design element of the school remained in place even in the most trying of times.

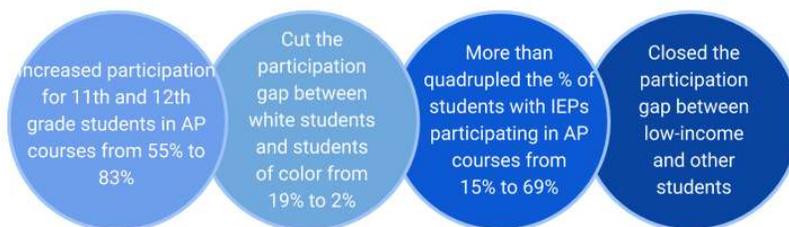
Academic Rigor. We entered the school year with the same commitment to Academic Rigor that we have always had and implemented a robust course load for students in grades 5-12. We started the year in remote learning and implemented strong training plans for teachers to conduct strong remote learning plans, and in February (for grades 5 & 6) and April (for grades 7-12) we implemented a concurrent learning model, with students learning onsite or remotely as their family decided. In all cases, academic

rigor was our focus, and our commitment to get our students back in person was driven in part by our noticing that pacing of curriculum was slower in the remote landscape. Even though we spent most of the year remotely, we had strong MCAS participation and we are pleased that our early released MCAS results indicate that our student achievement results were similar to the state average despite our being remote for most of the year when other districts in rural and suburban areas were in person.

We remain committed to creating access points for all of our students to our rigorous academic program, and particularly our Advanced Placement courses. Over the past 5 years we worked hard to de-track our courses and have been invited to present nationally on this effort, which has yielded the results below.

Success and Impact

+ From 2015 to the current 2020-21 school year we have:



The % of AP scores with passing rates and % of students with at least one passing score has both fluctuated less than 10% over this time period.



“Without Great Teachers, Nothing Else Matters.” This principle has been an enduring commitment at our school, and we maintained it in 2020-2021. Embedded in this notion is the commitment to teacher curriculum autonomy (within the bounds of the state framework) which we maintained in 2020-2021. In the spirit of seizing the crisis as an opportunity, we leveraged the remote landscape to conduct more teacher observations than ever, because it had never been so easy to pop into a teacher’s classroom. We implemented Google Classroom for all of our teachers and students so teacher managers could see student work and curriculum. Indeed, teachers report that, even in the remote landscape, they were getting robust coaching on their teaching. Another core piece of our commitment to great teachers is our effort to lift up teacher voice. Our Executive Director convenes a monthly Leadership Advisory Committee, which has following vision: *“Together we strive to make BCCS a psychologically safe workplace, which prioritizes transparency, staff voice, and sustainability in the context of our important and challenging work. The charge of the Leadership Advisory Committee is to advise the BCCS leadership team on a) the BCCS budget, compensation, and benefits package, b) BCCS Employee Policy, and c) key decisions and tradeoffs that BCCS is facing.”* This group advised BCCS leadership on budget design, and was instrumental in advising the team on teacher challenges during remote learning and in informing our approach to re-entry. In addition, teachers served on the Steering Committee on Re-Entry throughout the 2020-2021 school year.

Making the Most of our Unique Diversity. The past two years have been momentous for BCCS in terms of our commitment to diversity, and more to the point, our commitment to affirming the humanity of our Black and Brown students. In November 2019, our students of color led a walkout from the school to

demand more in terms of racial equity. Since then, BCCS has taken huge strides which we maintained during the pandemic. These included:

- 1) Hiring a Director of DEI in May 2020, and having her work on supporting our DEI strategic plan throughout the 2020-2021 school year;
- 2) Training our whole staff in Restorative Justice, and launching a Restorative Justice model to repairing harm in 2020-2021, in the middle of the pandemic;
- 3) Training students in the Restorative Justice model, so they can be supporters to their peers;
- 4) Hanging and maintaining our Black Lives Matter signage prominently on both campuses; and
- 5) Participating in the national Bridges Collaborative with the Century Foundation, focused on garnering learnings from uniquely integrated schools, districts, and housing collaboratives.

Amendments to the Charter

No charter amendments were submitted in the 2020-2021 school year.

Access and Equity: Discipline Data

2019-20 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	725	28	1.2	3.3	0.0
EL	36	2			
Economically Disadvantaged	271	17	2.2	5.5	0.0
Students with Disabilities	123	8	1.6	7.3	0.0
High Needs	390	23	1.8	5.4	0.0
Female	357	11	0.8	2.8	0.0
Male	368	17	1.6	3.8	0.0
American Indian or Alaska Native	2				
Asian	13	1			
African American/Black	246	18	2.0	7.3	0.0
Hispanic/Latino	130	7	1.5	3.8	0.0
Multi-race, Non-Hispanic/Latino	20	0			
Native Hawaiian or Pacific Islander	0				
White	314	2			

Boston Collegiate Charter School's student discipline data link would be as follows:

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04490305&orgtypecode=6&=04490305&>

Please describe what the school is doing to reduce the use of in- and out-of-school suspensions rates and address disparities of rates among subgroups. Please describe how the school monitors its student discipline systems and processes. If applicable, please describe any recent changes in the school's

approach to student discipline.

As noted above, BCCS has made the transition to a Restorative Model for repairing harm. This is a multi-year journey, which began in the 2019-2020 school year in partnership with the Suffolk University Center for Restorative Justice and continues. We have trained our full staff in the Restorative Justice model and in spring 2020 hired a full-time Restorative Justice Coordinator, reporting to our Director of DEI, who will lead the work in the year ahead to ensure that our responses to harm in our community are handled in a restorative manner. This is our primary effort to revamp our approach to discipline. In tandem with this, we are also working hard on social and emotional learning and mental health in partnership with the Program in Education and Resiliency (PEAR), recognizing that often behaviors have a root in social or emotional wellness. Mental Health is one of our strategic foci of our 2020-2023 strategic plan, and we undertook a year long planning process with PEAR this year to envision changes to our model that would support all of our students, but particularly our “Tier 3” students most likely to act out and, in a previous version of BCCS, trigger punitive consequences.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Social Emotional Support & Mentoring	School partnership	ED: Shannah Varon Teacher: Zavon Billups	Boston Coalition for Boys (Cross-sector of Boston high schools)	Funded by the Hayden Foundation, the coalition facilitated a mentoring program for young men of color called “A Young Man with a Plan”
Social Emotional Support & Mentoring	School partnership	Teacher: Linda Mindaye	Same schools as Boston Coalition for Boys	Funded by the Hayden Foundation, the coalition facilitated a mentoring program for young women of color called “Sister Sol”
Reopening Guidance	Boston Charter Alliance bi-weekly meetings	ED: Shannah Varon	Boston Charter Alliance Schools	Boston charter schools reference the BCA as a critical resource in ensuring that schools could metabolize state guidance on reopening; Shannah chairs this group with Boston Prep’s ED
Reopening Guidance	Boston Compact bi-weekly meetings	ED: Shannah Varon	Boston Charter, Catholic, and	Boston area schools were able to align on

			District schools on Steering Committee	citywide guidance for reopening, including transportation plans
COVID Testing	Nursing calls with DPH and others	School Nurse Lead: Jen Ryan	BPS (district), BPS schools, Catholic schools, other district schools	Other schools were able to learn from our early-launch of COVID testing (we launched in November) and successfully implement PCR testing
School Diversity	Bridges Collaborative Peer Group Meeting	Dir. of DEI: Noha Elmohands	All participating Schools	Noha received strong feedback about her resources, particularly the DEI staff inventory that was shared widely afterwards
School Diversity	Bridges Collaborative Conference Presentation on De-Tracking AP Courses	Dir. of DEI: Noha Elmohands, HS Principal: Sarah Morland	All participating schools	Noha and Sarah received strong feedback on their presentation from other schools.
School Diversity	Bridges Collaborative Panel Discussion/Book Talk	ED: Shannah Varon	All participating schools with author Matt Delmont	Strong feedback on the session

Academic Program Success

Student Performance

A. Report Card:

Boston Collegiate Charter School's report card data link would be as follows:

<https://reportcards.doe.mass.edu/2020/04490305>

B. BCCS' Accountability Report Information

2020 Official Accountability Report – Boston Collegiate Charter School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Meeting or exceeding targets
Progress toward improvement targets	77% - Meeting or exceeding targets
Accountability percentile	81

Academic Program

Academic growth as indicated on internal assessments, college placements, and feedback collected from anonymous student and alumni surveys reaffirm that BCCS is providing high-quality college preparation to all our students.

Our instructional model changed multiple times over the course of the 2020-2021 school year given the pandemic. Below, we articulate the core features of each part of the year.

Fall 2020: Remote Learning, High-Needs In Person

During the fall of 2020, when it became clear that Boston would not be going back to school in person, we made the decision to open school remotely. We ran a combination of daily synchronous and asynchronous classes, ensuring that students got live face time with teachers each day and also that they were given some schedule flexibility to reduce screen time. Our highest needs students (~60 students) were invited in for remote learning from school, and, where possible, in-person support from teachers.

February 2020: Grades 5&6 - Remote Learning From School, Grades 7-12 Remote Learning, High Needs Students In Person. In February 2020, we invited all 5th and 6th grade students back into the building and launched a pilot program with a cohort of willing teachers to undertake concurrent learning. Thus, some classes were delivered by teachers who were remote, but students were in school with supervisors, and some classes were delivered by teachers who were in-person and concurrently teaching the remote and in-person students. Our model for grades 7-12 and our High Needs students remained the same as above.

April 2020: All Students in Concurrent Learning Model

By early April, all BCCS students had access to in person support. Ultimately, about 70% of BCCS students returned to school, while about 30% remained remote, and thus concurrent learning (with students remote and in person simultaneously) was the mode for the spring.

Given the varied instructional models over the course of the year, curricular work in the 2020-2021 school year focused on effective strategies for online learning and engagement, including increase in choice and relevancy.

Our Instructional Team, composed of our CAO, Principals, and Director of Student Support, met monthly with our teacher leaders and coaches in order to better support learning outcomes and curricular development in the changing instructional landscape. The team regularly viewed classroom footage and normed observational feedback on aspects of instruction, for both in-person and remote instruction.

Through careful tracking of attendance, work submission, and student performance, the instructional team was able to ensure that the student body continued to learn and grow, regardless of the mode of instructional delivery.

Organizational Viability

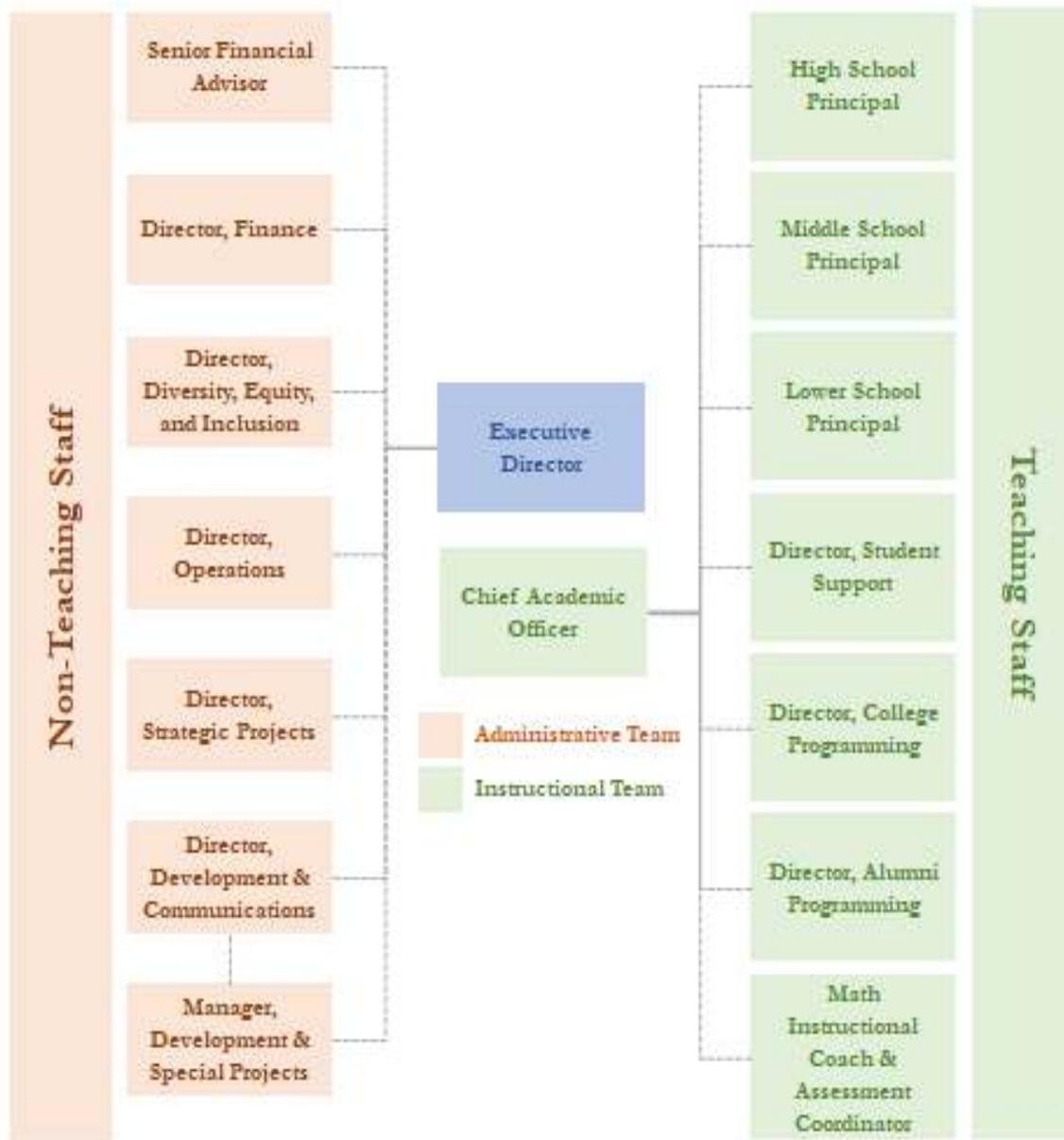
Organizational Structure of the School

The 2020-2021 school year held a few changes in our organizational chart. Most notably, in May 2020, we added a full-time Director of Diversity, Equity, and Inclusion reporting to the Executive Director. We also transitioned the Manager of Data Analytics and Compliance role to a Director of Strategic Projects who managed two Family Engagement Managers (instead of having a Director of Family and Community

Relations). On the instructional side, we sunset the Director of Instruction position, and the responsibilities of the role were divided among the Chief Academic Officer and the English and Language Arts department chair.

In June 2021, the BCCS Board of Trustees approved a new Executive Director to start in August 2021: Jenna Ogundipe, our longtime Chief Academic Officer, will ascend to the post as Shannah Varon departs to take a role with Teach For America, staying on as an Advisor to Jenna through October 2021. Also, in March 2020, a new senior leadership team structure was approved as part of the 2020-2021 budget. The Director of Operations has been promoted to a newly created Chief Operating Officer role, the Director of Development has been promoted to a newly created Chief of Staff and External Affairs role, and the Director of Finance has been promoted to a new Chief Financial Officer role. These roles will report directly to the Executive Director and will supervise new hires into their previous positions. On the instructional side, the High School Principal will move to become the Chief Academic Officer. The High School Dean will move to become the new High School Principal, ensuring a smooth transition in leadership. We also added a High School Assistant Principal role. We sunset the Math Instructional Coach and Assessment Coordinator role, opting to contract with this individual for ongoing projects instead.

2020-2021 Organizational Chart



2021-2022 Anticipated Organizational Chart

2021-2022 BCCS Organizational Chart
(Interim plan, to be reworked spring 2022)



Budget and Finance

Unaudited FY21 Statement of Revenues and Expenses, and Changes in Net Assets

FY21
Year to Date
April 30, 2021
(unaudited)

REVENUE:

Tuition	10,717,881
Grants	826,269
Fundraising	793,282
Nutrition	14,569
Interest Income/Other/In-Kind	223,278
Sub-total:	12,575,279

EXPENSE:

Compensation, Taxes & Benefits	8,547,515
Program Equipment & Technology	279,174
Facility	1,682,176
Services & Contracts	327,874
Program Development & Support	770,656
Sub-total:	11,607,394

Total Revenue	12,575,279
Total Expense	11,607,394
Surplus/(Deficit)	967,884

Statement of Net Assets for FY21 (Balance Sheet)

FISCAL YEAR 2021 STATEMENT OF NET ASSETS (Unaudited)

April 30, 2021

ASSETS:

Current Assets:

Cash and Cash Equivalent	4,065,674
Accounts Receivable	500,590
Prepaid Expenses	3,196,086
Total Current Assets	<u>7,762,350</u>

Property & Equipment, Net:

Building & Repairs	738,807
Furniture & Equipment	1,627,729
Sub-total	<u>2,366,536</u>

Less: Accumulated Depreciation	<u>(954,733)</u>
Total Property & Equipment, Net	<u>1,411,803</u>

Non-Current Assets:

Capital Lease	1,858,911
Total Non-Current Assets	<u>1,858,911</u>

TOTAL ASSETS:	<u>11,033,065</u>
----------------------	--------------------------

LIABILITIES & NET ASSETS:

Current Liabilities:

Accounts Payable	187,011
Payroll Liability	841,671
Total Current Liabilities:	<u>1,028,682</u>

Non-Current Liabilities:	2,114,474
---------------------------------	-----------

Net Assets:

Investment in Capital Assets	1,411,803
Restricted Net Assets	429
Unrestricted Net Assets	5,509,791
Net Income From Operating	967,884
Total Net Assets	<u>7,889,908</u>

TOTAL LIABILITY & NET ASSETS:	<u>11,033,065</u>
--	--------------------------

Approved School Budget for FY22 (*Approved by the Board on March 29, 2021*)

Students Enrolled **700**
Per Student Tuition **\$18,900**

REVENUE:

Per Pupil Tuition Payments	\$ 13,230,000
Fundraising - Restricted/Unrestricted/Private Grants	\$ 1,225,000
Government Payments	\$ 624,423
Government- ESSER2, COVID Relief Funds	\$ 971,531
Nutrition Payments - Students	\$ 8,500
Student Activities	\$ 127,730
Interest Income/Other	\$ 101,300
Nursery	\$ 125,647
In Kind Transportation/MTRS	\$ 300,000

TOTAL REVENUE: **\$ 16,714,131**

EXPENSES:

Compensation	\$ 11,601,127
Rent	1,233,731
Facility Costs	670,750
Equipment & Technology	247,000
Services & Contracts	755,630
Program Expenses	1,445,486
In Kind Transportation/MTRS	300,000
Contingency	50,000

SUB-TOTAL EXPENSES **\$ 16,303,724**

NON-CASH ITEMS:

Depreciation/Amortization Expense	399,133
Amortization of Lease Pre-Payment	(71,179)

SUB-TOTAL NON-CASH ITEMS **327,954**

TOTAL EXPENSES: **\$ 16,631,678**

NET SURPLUS/(DEFICIT) **\$ 82,453**

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	700
Number of students upon which FY22 budget tuition line is based	700
Number of expected students for FY22 first day of school	700
Please explain any variances: <i>(e.g. Since March, 5 students informed us that they were not returning. We budget conservatively each year of 5-10 less than the expected students)</i> N/A	

Capital Plan for FY22

BCCS does not have a Capital Plan for FY 2022 or beyond that requires a capital plan set-aside in the Excess/ Surplus Calculation.

Of note, we did purchase an adjacent lot to the school, 21 Mayhew St, in December 2020.

Additional Information

Accountability Plan Performance for 2020-2021

For more information on Accountability Plan Performance for 2020/2021, please see Appendix A.

Recruitment and Retention Plan

For more information on the implementation of the Recruitment and Retention Plan for 2020/2021 and strategies for 2021/2022, please see Appendix B.

School and Student Data

For more information on School and Student Data and on Teacher and Staff Attrition for 2020/2021, please see Appendix C.

Additional Required Information

For more information on Key Leadership Changes, Facilities and Enrollment, please see Appendix D.

Anticipated Board Meeting Schedule for 2021-2022

Monday, September 13, 2021, 8:00-10:00 am, Virtually via Zoom

Monday, October 25, 2021, 8:00-10:00 am, Virtually via Zoom

Saturday, December 4, 2021, 8:00 am - 12:30 pm, Location TBD

Monday, January 31, 2022, 8:00-10:00 am, Virtually via Zoom

Monday, March 28, 2022, 8:00-10:00 am, Virtually via Zoom

Monday, May 9, 2022, 8:00-10:30 am, Virtually via Zoom

Monday, June 13, 2022, 8:00-10:00 am, Virtually via Zoom

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance Committee	Friday September 10, 2021	Conference Call/TBD
Finance Committee	Friday, October 15, 2021	Zoom
Finance Committee	Friday, November 19, 2021	Conference Call/TBD
Finance Committee	Friday, December 10, 2021	Conference Call/TBD
Finance Committee	Friday, January 21, 2022	Conference Call/TBD
Finance Committee	Friday, February 11, 2022	Zoom
Finance Committee	Friday, March 18, 2022	Conference Call/TBD

Finance Committee	Friday, April 8, 2022	Conference Call/TBD
Finance Committee	Friday, May 20, 2022	Conference Call/TBD
Finance Committee	Friday, June 10, 2022	Conference Call/TBD
Governance Committee	Thursday, September 2	Conference Call
Governance Committee	Thursday October 7	Conference Call
Governance Committee	Thursday November 18	Conference Call
Governance Committee	Thursday, January 6	Conference Call
Governance Committee	Thursday, March 3	Conference Call
Governance Committee	Thursday May 5	Conference Call
Governance Committee	Thursday, June 2	Conference Call
Development Committee	Tuesday, September 9, 2021	Conference Call
Development Committee	Tuesday, October 19, 2021	Conference Call
Development Committee	Tuesday, January 18, 2022	Conference Call
Development Committee	Tuesday, March 15, 2022	Conference Call
Development Committee	Tuesday, May 3, 2022	Conference Call

Complaints

Over the course of the year, we received no complaints through the Problem Resolution System.

Appendix A. Accountability Plan Evidence

Faithfulness to Charter Chart

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 1: KDE #1: College and career programming. Given our mission to prepare each student for college, we are laser-focused on intentional programming for college and career.		
Measure: Annually, over 90% of BCCS graduates will agree at the end of their freshman year that they felt sufficiently prepared for college based on alumni survey data.	Met	Based on the alumni survey data, 100% of BCCS graduates agree at the end of their freshman year that they felt sufficiently prepared for college.
Measure: Annually, 100% of BCCS graduates are accepted to four-year colleges.	Met	Director of College Programming maintains a detailed list; all graduates were accepted.
Measure: Annually, over 90% of BCCS graduates will matriculate to college within one year of BCCS graduation based on alumni communication.	Partially Met	83% of the Class of 2020 is enrolled in a 2- or 4-year college. Director of Alumni Relations maintains a detailed list.
Measure: Annually, Over 80% of graduates who matriculate to college will complete a 2 or 4-year college program within 6 years of graduation as shown in the National Clearinghouse database and alumni communication.	Not Met	57% of the Class of 2015 has completed a 2 or 4-year college, and 14% are still enrolled. (71% of the Class of 2016 has completed a 2 or 4-year college, and 10% are still enrolled.)
Measure: Annually, 100% of BCCS students will have completed an on-site career experience (e.g., internship) before graduating from high school.	Unable to Meet (COVID)	We were unable to hold our junior internship program this year due to COVID-19.
Objective 2: KDE #2: Academic Rigor. We set a high bar for academic achievement in grades 5-12 to ensure that we are truly preparing students for the academic demands of college.		
Measure: Annually, the average of BCCS students' scores on each Advanced Placement exam will exceed the Massachusetts average for that exam.	N/A	Still awaiting Massachusetts-level data on the 2021 AP exams.
Objective 3: KDE #3: Without great teachers, nothing else matters. It is one of our founding beliefs that the teacher is the most critical lever in a student's academic experience.		
Measure: Annually, 75% or more of BCCS teachers agree on the TNTP Insight survey that "My school is a good place to teach and learn."	Met	86% of teaching staff indicated in a recent staff survey that "my school is a good place to teach and learn".
Measure: Annually, BCCS will retain over 85% of its teaching force year-to-year.	Not Met	Current retention projections for teaching staff are tracking at 78%.
Objective 4: KDE #4: BCCS makes the most of its unique diversity. BCCS is a uniquely integrated school; this warrants intentional culture efforts around diversity.		
Measure: Annually, as demonstrated by student survey data, there will be less than a 10% difference between students of color and students who are white who believe that there is an adult at BCCS that the student could talk to if the student had a problem.	Met	71% of white students answered "agree/strongly agree," and 65% of students of color answered "agree/strongly agree."

Measure: Annually, on the Boston Charter Alliance Family Survey, the overall average across all BCCS families will be a minimum of 85% in the “Diversity, Equity, Inclusion” composite section, with no significant deviations by racial and ethnic backgrounds.	Unable to Meet	The BCA chose not to launch the Family Survey in the spring of 2021 due to COVID-19 School Closure; we prioritized multiple family surveys on remote learning, basic needs, and school re-opening.
Measure: By the end of the charter term, BCCS will have increased its proportion of staff of color to better match the demographics of the student body.	Partially Met	BCCS again increased the share of staff of color from 41% in 2019-2020 to 43% in 2020-2021.
Measure: By the end of the charter term, BCCS will have made meaningful progress on closing the gap in student suspensions, both in-school and out-of-school, by race.	Not Met	Aggregate suspensions were significantly reduced due to Restorative Justice model. The 9 students suspended this year were students of color.

Dissemination Chart

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BCCS will share its college and career programming (KDE 1) with other schools in Boston, other Massachusetts public schools, and schools across the nation.		
Measure: At least 5 schools from across Massachusetts and the rest of the nation visit BCCS annually to learn about college and career programming.	Unable to Meet (COVID)	We have conducted virtual visits with other schools in Massachusetts (Rivers).
Objective: BCCS will share its work to elevate teaching (KDE 3) with other schools in Boston, other Massachusetts public schools, and schools across the nation.		
Measure: BCCS will be mentioned in at least one national publication annually regarding work to elevate teaching.	Met	BCCS was featured in <i>The Education Post</i> , here .
Objective: BCCS will participate in teacher-to-teacher collaboration projects to share instructional best practices with other schools in Boston, other Massachusetts public schools, and schools across the nations		
Measure: BCCS will participate in 2-4 projects annually, for example: ** CSO Dissemination Grant Project ** Boston Coalition for Boys Mentorship Program ** Collaborating with other middle/high schools on humanities curriculum on inequality ** Establishing a cohort of like-minded schools educating diverse groups of students	Met	BCCS participated in: 1) the Boston Coalition for Boys Mentorship Program, 2) the Bridges Collaborative focused on integrated schools

Appendix B. BCCS Recruitment and Retention Plan

Recruitment Plan 2021-2022

School Name: Boston Collegiate Charter School

2020-2021 Implementation Summary

Even in light of the pandemic, there was still strong interest among families for BCCS in the 2020-2021 school year, with 1,423 students applying for the six grades in which we accept new students. The average number of students on our waitlist for each grade is 201. As of mid-June we have 1208 students on our waitlists in total. This is an indicator that the information was broadly shared. In addition, we did targeted outreach for rising 5th grade, which yielded application numbers similar to last year. We used current students and families to share information through word of mouth and networking to support a diversity of applicants across race, home language, and income levels. We continue to advertise in language newspapers, and we conducted informational interviews on a local Haitian radio channel this year for the first time. We have a banner on our very visible building facade that faces commuters walking from that JFK/UMASS Station on the Red Line that says "Apply Now!" in Spanish, English, and Vietnamese. We intentionally spotlight the families of students with IEPs, including promoting our Special Education Parent Advisory Council's Facebook group. We maintain a robust website with a "Student Support" page to ensure that prospective families with students with IEPs feel welcome and included and have access to information about family groups for families with students with specialized learning needs. In addition we purchased Facebook ads advertising the opportunity to apply to BCCS in English, Spanish, Haitian Creole and Vietnamese. We had a banner/pop-up on our website directing families to the application available in eight languages. We shared virtual tours of both campuses on our website, starting in October, and held weekly information sessions over Zoom in February ahead of the application deadline.

With the persistent popularity of BCCS among Boston's white, English-dominant neighborhoods (South Boston, Dorchester, West Roxbury), BCCS continues to strive to increase the percentage of ELL students and low-income students enrolling. We make a special effort to share information about enrollment with our current families whose children receive ELL Services, giving out information at local community centers and other places where possible, though this was challenging during the pandemic. We have a particular desire to reach our Vietnamese community which has such close proximity to our school and yet which is underrepresented at BCCS.

With regard to the October 1, 2021 enrollment figures, we do not have clear figures and the information to-date is anecdotal. We know that there will be a large number of students on IEPs and a few more Vietnamese students. We do not yet know what the impact will be of Boston's changes to Exam School admissions, but anticipate some impact. We are unsure about data pertaining to economically disadvantaged students and will not know until our lunch forms are returned in September.

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

General Recruitment Activities for 2021-2022:

- We will send a customized postcard from BCCS to all fourth graders in English, Spanish, Haitian Creole, Vietnamese, and Chinese.
- We will send a common postcard through the Boston Charter Alliance to all students in grades K-9 in English and with translated lines in 8 other languages.
- We will continue to use current students and families to share information through word of mouth and networking to support a diversity of applicants across race, home language, and income levels.
- We will continue to advertise in newspapers in various languages.
- We will continue to use a banner on our highly visible facades that said "Apply Now!" in multiple languages English, Spanish, Haitian Creole, Vietnamese, and Chinese.
- We will continue to support families over the phone to use our online application. We launched a staff multilingualism initiative to pay staff who are multilingual a stipend and ask that they support family phone calls; we anticipate that this will help with online application support.
- We will again ensure that parents with students on IEPs and students on IEPs come to recruitment fairs (to the extent that these will be possible given COVID-19) and we will maintain our robust with a "Student Support" webpage to ensure that prospective families with students with IEPs feel welcome and included and had access to information about family groups for families with students with specialized learning needs.
- We will continue our social media effort through additional Facebook ads advertising the opportunity to apply to BCCS in English, Spanish, Haitian Creole, Vietnamese and Chinese.
- We will continue to have a banner/pop-up on our website directing families to the application available in eight languages English, Spanish, Haitian Creole, Vietnamese, and Chinese.
- We will again email all families on our waitlist to invite them to reapply.
- We will continue to hold monthly tours and information sessions (virtual/Zoom) for both campuses for interested families starting in October for our Lower School and Upper School.
- We will continue to attend high school fairs from BPS Elementary and Middle Schools when invited and to the extent possible given COVID-19.
- We will implement Facebook ads in multiple languages.

Recruitment Plan – 2021-2022 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 15.9%</p> <p>GNT percentage: 18.0%</p> <p>CI percentage: 18.4%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p>(b) Continued 2020-2021 Strategies</p> <p>X Did not meet GNT/CI</p> <p>Will continue the strategies from the 2020-2021 school year:</p> <ul style="list-style-type: none"> - Ensure that parents with students on IEPs and students on IEPs come to recruitment fairs and maintain our robust “Student Support” webpage to ensure that prospective families with students with IEPs feel welcome and included and have access to information about family groups for families with students with specialized learning needs. - Send our information to every Boston Public School fourth grade student, thereby ensuring that every fourth grade student in BPS with disabilities receives our application. - Ensure our Student Support staff is welcoming and available to speak with families. - We will continue to advertise the work with students of all learning profiles at general recruitment sessions. - Invite prospective families to attend our Student Support Parent Advisory Council meetings to learn more about our community via social media. - Include specific information on student support services in all in person admission tours. - Share our explicit desire to support students with disabilities at our Student Support Parent Advisory Council meetings and ask for advice on how to better recruit students with disabilities. - Bring staff members who specifically work with students with disabilities to student recruitment fairs.
	<p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>X Did not meet GNT/CI</p> <ul style="list-style-type: none"> - Feature current students and their caretakers who feel comfortable sharing that they have an IEP in videos we promote to advertise the school via our website and social media pages. - Share how we are flexing to meet the needs of our students on IEPs through remote and hybrid learning strategies.

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 4.4%</p> <p>GNT percentage: 12.7%</p> <p>CI percentage: 15.2%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2020-2021 Strategies</p> <p>X Did not meet GNT/CI</p> <p>Will continue the strategies from the 2020-2021 school year:</p> <ul style="list-style-type: none"> - Attend high school fairs from BPS Elementary and Middle Schools when invited (as possible due to COVID-19). - Support families over the phone to use our online application. We launched a staff multilingualism initiative to pay staff who are multilingual a stipend and ask that they support family phone calls; we anticipate that this will help with online application support. - Advertise in newspapers in various languages (English, Spanish, Haitian Creole, Vietnamese and Chinese). - Advertise via Facebook ads in various languages (English, Spanish, Haitian Creole, Vietnamese and Chinese). - Send a customized postcard from BCCS to all fourth graders in English, Spanish, Haitian Creole, Vietnamese, and Chinese. - Use a banner on our highly visible facades at each campus that say "Apply Now!" in multiple languages listed above.
	<p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>X Did not meet GNT/CI</p> <ul style="list-style-type: none"> - Ask 20 families with students who are English learners to recommend BCCS to 2-3 friends and check back to ensure the applications have been submitted. (data to change in 2 years). - Include short video testimonials to our website from families in the main languages we are trying to recruit: Spanish, Haitian-Creole, Vietnamese, Cape Verdean Creole, and Chinese. - We will double-down on English Learning communities in close proximity to our school, specifically the Vietnamese and Cape Verdean communities. - Vietnamese (data to change in 2 years): <ul style="list-style-type: none"> - <i>Attempt to collaborate with the principals at 2 local elementary schools that have large Vietnamese populations to advertise BCCS enrollment</i> - <i>Host tours in Vietnamese led by Vietnamese families.</i> - <i>Prioritize recruitment of Vietnamese-speaking teachers.</i> - <i>Provide BCCS application materials to Vietnamese health care providers in our area.</i> - <i>Pay a Vietnamese parent or student for ~20 hours of recruitment time.</i> - ● Cape Verdean Creole (data to change in 2 years): <ul style="list-style-type: none"> - <i>Attempt to collaborate with the principals at 2 local elementary and middle schools that have large Cape Verdean populations to advertise BCCS enrollment.</i> - <i>Host tours in Cape Verdean Creole led by Cape Verdean families.</i> - <i>Prioritize recruitment of Cape Verdean Creole-speaking teachers.</i>

- Provide BCCS application materials to Cape Verdean health care providers in our area.
- Pay a Cape Verdean parent or student for ~20 hours of recruitment time.
- We will reach out to additional organizations in the Fall of 2021 like [MUA \(Mujeres Unidas Avanzando\)](#) and [Rian Immigration Center](#) who assist adults in Boston learn English to share information about our applications with caregivers who are learning English.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

(a) CHART data

School percentage: **38.7%**

GNT percentage: **39.8%**

CI percentage: **56.6%**

The school is **below** GNT percentages and **below** CI percentages

(b) Continued 2020-2021 Strategies

X Did not meet CI

Will continue the strategies from the 2020-2021 school year:

- Send a common postcard through the Boston Charter Alliance to all students in grades K-9 in English and with translated lines in 8 other languages.
- Make our application available to families residing in low-income housing developments throughout the city such as Franklin Field and Old Colony
- Contact the Department of Transitional Assistance in Boston and provide them with the application link
- Provide application materials to neighborhood ABCD sites
- Supply our information and postcards to Boys and Girls Clubs and YMCAs throughout the City of Boston to be available for attendees
- Connect with local CDCs such as Urban Edge and Dorchester Bay that provide affordable housing to advertise how to apply to our school
- Advertise our application and lottery process through Resident Services of Boston Housing Authority
- Distribute application information to social workers of Family Aid and Project Hope providing emergency and permanent housing support for families in Boston

(c) 2021-2022 Additional Strategy(ies), if needed

X Did not meet CI

- In the Fall of 2021, we will collaborate with leaders in the Boston homelessness advocacy community (e.g. Higher Ground) to determine what modifications we should make to our approach to meet the needs of more homeless students.

	<ul style="list-style-type: none"> - We will work intentionally with organizations seeking to help families build wealth and we will conduct more thorough follow up with public assistance programs (2 years): <ul style="list-style-type: none"> - Collaborate with Union Capital Boston to share information. - Collaborate with the Family Independence Initiative to share information. - Collaborate with Compass Working Capital to share information. - Increase staff capacity on student recruitment team to conduct more thorough follow up with public agencies and support families enrolling in public assistance programs - Decline recruitment invitations from communities that demonstrate a lower ecodis population than BCCS - Investigate feasibility of an MBTA bus advertising campaign
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> - Include information about our tutoring and extra support services in our advertisements. - Make our application available to tutoring and academic enrichment programs such as 826 Boston and the Boston Learning Center. - Provide ample time at information sessions to families with questions about how we provide remediation and extra support to students who have struggled at their current school. - Send a customized postcard from BCCS to all fourth graders in English, Spanish, Haitian Creole, and Vietnamese. - Send a common postcard through the Boston Charter Alliance to all students in grades K-9 in English and with translated lines in 8 other languages.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> - Make our application available to programs that serve at-risk youth throughout the city such as Friends of the Children. - Continue to lead by example by providing homeless and struggling families with assistance for food, housewares, transportation, school supplies, uniforms, and anything else they may need, and highlight this work at information sessions. <p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> · Explore the possibility of putting BCCS application materials at BPS Reengagement Centers.

<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	(f) Continued 2020-2021 Strategies N/A: we do not recruit students in this age group. The oldest group of students we enroll are those in 9th grade entering 10th grade. 2021-2022 Additional Strategy(ies), if needed
--	--

Retention Plan 2021-2022

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2020-2021 Retention Plan.
<p style="text-align: center;">2020-2021 Implementation Summary:</p> <p>BCCS continues to maintain a strong, individualized focus on students which leads to generally low attrition rates. During remote learning, our advisory system ensured that students had regular touchpoints with a staff member and support for any basic needs.</p> <p>In 2020-2021, we turbo-charged our approach to attendance tracking to ensure that we were not losing track of any students, particularly in the remote landscape, and Deans, Family Engagement Managers, and Operations Team Members met weekly to review students who were “hitting the screen” of our attendance tracking to tackle each case one-by-one and provide customized outreach to the family.</p> <p>In addition, we continue to partner with PEAR, our Social-Emotional support partner organization, to look at academic, attendance, and social and emotional data. We have a full-time mental health counselor for each part of the school who works in lockstep with the principal and the dean on students of concern. In general, attrition from BCCS tends to be because students move or wish to attend exam schools or private schools. We are interested to see what the new exam school rules for Boston will do to our recruitment and retention numbers.</p>

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan – 2021-2022 Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 7.0%</p> <p>Third Quartile: 13.9%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2020-2021 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <p>Will continue the strategies from the 2020-2021 school year:</p> <ul style="list-style-type: none"> • Students with disabilities receive several extra supports to facilitate their academic success. • We maintain a robust Student Support team which places co-teachers in core subject classes and works individually and in groups with students outside of class. • Student Support staff also meet regularly with general education teachers to monitor and accommodate students on IEPs.
<p>Limited English-proficient students/English learners</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 3.2%</p> <p>Third Quartile: 13.9%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2020-2021 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <p>Will continue the strategies from the 2020-2021 school year:</p> <ul style="list-style-type: none"> • Our English Language Learner Program Coordinator works closely with students who need extra assistance with English language skills to ensure that they receive the support they need through tutoring, co-teaching, homework support, or other activities after school to participate fully in the academic and social experience of BCCS.
<p><u>Students eligible for free or reduced lunch (low income/economically disadvantaged)</u></p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 4.0%</p> <p>Third Quartile: 14.0%</p>	<p>(b) Continued 2020-2021 Strategies</p> <p>Below median and third quartile: no enhanced/additional strategies needed</p> <p>Will continue the strategies from the 2020-2021 school year:</p> <ul style="list-style-type: none"> • We set aside funds for items necessary for learning that students may be unable to afford, such as eyeglasses and school supplies. • We collect donations in order to provide weekend and vacation

<p><u>The school's attrition rate is below third quartile percentages.</u></p>	<p>food to families who are homeless or struggling financially.</p> <ul style="list-style-type: none"> • We aim to make dental care available twice per year for families who choose to participate. • In addition, we work to match students with safe, engaging summer camp opportunities, regardless of financial need and provide financial support for registration and enrollment fees when needed.
<p><u>Students at risk of dropping out of school</u></p>	<p>Will continue the strategies from the 2020-2021 school year:</p> <ul style="list-style-type: none"> • Teachers identify students at risk of dropping out and track them on the Retention Watch List, which prompts teachers to check-in with those students and their families more often. High Risk students are also recommended for extracurricular programs and encouraged to participate in sports or clubs to help engage them with the school community.
<p><u>Students who have dropped out of school</u></p> <p><u>*only schools serving students who are 16 and older</u></p>	<p>Will continue the strategies from the 2020-2021 school year:</p> <ul style="list-style-type: none"> • Because BCCS only recently accepted new students into our high school, we have not yet had the opportunity to target students who have already dropped out of another school. • All students who have left BCCS have enrolled in another school.

Appendix C. School and Student Data Tables

Student Race and Ethnicity and Selected Populations

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African-American	34.7%
Asian	1.8%
Hispanic	17.4%
Native American	0.1%
White	42.6%
Native Hawaiian, Pacific Islander	0.1%
Multi-race, non-Hispanic	3.2%
Selected Populations	% of School
First Language not English	12.7%
English Language Learner	4.4%
Students with Disabilities	15.9%
High Needs	52.6%
Economically Disadvantaged	38.7%

Boston Collegiate Charter School's student demographic enrollment data link would be as follows:
<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04490305&orgtypecode=6&leftNavId=300&>

Administrative Roster for the 2020-2021 School Year

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Lenny Bautista, Lower School Dean of Students	Oversees culture and discipline for Lower School	7/2017	Current
Rodney Coleman, Middle School Dean of Students	Oversees culture and discipline for Middle School	8/2001	Current
Nadia Cyprien, Director of Student Support	Oversees special education services, ELL services, counseling services, and other related services	7/2015	Current
Noha Elmohands, Director of Diversity, Equity, and Inclusion	Oversees all aspects of the school's Diversity, Equity, and Inclusion work with staff, students, and families	5/2020	Current
Peter Ferrara, Director of Facilities	Oversees Facilities for both campuses	8/1999	Current

Bethany Guen, Director of Development & Communications	Responsible for fundraising and marketing activities and strategies	4/2014	Current
Ryan Holmes, Math Instructional Coach	Oversees quality of instruction, curriculum, and professional development	7/2017	Current
Megan Noyes, Middle School Principal	Oversees Middle School instruction and achievement, including teachers	8/2009	Current
Amanda Kay Loring, Director of Operations	Oversees operations team, planning and logistics	8/2013	Current
Nadiya Monestime, High School Dean	Oversees culture and discipline for High School	7/2019	Current
Sarah Morland, High School Principal	Oversees High School instruction and achievement, including teachers	8/2003	Current
Jenna Ogundipe, Chief Academic Officer	Oversees curricular and instructional matters including external collaboration; manages the instructional team	8/2002	Current
Jan Saglio, Senior Financial Advisor	Oversees strategic financial and real estate projects, considering long-term health of BCCS, leads sustainability work.	3/2014	Current
Courtney Smith, Lower School Principal	Oversees Lower School instruction and achievement; including teachers	8/2008	Current
Tiffany Soto, Director of Strategic Projects	Oversees data management, data analytics, state compliance, and family engagement	7/2019	Current
Tatiana Torres, Director of Finance	Responsible for budget, finances, and human resources	9/2019	Current
Shannah Varón, Executive Director	Oversees school operations and results, sets school vision, manages leadership team and external relations	7/2011	Current

Teachers and Staff Attrition for the 2020-2021 School Year

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	72	0	20	Mid Year Departure: N/A Year End Departure: <ul style="list-style-type: none"> Not renewed for the 21-22 school year (1) Employee chose to end employment (19)
Other Staff	51	1	7	Mid Year Departure: <ul style="list-style-type: none"> Mid Year Termination (1) Year End Departure: <ul style="list-style-type: none"> Employee chose to end employment (7)

Board and Committee Information

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	16
Minimum number of board members in approved by-laws	8
Maximum number of board members in approved by-laws	22

Members of the Board of Trustees for the 2020-2021 School Year

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term
Bridget Adam	Staff Trustee	Leadership Advisory	1	9/2018-6/2022
Jennifer Berrette	Student Trustee	Academic and Student Affairs	1	8/2020-6/2021
Jose Brandao	Vice Chair; Parent Trustee	Finance	1	11/2017-6/2021
Sandra Brown		Governance	2	3/2017-6/2023

Phil Carver	Parent Trustee	Development	1	11/2017-6/2021
Nicole Chang	Chair	Ex-Officio, All	1	9/2017-6/2021
Latoya Gayle	Parent Trustee	Development	1	8/2020-6/2024
Paul Gordon	Development Committee Co-Chair	Development	1	10/2019-6/2023
Robert Harris	Clerk	Governance	3	8/2014-6/2023
Bill Heiden		Development	1	8/2020-6/2024
Haven Ladd		Finance	3	6/2012-6/2021
Ali Nuger	Development Committee Co-Chair	Development	2	3/2017-6/2023
Caroline Page		Finance	3	8/2014-6/2023
James Savarese		Development	1	8/2020-6/2024
Rod Skinner		Governance, Academic and Student Affairs	3	12/2011-6/2021
Stephanie Stamatou		Governance	2	3/2017-6/2021
Prescott Taylor	Treasurer	Finance	2	8/2017-6/2023
Scott Utzinger		Governance	3	1/2014-6/2023
Shannah Varón	Ex-Officio (Executive Director)	Ex-Officio, All	N/A	7/2011-
Natalie Velasquez		Academic and Student Affairs	1	01/2018-6/2021
Karen Walker Beecher		Governance	1	9/2017-6/2021

Board of Trustees Meeting Schedule for the 2021-2022 School Year

BOARD OF TRUSTEES MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location

Monday, September 13, 2021, 8:30-10:00 am	Virtual via Zoom (Tentative)
Monday, October 25, 2021, 8:30-10:00am	Virtual via Zoom (Tentative)
Saturday, December 4, 2021, 8:00 am-12:30pm	Virtual via Zoom (Tentative)
Monday, January 31, 2022, 8:30-10:00am	Virtual via Zoom (Tentative)
Monday, March 28, 2022, 8:30-10:00am	Virtual via Zoom (Tentative)
Monday, May 9, 2022, 8:30-10:00am	Virtual via Zoom (Tentative)
Monday, June 13, 2022, 8:30-10:00 am	Virtual via Zoom (Tentative)

Committee Meeting Schedules for the 2021-2022 School Year

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date	Location
Governance	Thursday, September 2, 2021	Conference Call
Development	Tuesday, September 9, 2021	Conference Call
Finance	Friday, September 10, 2021	Conference Call
Governance	Thursday, October 7, 2021	Conference Call
Finance	Friday, October 15, 2021	Zoom
Development	Tuesday, October 19, 2021	Conference Call

Governance	Thursday, November 18, 2021	Conference Call
Finance	Friday, November 19, 2021	Conference Call
Finance	Friday, December 10, 2021	Conference Call
Governance	Thursday, January 6, 2022	Conference Call
Development	Tuesday, January 18, 2022	Conference Call
Finance	Friday, January 21, 2022	Conference Call
Finance	Friday, February 11, 2022	Zoom
Governance	Thursday, March 3, 2022	Conference Call
Development	Tuesday, March 15, 2022	Conference Call
Finance	Friday, March 18, 2022	Conference Call
Finance	Friday, April 8, 2022	Conference Call
Development	Tuesday, May 3, 2022	Conference Call
Governance	Thursday, May 5, 2022	Conference Call
Finance	Friday, May 20, 2022	Conference Call
Governance	Thursday, June 2, 2022	Conference Call
Finance	Friday, June 10, 2022	Conference Call

Appendix D. Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Nicole Chang	ngchang@gmail.com	New
Charter School Leader	Shannah Varon	svaron@bostoncollegiate.org	No Change
Assistant Charter School Leader	Jenna Ogundipe	jogundipe@bostoncollegiate.org	No Change
School Business Official	Tatiana Torres	ttorres@bostoncollegiate.org	No Change
Special Education Director	Nadia Cyprien	ncyprien@bostoncollegiate.org	No Change
English Language Learner Director	Caitlin McHugh	cmchugh@bostoncollegiate.org	No Change
MCAS Test Coordinator	Amanda Kay Loring	aloring@bosotncollegiate.org	No Change
District Data Coordinator	Tiffany Soto	tsoto@bostoncollegiate.org	No Change
SIMS Coordinator / SIMS Contact	Tiffany Soto	tsoto@bostoncollegiate.org	No Change
Admissions and Enrollment Coordinator	Tiffany Soto	tsoto@bostoncollegiate.org	No Change

Facilities

Location	Dates of Occupancy
Lower School -215 Sydney Street Dorchester	2010 - Present
Upper School - 11 and 21 Mayhew Street, Dorchester	2004 - Present

Enrollment

Action	2021-2022 School Year Date(s)
Student Application Deadline	February 28, 2022
Lottery	Tentatively March 8, 2022 - we decide in the Fall of 2021 along with other Boston Commonwealth Charters so we can have a common lottery date