



**BOSTON COLLEGIATE  
CHARTER SCHOOL**

**2021-2022 ANNUAL REPORT**

July 29, 2022

**LOWER SCHOOL**

*215 Sydney Street, Dorchester, MA 02125*

**MIDDLE AND HIGH SCHOOL**

*11 Mayhew Street, Dorchester, MA 02125*

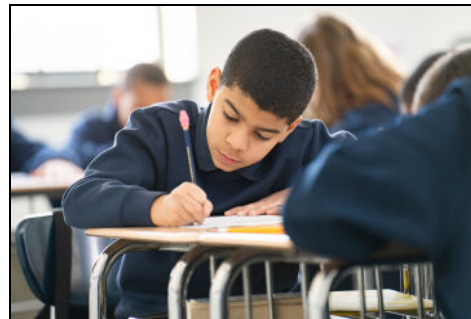
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## Introduction to the School

<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	<i>N/A</i>
Year Opened	<i>1998</i>	Year(s) the Charter was Renewed	<i>2003, 2008, 2013, 2018</i>
Maximum Enrollment	<i>700</i>	Enrollment as of June 2022	<i>698</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 July 25, 2022	<i>1,072</i>
Number of Instructional Days during 2021-2022 School Year	In-Person: 180 Remote: 0		
School Hours	Monday 8:00 AM - 1:00 PM  Tuesday - Friday 8:00 AM - 3:00 PM	Age of School as of 2021-22 School Year	<i>24 years</i>
<b>Mission Statement:</b> The mission of Boston Collegiate Charter School is to prepare each student for college.			



**BOSTON COLLEGIATE  
CHARTER SCHOOL**

July 27, 2022

Dear Friends of Boston Collegiate Charter School,

I am pleased to present our 2021-2022 Annual Report highlighting our school's twenty-fourth year. This challenging year has been distinguished by ongoing academic success and a continued strong focus on our ever-important mission to prepare each student for college.

At the start of the school year, we returned to in-person learning for our entire student body, the first time since the start of the COVID-19 pandemic. As the first matter of course, our staff strategically concentrated on cultivating relationships with students and families. In addition, they intentionally focused on accelerating learning, rather than remediating the lost learning time that occurred because of the pandemic. As a result, when we reflect on the 2021-2022 school year, we can confidently state that we upheld Boston Collegiate's twin pillars of Scholarship and Belonging.

As an organization, Boston Collegiate experienced a major transition in leadership this year. Shannah Varón served as Executive Director from 2011 until 2021. When she announced her departure, Shannah and I, along with the rest of the Board of Trustees, enthusiastically supported naming Jenna Ogundipe as our new Executive Director. Jenna is a 20-year Boston Collegiate veteran who most recently served as our Chief Academic Officer. On behalf of the entire Board of Trustees, we thank Shannah for her decade of fierce leadership and look forward to continuing to support Jenna as she leads Boston Collegiate into its next chapter.

Last, but not least, I would like to thank the greater Boston Collegiate community--our staff, students, families, my fellow Trustees, and the many volunteers and donors who support our school in so many ways. We are grateful for your sustained time, energy, and leadership to ensure each of our students receives the rigorous public education that they deserve. It goes without saying that the past few years have been challenging, but we look ahead to the 2022-2023 school year with renewed energy and commitment to upholding the mission of Boston Collegiate.

Sincerely,

Nicole Chang  
Chair, Board of Trustees

## 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. After 18 months of disrupted learning, our focus during the 2021-2022 school year was on building relationships with both students and families, working hard to ensure that they felt safe and secure as we navigated the return to in-person learning. Our teaching staff prioritized acceleration in content classes, knowing that they must meet grade-level standards and maintain high expectations for all students.

At the core of our work, we remained 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. During the 2021-2022 school year, Boston Collegiate implemented each of its key design elements in the following ways:

1. **College and career programming.** College and career programming remained a significant part of the 2021-2022 school year. Our high school Collegiate Skills program, which runs in parallel to our academic program and gives our students access to information about college applications and career choices, resumed fully. We were thrilled to relaunch our two-week, offsite internship program, whereby all 75 students of our junior class were placed at organizations across the greater Boston area ranging in industries to technology and finance to education and healthcare. Historically held in January, we strategically moved it to May in order to avoid the anticipated COVID-19 winter outbreak. College visits have long been a hallmark of our program. Given that many institutions of higher education shied away from large cohorts visiting, we prioritized upperclassmen visits this year and facilitated small group tours, including to Boston University and Northeastern University. Our three-person college counseling team provided robust 1:1 support to our seniors and their families as they navigated the college application process. Given the pandemic, our seniors had not been able to visit schools during much of their high school years. Many seniors entered into the college application process with less certainty about their future dreams and aspirations. We credit the work of our college counseling team in helping ensure that each member of the Class of 2022 graduated with the option to pursue a higher education and we are proud to share that for the nineteenth consecutive year, 100% of our diploma-earning graduates earned acceptance to a four-year college.
2. **Academic rigor.** Our curricular and instructional focus during the 2021-2022 school year was on implementing accelerated learning rather than remediating lost learning time. We worked across grade levels and departments to ensure that curriculum and instruction aligned to grade-level standards and content, and that teachers continued to implement and expand the use of instructional practices aligned with deeper learning. In order to observe deeper learning, our community developed the following criteria, as codified in our teacher evaluation rubric: 1) That in each classroom, students are engaged in answering important and interesting questions that address real world issues and concerns in a rigorous way using critical thinking skills; 2) That students are working together to make meaning of what they are learning, examining information and data, drawing conclusions and presenting findings and arguments; 3) That students have the opportunity to engage in debate, dialogic discussion, presentations, and more, and they are regularly writing about their topics; and 4) That students have more choices that can ignite their interests and passions.

To further support our acceleration efforts, we adopted more research-based, high quality curriculum and instructional approaches and coupled them with professional development for teachers. For example, we adopted the OpenSciEd curriculum and instruction in our Middle School and joined the

PBLWorks Leadership Cohort, training 40+ teachers on project-based learning. Additionally, we hired two new literacy specialists, one in each the Middle School and High School, to work with larger numbers of students, and a literacy paraprofessional in the Lower School.

3. **“Without great teachers, nothing else matters.”** It is our long-held belief that there is no substitute for a quality teacher in front of the classroom. We believe that our teachers are our greatest asset and, accordingly, we strive to amplify their voice and ensure that they are centered in our decision-making around organizational policies and structures. It is why during the 2021-2022 school year we revised our teacher compensation model, in partnership with our Leadership Advisory Committee, which is comprised of teachers and staff who offer counsel related to employee policies, benefits, and compensation. The revised model includes an overall increase to teacher salaries and provides more transparency around the scales for both instructional and non-instructional staff.

We strive to be a place where our teachers--whether in their first or twentieth year--feel nurtured in their craft, with ample opportunities for professional development and growth. With our focus on deeper learning, this past year, for example, we joined the PBLWorks Leadership Cohort, training 40+ teachers in project-based learning. Our Middle School Science team also implemented new curriculum from OpenSciEd and engaged in extensive professional development to support this major shift in their instruction.

4. **A culture that makes the most of our unique diversity.** As one of the most racially diverse high schools in the city of Boston, we see this key differentiator among our peer schools as an incredible opportunity, particularly during recent times when racial tensions have been especially heightened in our country. We’ve made concerted efforts over the year to ensure that our staff more accurately reflects the racial demographic of our student body, which is currently comprised of 58% students of color and 42% white students. During the 2021-2022 school year, our staff identified as 50% people of color and 50% white; our teaching staff specifically shifted to 43% people of color and 57% white from 33% people of color and 67% white in the previous school year.

We continue to increase our capacity to focus on issues of diversity, equity, and inclusion (DEI) and hired a full-time restorative justice coordinator in the 2021-2022 school year. Together with the Director of diversity, equity, and inclusion (DEI), these team members continued to partner with the Center for Restorative Justice at Suffolk University and, during the 2021-2022 school year, ensured that all of our staff members--from teachers to finance staff to operations managers--completed Tier 1 restorative justice training, with many of our staff members going on to complete Tiers 2 and 3 training.

No charter amendments were submitted in the 2021-2022 school year.

*Access and Equity: Discipline Data*

2020-21 Student Discipline					
<a href="https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04490305&amp;orgtypecode=6&amp;=04490305&amp;">https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04490305&amp;orgtypecode=6&amp;=04490305&amp;</a>					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	728	7	0.0	1.0	0.0
English Learner	33	2			

Economically Disadvantaged	297	4			
Students with Disabilities	145	3			
High Needs	406	6	0.0	1.5	0.0
Female	374	2			
Male	354	5			
American Indian or Alaska Native	1				
Asian	13	0			
African American/Black	254	4			
Hispanic/Latino	127	0			
Multi-race, Non-Hispanic/Latino	23	1			
Native Hawaiian or Pacific Islander	1				
White	309	2			

Boston Collegiate transitioned to a restorative model for repairing harm during the 2019-2020 school year. This multi-year journey was done in partnership with the Suffolk University Center for Restorative Justice. As part of the journey, we hired a full-time restorative justice coordinator, who reports to our director of DEI, in Spring 2020. During the 2021-2022 school year, the restorative justice coordinator helped address responses to harm in our community in a restorative manner and supported our effort to ensure our full staff received Tier 1 restorative justice training (with many completing Tiers 2 and 3).

The transition to a restorative model is our primary strategy to revamp our approach to discipline, reduce in- and out-of-school suspension rates, and address disparities of rates among student groups. In tandem with this, we are increasing our capacity and focus on social and emotional learning and mental health in partnership with the Program in Education and Resiliency (PEAR), a joint collaboration between Harvard Medical School and McLean Hospital. Mental health is one of our strategic foci of our 2020-2023 strategic plan, and we participated in a year-long planning process with PEAR during the 2021-2022 school year to develop revisions to our model that will better support all of our students, particularly our Tier 3 students.

*Dissemination Efforts*

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b>	<b>Who at the school was involved with the dissemination efforts?</b>	<b>With whom did the school disseminate its best practices?</b>	<b>Result of dissemination</b>
Social Emotional Support & Mentoring	School partnership	Teacher: Joey Aguilera	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”
School Diversity	Bridges Collaborative Peer Group Meeting	Director of DEI: Noha Elmohands	All participating Schools	Dir. of DEI received support and feedback regarding her work and programming
Curriculum and Instructional Innovation	Site Visit	Executive Director: Jenna Ogundipe; Chief Academic Officer, S. Morland	Neighborhood House Charter School	Boston Collegiate was invited to observe the program and gave feedback on target areas for improvement
Operational Structure and Systems	Site Visit	Chief Operating Officer: Amanda Kay Loring	KIPP MA	Boston Collegiate shared best practices related to operational systems such as scheduling to inform the KIPP MA network
Operational Structure and Systems	Virtual Meeting	Chief Operating Officer: Amanda Kay Loring	Brooke Charter High School	Boston Collegiate shared approach to testing (MCAS, AP, SAT, ACT) and how to navigate those strains on an active learning community
Social Emotional Support	Virtual Meeting	Lower School Principal: Courtney Smith	PEAR	Boston Collegiate received clinical advice from a team of McLean Hospital interns regarding social emotional concerns of a new student
Best Practices from 2021-2022	Presentation on Panel	Executive Director: Jenna Ogundipe	Empower Schools TX Network Members	Boston Collegiate shared innovations and best practices that surfaced from returning to fully in-person.



## Academic Program Success

### *Student Performance*

1. **Report Card** - Boston Collegiate Charter School's report card data link would be as follows:  
<https://reportcards.doe.mass.edu/2021/04490305>
2. **2021-22 Student Performance** - The teaching staff relied on the STAR reading assessment throughout the 2021-2022 school year to monitor academic progress in grades 5-10. This adaptive reading assessment offers much insight into a student's reading growth. Our analysis at year end yielded the following growth levels in regards to students who entered the grade below grade level, as determined by the difference between their start of the year assessment and a later assessment:
  - 5th and 6th grade: 1.3 grade levels growth
  - 7th graders: 1.2 grade levels of growth
  - 8th graders: 1.4 grade levels of growth
  - 9th graders: .56 grade levels of growth
  - 10th graders: 1.5 grade levels of growth

Math teachers in grades 5-8 facilitated an externally developed math interim assessment in conjunction with peer schools in the Boston area. Analysis allows us to examine standard performance against the network. Boston Collegiate mean score for each question assessed were:

- 13% higher across the 5th grade questions
- 32% higher across the 6th grade questions
- 12% higher across the 7th grade questions
- 14% higher across the 8th grade questions

### *Academic Program*

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

For the 2021-2022 school year, our curricular and instructional focus was on implementing accelerated learning rather than remediating for lost learning time. We worked across grade levels and departments to ensure that curriculum and instruction aligned to grade level standards and content, and that teachers continued to implement and expand the use of instructional practices aligned with deeper learning and culturally relevant pedagogy.

Some specific examples from the 2021-2022 school year of the curricular and instructional shifts we made toward deeper learning that supported acceleration included: implementation of OpenSciEd Science curriculum in our Middle School; the launch of a formal partnership with PBLWorks that included teachers piloting project-based learning units; an update to our entire History department curricula following an equity audit; continued use of STMath in our Lower School Mathematics classes; adoption of the AP Environmental Science project-based learning curriculum; use of frequent small Math interim assessments in grades five through 11; and the use of STAR reading test results to support developing stronger reading skills.

Our Instructional Leadership Team, comprised of our Chief Academic Officer, principals, Director of Student Support, department chairs, and instructional coaches, met monthly to norm observational feedback and our vision for excellent instruction, including accelerated learning. Instructional coaches and department

chairs worked directly with teachers to ensure that grade-level standards and content were being addressed across the school, instructional materials were scaffolding to support our learners, and lessons and units were designed to engage students in their own learning (both in terms of engaging content and requiring students to do the thinking).

In anticipation of the higher level of support some students would need following the interrupted learning of the past two school years, we hired two additional reading specialists to serve students in grades seven through 12 and an additional Math teacher in the high school. The increased capacity allowed us to provide more in-class and small group/individual intervention support. In prior years, we had two in-house substitutes to support staff absences. This year, we doubled our capacity by hiring four in-house substitutes in an effort to minimize daily disruption to instruction as we anticipated increased COVID-related absences. We also configured our Operations Team flexibly to provide additional substitute capacity as needed.

If students were absent for COVID-related reasons, we provided continued access to curriculum and instruction. Teachers across all grades posted assignments and resources to Google classroom so that students could access the material if they were medically able. In grades five through eight, we also live streamed core academic classes to students.

### **Organizational Viability**

#### *Organizational Structure of the School*

The Executive Director maintains nine direct reports spanning the following categories: instruction, operations, finance, external affairs and fundraising, college and alumni programming, student support, and diversity, equity, and inclusion. These nine direct reports comprise Boston Collegiate's Senior Leadership Team, which meets quarterly during the school year to set goals, provide updates on key metrics aligned to the school's strategic plan and accountability metrics with the state, and to surface challenges. Please see *Appendix E* for the full organizational chart.

Budget and Finance

A. FY22 Unaudited Income Statement

FY22  
Year to Date  
April 30, 2022  
(unaudited)

REVENUE:

Tuition	11,413,573
Grants	2,653,590
Fundraising	442,452
Nutrition	142,377
Interest Income/Other/In-Kind	520,205
<b>Sub-total:</b>	<b>15,172,197</b>

EXPENSE:

Compensation, Taxes & Benefits	9,404,062
Program Equipment & Technology	236,171
Facility	2,018,403
Services & Contracts	314,286
Program Development & Support	1,434,181
<b>Sub-total:</b>	<b>13,407,103</b>

Total Revenue	15,172,197
Total Expense	13,407,103
<b>Surplus/(Deficit)</b>	<b>1,765,094</b>

B. FY22 Balance Sheet (unaudited)

April 30, 2022

<b>ASSETS:</b>	
<b>Current Assets:</b>	
Cash and Cash Equivalent	4,706,960
Accounts Receivable	357,148
Prepaid Expenses	3,415,040
Total Current Assets	<u>8,479,148</u>
<b>Property &amp; Equipment, Net:</b>	
Building & Repairs	795,489
Furniture & Equipment	2,267,962
Sub-total	<u>3,063,451</u>
Less: Accumulated Depreciation	<u>(1,329,490)</u>
Total Property & Equipment, Net	<u>1,733,961</u>
<b>Non-Current Assets:</b>	
Capital Lease	743,565
Total Non-Current Assets	<u>743,565</u>
<b>TOTAL ASSETS:</b>	<b><u>10,956,674</u></b>
<b>LIABILITIES &amp; NET ASSETS:</b>	
<b>Current Liabilities:</b>	
Accounts Payable	111,998
Payroll Liability	791,732
Total Current Liabilites:	<u>903,730</u>
<b>Non-Current Liabilities:</b>	886,302
<b>Net Assets:</b>	
Investment in Capital Assets	1,733,961
Restricted Net Assets	1,000
Unrestricted Net Assets	5,666,587
Net Income From Operating	1,765,094
Total Net Assets	<u>9,166,642</u>
<b>TOTAL LIABILITY &amp; NET ASSETS:</b>	<b><u>10,956,674</u></b>

C. School's Budget

i. FY23 School Budget (*Approved by the Board of Trustees on March 28, 2022*)

	<b>Students Enrolled</b>	<b>700</b>
	<b>Per Student Tuition</b>	<b>\$20,423</b>
<b>REVENUE:</b>		
Per Pupil Tuition Payments		\$ 14,296,100
Fundraising - Restricted/Unrestricted/Private Grants		1,431,235
Government Payments		1,123,141
Government- ESSER 3		580,289
Nutrition Payments - Students		5,000
Student Activities		91,785
Interest Income/Other		100,300
Nursery		130,687
In Kind Transportation/MTRS		3,400,000
<b>TOTAL REVENUE:</b>		<b>\$ 21,158,537</b>
<b>EXPENSES:</b>		
Compensation		\$ 12,517,602
Rent		1,386,312
Facility Costs		721,000
Equipment & Technology		297,500
Services & Contracts		406,881
Program Expenses		1,491,898
In Kind Transportation/MTRS		3,400,000
Contingency		50,000
<b>SUB-TOTAL EXPENSES</b>		<b>\$ 20,271,194</b>
<b>NON-CASH ITEMS:</b>		
Depreciation/Amortization Expense		378,390
Amortization of Lease Pre-Payment		(77,571)
<b>SUB-TOTAL NON-CASH ITEMS</b>		<b>300,819</b>
<b>TOTAL EXPENSES:</b>		<b>\$ 20,572,012</b>
<b>NET SURPLUS/(DEFICIT)</b>		<b>\$ 586,525</b>

ii. FY23 Enrollment

FY23 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	700
Number of students upon which FY23 budget tuition line is based	700
Number of expected students for FY23 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 student)</i> N/A	

iii. Capital Plan For FY23

For FY23, the School does not have a formal capital plan established that corresponds to the Charter School End of Year Financial Report. However, Boston Collegiate’s Board of Trustees has approved a capital project to repair and renovate the facilities used by the school. The School is working with its mission-affiliated non-profit, the Boston Collegiate Charter School Foundation, Inc., on the facilities improvement project. The planned project has three major components:

1. Lower School Campus (215 Sydney Street) envelope project, which consists of repointing the brick exterior and installing a new roof;
2. HVAC, roof repairs and exterior brick work in our Middle School building (11 Mayhew Street);
3. Land improvements to a recently purchased parcel of land adjacent to our Upper School Campus (21 Mayhew Street). This work will include the creation of parking spaces and outdoor classrooms and recreation spaces.

Status of Capital Projects:

- We are in the permitting process for the 21 Mayhew Street project.
- In general, we have the architects, engineers, lawyer and an OPM on board to advise and guide the project.

The total project is expected to cost \$8.35M and be completed over the next two fiscal years. The school is planning to contribute its cash reserves in excess of 60 days operating cash plus a cushion to the expansion. The rest of the funds will be provided by the Foundation’s cash on hand and a \$1.5M drawdown of the remaining balance on the Foundation’s 2020 bond financing to fund the project.

Please note that these plans are subject to change.

**APPENDICES**

**Appendix A: Accountability Plan Performance for 2021-2022**

Faithfulness to Charter

	2021-2022 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective 1: KDE #1:</b> College and career programming. Given our mission to prepare each student for college, we are laser-focused on intentional programming for college and career.		
<b>Measure:</b> 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.	<b>Met</b>	Based on the alumni survey data, 90% of BCCS graduates agree at the end of their freshman year that they felt sufficiently prepared for college.
<b>Measure:</b> Annually, 100% of BCCS graduates are accepted to four-year colleges.	<b>Met</b>	Director of College Programming maintains a detailed list; all graduates were accepted.
<b>Measure:</b> Annually, over 90% of BCCS graduates will matriculate to college within one year of BCCS graduation based on alumni communication.	<b>Not Met</b>	89% of the Class of 2021 is enrolled in a 2- or 4-year college. Director of Alumni Relations maintains a detailed list.
<b>Measure:</b> 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.	<b>Not Met</b>	74% of the Class of 2016 has completed a 2 or 4-year college, and 3% are still enrolled. (64% of the Class of 2017 has completed a 2 or 4-year college, and 15% are still enrolled.)
<b>Measure:</b> Annually, 100% of BCCS students will have completed an on-site career experience (e.g.,internship) before graduating from high school.	<b>Not Met</b>	While we were able to facilitate our internship program for the Class of 2023 this year, the Class of 2022 did not participate in it last year due to COVID.
<b>Objective 2: KDE #2:</b> 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.		
<b>Measure:</b> Annually, the average of BCCS students' scores on each Advanced Placement exam will exceed the Massachusetts average for that exam.	<b>Not Met</b>	Not met (0 subjects outperformed the MA average).

<b>Objective 3: KDE #3:</b> 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.		
<b>Measure:</b> Annually, 75% or more of BCCS teachers agree on the TNTP Insight survey that “My school is a good place to teach and learn.”	<b>Met</b>	75% of teaching staff indicated on the TNTP Insight survey that “my school is a good place to teach and learn”.
<b>Measure:</b> Annually, BCCS will retain over 85% of its teaching force year-to-year.	<b>Not Met</b>	Current retention projections for teaching staff are tracking at 76%.
<b>Objective 4: KDE #4:</b> BCCS makes the most of its unique diversity. BCCS is a uniquely integrated school; this warrants intentional culture efforts around diversity.		
<b>Measure:</b> 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.	<b>Met</b>	76% of white students answered “agree/strongly agree,” and 72% of students of color answered “agree/strongly agree.”
<b>Measure:</b> 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.	<b>Not Met</b>	The BCA no longer administers the survey after several years of hiatus; however, we incorporated this same line of questioning in our internal family survey, which indicated an 80% positivity average, with an inversion in racial subgroup data compared to former statistics, with families of color submitting higher ratings than white families by 16%.
<b>Measure:</b> 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.	<b>Met</b>	Over the course of this charter term, we have made huge gains in narrowing the gap between the racial demographics of our staff as it reflects our student demographic. In spite of a gradually changing student demographic, from 48% white and 52% students of color in 2016-2017 to 42% white and 58% students of color in 2021-2022, we have narrowed the gap by half, resulting in a staff racial demographic of 50% white, 50% staff of color in 2021-2022 as compared to 66% white and 34% staff of color as recently as 2018-2019.
<b>Measure:</b> By the end of the charter term, BCCS will have made meaningful progress on closing the	<b>Not Met</b>	Aggregate suspensions were higher in 21-22 compared to 20-21 given the return to in-person learning. We made slight progress on



gap in student suspensions, both in-school and out-of-school, by race.		decreasing the suspension rate of students of color (20-21, 86% of suspensions were assigned to SOC in comparison to 79% in 21-22).
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Dissemination

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> BCCS will share its college and career programming (KDE 1) with other schools in Boston, other Massachusetts public schools, and schools across the nation.		
<b>Measure:</b> At least 5 schools from across Massachusetts and the rest of the nation visit BCCS annually to learn about college and career programming.	<b>Met</b>	We facilitated both in-person and virtual visits with: Milton Academy (Milton, MA), Framingham Public Schools (Framingham, MA), Latitude Charter High School (Oakland, CA), Brooke High School (Boston, MA), and Baxter Academy for Technology and Science Charter School
<b>Objective:</b> BCCS will share its work to elevate teaching (KDE 3) with other schools in Boston, other Massachusetts public schools, and schools across the nation.		
<b>Measure:</b> BCCS will be mentioned in at least one national publication annually regarding work to elevate teaching.	<b>Met</b>	Boston Collegiate was featured in The Century Foundation, highlighting <a href="#">our intentional DEI practices in the community and in the classroom</a>
<b>Objective:</b> 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		
<b>Measure:</b> BCCS will participate in 2-4 projects annually, for example: ** <i>CSO Dissemination Grant Project</i> ** <i>Boston Coalition for Boys Mentorship Program</i> ** <i>Collaborating with other middle/high schools on humanities curriculum on inequality</i> ** <i>Establishing a cohort of like-minded schools educating diverse groups of students</i>	<b>Met</b>	BCCS participated in: 1) the Boston Coalition for Boys Mentorship Program, 2) the <a href="#">Bridges Collaborative</a> focused on integrated schools

## Appendix B: Recruitment and Retention Plan

Recruitment Plan 2022-2023

School Name: Boston Collegiate Charter School

### 2021-22 Implementation Summary

In light of the ongoing pandemic, there was still strong interest among families to enroll at Boston Collegiate during the 2021-2022 school year, with 1,466 students applying for the six grades in which we accept new students (fifth through tenth grade). As of July 1, 2022, we maintain a waitlist of 1,073 students. Our smallest waitlist is for grade ten, which includes 28 students; our largest waitlist is for grade nine, which includes 322 students. These numbers indicate that our recruitment strategies have been effective throughout Boston.

We rely on current students and families to share information through word-of-mouth to support a diversity of applicants across race, home language, and income levels. We continue to advertise our school lottery in local language-specific newspapers. We prominently display a banner on our Lower School building facade, which faces commuters walking from the JFK/UMASS T Station, that says “Apply Now!” in Spanish, English, and Vietnamese. We intentionally spotlight the families of students with individualized education programs (IEPs) including by promoting our Special Education Parent Advisory Council’s Facebook group. We maintain a robust website with a dedicated Student Support page to ensure that prospective families with students on IEPs feel welcome and have access to information and resources. Additionally, during the 2021-2022 school year we purchased Facebook ads promoting our lottery applications in English, Spanish, Haitian Creole and Vietnamese. We utilize a pop-up window on our website during recruitment season to direct prospective families directly to our lottery application, which we make available in eight languages. We also filmed and shared virtual tours of our campuses on our website, starting in October 2021, and held weekly information sessions over Zoom in February 2022, prior to our March application deadline.

Historically, Boston Collegiate has been a popular school of choice among Boston’s white, English-dominant neighborhoods (South Boston, Dorchester, West Roxbury). While that trend continues in comparison to peer charters across the city, our student racial demographics have shifted moderately over the past five years to being more representative of the demographics of the city. We strive to increase enrollment of EL and low-income students. To do this, we make a concerted effort to share information about enrollment with the families of our current EL students and share information at local community centers and businesses. Though we are eager to increase our enrollment of Vietnamese students given our school’s close proximity to a large population of Vietnamese residents in Dorchester, Boston Collegiate’s enrollment of this demographic remains underrepresented.

In regard to the October 1, 2022 enrollment, we do not have clear figures and the information to date is anecdotal. We know we will have an increase in the number of students on IEPs and a small increase in our Vietnamese students population. We do not yet know the full extent of impact Boston’s changes to exam school admissions will have, but anticipate some effect. We will not have information about our population of economically disadvantaged students until the start of the 2022-2023 school year. Boston Collegiate pursued Community Eligibility Provision (CEP) status for the 2022-2023 school year and, as a result, we expect income data to be more challenging to collect outside of governmental programs.

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

**General Recruitment Activities for 2022-2023:**

- We will send a customized postcard from Boston Collegiate to all Boston Public Schools fourth graders in English, Spanish, Haitian Creole, Vietnamese, Chinese, Portuguese, and Cape Verdean Creole.
- We will continue to work with current students and families to share information by word-of-mouth 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 display a banner on our highly visible building facades that advertise our application deadline in multiple languages (including English, Spanish, Haitian Creole, Vietnamese, and Chinese).
- We will continue to provide families support in completing our electronic lottery application; we will sustain our staff multilingualism initiative to compensate staff to do this work, which was launched in 2021-2022.
- We will ensure representation of students receiving Student Support services and their families at recruitment fairs (to the extent that these will be possible given COVID-19) and will maintain our robust Student Support webpage to ensure that prospective families with students with IEPs feel welcome in our community and informed about how we support students with specialized learning needs.
- We will continue our social media marketing efforts via Facebook and Instagram, advertising the opportunity to apply to Boston Collegiate in English, Spanish, Haitian Creole, Vietnamese, Chinese, Portuguese, and Cape Verdean Creole.
- We will continue to enable pop-up windows on our website that direct families to our lottery application, which will be available in eight languages: English, Spanish, Haitian Creole, Vietnamese, Chinese, Portuguese, and Cape Verdean Creole.
- We will again email all families on our waitlist to invite them to reapply in our next lottery.
- We will continue to hold monthly tours and information sessions at both campuses for prospective students and families, beginning in November.
- We will continue to attend school fairs at Boston Public Elementary and Middle Schools when invited.

**Recruitment Plan - 2022-23 Strategies**

*List strategies for recruitment activities for each demographic group.*

Special education students/students with disabilities

**(a) CHART data**

**Met GNT/CI**

**School percentage:**  
19.2%

**GNT percentage:**  
18.8%

**(b) Continued 2021-2022 Strategies**

- 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

<p><b>CI percentage:</b> 19.1%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>Speak with families.</p> <ul style="list-style-type: none"> <li>- We will continue to advertise the work with students of all learning profiles at general recruitment sessions.</li> <li>- Invite prospective families to attend our Student Support Parent Advisory Council meetings to learn more about our community via social media.</li> <li>- Include specific information on student support services in all in person admission tours.</li> <li>- 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.</li> <li>- Bring staff members who specifically work with students with disabilities to student recruitment fairs.</li> <li>- 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.</li> <li>- Share how we are flexing to meet the needs of our students on IEPs with prospective families.</li> </ul>
	<p><b>(c) 2022-23 Additional Strategy(ies), if needed</b> N/A</p>
<p>Limited English-proficient students/English learners</p>	
<p><b>(a) CHART data</b></p> <p><b>Did not meet GNT/CI</b></p> <p><b>School percentage:</b> 4.4%</p> <p><b>GNT percentage:</b> 14.4%</p> <p><b>CI percentage:</b> 15.7%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p><b>(b) Continued 2021-2022 Strategies</b></p> <ul style="list-style-type: none"> <li>- Attend high school fairs from Boston Public Schools Elementary and Middle Schools when invited (as possible due to COVID-19).</li> <li>- 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.</li> <li>- Advertise in newspapers in various languages (English, Spanish, Haitian Creole, Vietnamese, Chinese, Portuguese, and Cape Verdean Creole)</li> <li>- Advertise via Facebook ads in various languages (English, Spanish, Haitian Creole, Vietnamese and Chinese).</li> <li>- Send a customized postcard from Boston Collegiate to all fourth graders in English, Spanish, Haitian Creole, Vietnamese, and Chinese.</li> <li>- Use a banner on our highly visible facades at each campus that say “Apply Now!” in multiple languages listed above.</li> <li>- 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).</li> <li>- 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.</li> </ul>

	<ul style="list-style-type: none"> <li>- We will double-down on English Learning communities in close proximity to our school, specifically the Vietnamese and Cape Verdean communities.</li> <li>- Vietnamese (data to change in 2 years): <ul style="list-style-type: none"> <li>- <i>Attempt to collaborate with the principals at 2 local elementary schools that have large Vietnamese populations to advertise BCCS enrollment</i></li> <li>- <i>Host tours in Vietnamese led by Vietnamese families.</i></li> <li>- <i>Prioritize recruitment of Vietnamese-speaking teachers.</i></li> <li>- <i>Provide BCCS application materials to Vietnamese health care providers in our area.</i></li> <li>- <i>Pay a Vietnamese parent or student for ~20 hours of recruitment time.</i></li> </ul> </li> <li>- Cape Verdean Creole (data to change in 2 years): <ul style="list-style-type: none"> <li>- <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></li> <li>- <i>Host tours in Cape Verdean Creole led by Cape Verdean families.</i></li> <li>- <i>Prioritize recruitment of Cape Verdean Creole-speaking teachers.</i></li> <li>- <i>Provide BCCS application materials to Cape Verdean health care providers in our area.</i></li> <li>- <i>Pay a Cape Verdean parent or student for ~20 hours of recruitment time.</i></li> </ul> </li> <li>- We will reach out to additional organizations in the Fall of 2021 like <a href="#">MUA (Mujeres Unidas Avanzando)</a> and <a href="#">Rian Immigration Center</a> who assist adults in Boston learn English to share information about our applications with caregivers who are learning English.</li> </ul>
	<p><b>(c) 2022-2023 Additional Strategies</b></p> <ul style="list-style-type: none"> <li>- Email waitlist families, withdrawn families, previously rescinded families to encourage them to re-apply for the upcoming school year, with Spanish translation included.</li> <li>- Advertise in digital ads (El Mundo and World Journal) about our school and the application process.</li> <li>- Expand the languages of our customized postcard to include Cape Verdean and Portuguese.</li> <li>- Expand the recipients of our customized postcard from Boston Collegiate to not only all fourth graders in Boston in English, Spanish, Haitian Creole, Vietnamese, and Chinese, but also to all 6th and 8th graders.</li> <li>- Advertise our application via yard signs located throughout the city in both English and Spanish.</li> </ul>
<p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	

<p><b>(a) CHART data</b></p> <p><b>Did not meet GNT/CI</b></p> <p><b>School percentage:</b> 44.6%</p> <p><b>GNT percentage:</b> 48.1%</p> <p><b>CI percentage:</b> 66.0%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p><b>(b) Continued 2021-2022 Strategies</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Make our application available to families residing in low-income housing developments throughout the city such as Franklin Field and Old Colony.</li> <li>- Contact the Department of Transitional Assistance in Boston and provide them with the application link.</li> <li>- Provide application materials to neighborhood ABCD sites.</li> <li>- Supply our information and postcards to Boys and Girls Clubs and YMCAs throughout the City of Boston to be available for attendees.</li> <li>- Connect with local CDCs such as Urban Edge and Dorchester Bay that provide affordable housing to advertise how to apply to our school.</li> <li>- Advertise our application and lottery process through Resident Services of Boston Housing Authority.</li> <li>- Distribute application information to social workers of Family Aid and Project Hope providing emergency and permanent housing support for families in Boston.</li> <li>- Investigate feasibility of an MBTA bus advertising campaign.</li> <li>- In the Fall of 2022, 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.</li> <li>- 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"> <li>- Collaborate with Union Capital Boston to share information.</li> <li>- Collaborate with the Family Independence Initiative to share information.</li> <li>- Collaborate with Compass Working Capital to share information.</li> <li>- Increase staff capacity on student recruitment team to conduct more thorough follow up with public agencies and support families enrolling in public assistance programs.</li> </ul> </li> </ul>
	<p><b>(c) 2022-2023 Additional Strategies</b></p> <ul style="list-style-type: none"> <li>- Advertise our application and lottery process at previously untapped women’s and children’s shelters near our school (Rosie’s Place, Saint Mary’s Center for Women).</li> <li>- Advertise our application and lottery process at previously untapped community centers (Kroc Center, Bird Street Community Center, East End House).</li> <li>- Advertise our application via yard signs located throughout the city in both English and Spanish.</li> </ul>

<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2021-2022 Strategies</b></p> <ul style="list-style-type: none"> <li>- Include information about our tutoring and extra support services in our advertisements.</li> <li>- Make our application available to tutoring and academic enrichment programs such as 826 Boston and the Boston Learning Center.</li> <li>- 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.</li> <li>- Send a customized postcard from BCCS to all fourth graders in English, Spanish, Haitian Creole, and Vietnamese.</li> <li>- 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.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) Continued 2021-2022 Strategies</b></p> <ul style="list-style-type: none"> <li>- Make our application available to programs that serve at-risk youth throughout the city such as Friends of the Children.</li> <li>- 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.</li> <li>- Explore the possibility of putting BCCS application materials at BPS Re Engagement Centers.</li> </ul>
<p><u>Students who have dropped out of school</u></p> <p><i>*only schools serving students who are 16 and older</i></p>	<p><b>(f) Continued 2021-2022 Strategies</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>

Retention Plan 2022-2023

<p><b>Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-2022 Retention Plan.</b></p>
<p style="text-align: center;"><b>2021-22 Implementation Summary:</b></p> <p>Boston Collegiate continues to execute on a strong, individualized, and holistic approach to education for our students, which leads to generally low attrition rates. Operating with a deep sense of our core values, which prioritize twin pillars of <i>scholarship</i> and <i>belonging</i>, our daily focus is to ensure students feel respected, known, and invested in our program so that scholarship is more easily obtained and sought after.</p> <p>Upon our return from the deeply impacted remote schooling year of 2020-2021, we implemented a robust advisory and homeroom program, particularly in our High School, to provide predictable and regular spaces for students to participate in community building, resetting, and circle conversation.</p>

Having seen the effects of the pandemic on attendance, both direct and indirect, we continued weekly attendance meetings this year, bringing together Deans, Family Engagement Managers, Principals, Operations Staff, and our Data Specialist to closely track student attendance and to streamline and standardize responses to new attendance patterns. We appreciated the understanding of the state in regards to the reasonability of truancy patterns in considering and shifting the metric for chronic absenteeism as the updated perspective showed that, given the circumstances of necessary absenteeism this year, our students showed up in large part when and where they were able.

We continue to partner with PEAR, our Social-Emotional support partner organization, to look at academic, attendance, and social and emotional data. This spring, we added a third counselor to our Upper School to expand our team's ability to respond to urgent situations, bringing us to four School Counselors and a School Psychologist on staff full time.

In general, attrition from Boston Collegiate tends to be because students move or wish to attend exam schools or private schools. This year, we saw an increase in the number of our students moving to private, Catholic schools, with the vast majority of those students identifying as white, as is reflected in our gradually changing student racial demographics. We are continuing to watch the outcomes of the new exam school parameters to see how those changes will impact our student enrollment. With the very late notifications of acceptances to exam schools this year, it was very difficult to be proactive in terms of offering seats for potential departures.

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

Retention Plan – 2022-23 Strategies	
<i>List strategies for retention activities for <u>each</u> demographic group.</i>	
Special education students/students with disabilities	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 6.5%</p> <p><b>Third Quartile:</b> 16.3%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2021-2022 Strategies</b></p> <p>Below third quartile: no enhanced/additional strategies needed</p> <p><b>Will continue the strategies from the 2021-22 school year:</b></p> <ul style="list-style-type: none"> <li>- Students with disabilities receive several extra supports to facilitate their academic success.</li> <li>- 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. This is one of our largest teams schoolwide.</li> <li>- Student Support staff also meet regularly with general education teachers to monitor and accommodate students on IEPs.</li> </ul>



Limited English-proficient students/English learners	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 9.7%</p> <p><b>Third Quartile:</b> 17.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2021-22 Strategies</b></p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <p><b>Will continue the strategies from the 2021-22 school year:</b></p> <ul style="list-style-type: none"> <li>- Our Director of English as a Second Language and our Family Engagement Manager work 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 Boston Collegiate.</li> <li>- Each family communication we send out includes Spanish translation.</li> <li>- Our website is enabled to translate information into other languages, as needed.</li> </ul>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 9.0%</p> <p><b>Third Quartile:</b> 18.0%</p> <p><u>The school's attrition rate is below third quartile percentages.</u></p>	<p><b>(b) Continued 2021-22 Strategies</b></p> <p>Below median and third quartile: no enhanced/additional strategies needed</p> <p><b>Will continue the strategies from the 2021-22 school year:</b></p> <ul style="list-style-type: none"> <li>- We set aside funds for items necessary for learning that students may be unable to afford, such as eyeglasses and school supplies.</li> <li>- We collect donations in order to provide weekend and vacation food to families who are homeless or struggling financially.</li> <li>- We aim to make dental care available twice per year for families who choose to participate.</li> <li>- 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.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>Will continue the strategies from the 2021-22 school year:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Our administrative team meets weekly to track attendance patterns and make plans to address truancy.</li> <li>- 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.</li> </ul>

<p><u>Students who have dropped out of school</u></p> <p><i>*only schools serving students who are 16 and older</i></p>	<p><b>Will continue the strategies from the 2021-22 school year:</b></p> <ul style="list-style-type: none"> <li>- Accepting students into our high school is still a relatively new phenomena for our student enrollment patterns and is based on our school-wide enrollment numbers. Because of the unpredictability of mid-year departures and lengthy waitlists for our high school grades, we have not yet had the opportunity to target students who have already dropped out of another school.</li> </ul>
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**Appendix C: School and Student Data/Board and Committee Information and Schedules**

Boston Collegiate Charter School's student demographic enrollment data link is as follows:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04490000&orgtypecode=5&>

<b>STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2011-22 SCHOOL YEAR</b>	
<b>Race/Ethnicity</b>	<b>% of School</b>
African-American	33.9%
Asian	2.4%
Hispanic	18.5%
Native American	0.0%
White	41.7%
Native Hawaiian, Pacific Islander	0.1%
Multi-race, non-Hispanic	3.3%
<b>Selected Populations</b>	<b>% of School</b>
First Language not English	11.7%
English Learner	4.4%
Low-Income	44.6%
Students with Disabilities	19.2%
High Needs	58%

<b>ADMINISTRATIVE ROSTER FOR THE 2021-22 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b>
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, Chief Student Support Officer	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 Franz, Chief of Staff and External Affairs	Responsible for fundraising and marketing activities and strategies	4/2014	Current
Megan Noyes, Middle School Principal	Oversees Middle School instruction and achievement, including teachers	8/2009	Current
Amanda Kay Loring, Chief Operating Officer	Oversees operations team, planning and logistics	8/2013	Current
Nadiya Monestime, High School Principal	Oversees High School instruction and achievement, including teachers	7/2019	Current
Sarah Morland, Chief Academic Officer	Oversees curricular and instructional matters including external collaboration; manages the instructional team	8/2003	Current
Jenna Ogundipe, Executive Director	Oversees school operations and results, sets school vision, manages leadership team and external relations	8/2002	Current
Jan Saglio, Senior Financial Advisor	Oversees strategic financial and real estate projects, considering long-term health of Boston Collegiate, leads sustainability work.	3/2014	Current
Courtney Smith, Lower School Principal	Oversees Lower School instruction and achievement; including teachers	8/2008	Current
Tatiana Torres, Chief Financial Officer	Responsible for budget, finances, and human resources	9/2019	Current

<b>TEACHERS AND STAFF ATTRITION FOR THE 2021-22 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2021-22 school year</b>	<b>Departures during the 2021-22 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure*</b>
Teachers	76	8	19	Mid Year Departure: <ul style="list-style-type: none"> <li>● Mid Year Termination (3)</li> <li>● Employee chose to end employment (5)</li> </ul>

				Year End Departure: <ul style="list-style-type: none"> <li>• Not renewed for the 22-23 school year (3)</li> <li>• Employee chose to end employment (16)</li> </ul>
Other Staff	54	9	5	Mid Year Departure: <ul style="list-style-type: none"> <li>• Mid Year Termination (1)</li> <li>• Employee chose to end employment (8)</li> </ul> Year End Departure: <ul style="list-style-type: none"> <li>• Not renewed for the 22-23 school year (2)</li> <li>• Employee chose to end employment (3)</li> </ul>

<b>BOARD AND COMMITTEE INFORMATION</b>	
Number of commissioner approved board members identified in the Board Member Management System as of August 1, 2022	16
Minimum number of board members in approved bylaws	8
Maximum number of board members in approved bylaws	22

<b>BOARD MEMBERSHIP DURING THE 2021-22 SCHOOL YEAR</b>				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Bridget Adam	Staff Trustee	Leadership Advisory	1	9/2018-6/2022
Jose Brandao	Vice Chair; Parent Trustee	Finance; DEI Steering	2	11/2017-6/2021 7/2021-6/2024
Liz Bride		Development	1	6/2022-6/2025
Sandra Brown		Governance	2	3/2017-6/2021 07/2021-6/2022
Ayden Cardoso	Student Trustee	Academic and Student Affairs	1	8/2022-6/2023
Tanya Chakmakian	Parent Trustee	Academic and Student Affairs	1	7/2021-6/2024
Nicole Chang	Chair	Ex-Officio, All	2	9/2017-6/2021 7/2021-6/2024
Latoya Gayle	Parent Trustee	Development	1	8/2020-6/2022
Paul Gordon	Development Committee Co-Chair	Development	1	10/2019-6/2023

Robert Harris	Clerk; Governance Committee Chair	Governance	3	8/2014-6/2017 7/2017-6/2020 7/2020-6/2023
Bill Heiden		Development	1	8/2020-6/2024
Dina Model		Finance	1	7/2022-6/2025
Ali Nuger	Development Committee Co-Chair	Development	2	3/2017-6/2020 7/2020-6/2023
Jenna Ogundipe	Ex-Officio	Ex-Officio, All	N/A	7/2021
Caroline Page		Finance	3	8/2014-6/2017 7/2017-6/2020 7/2020-6/2023
James Savarese		Development	1	8/2020-3/2022
Prescott Taylor	Treasurer; Finance Committee Chair	Finance	2	8/2017-6/2020 7/2020-6/2023
Scott Utzinger		Governance	3	1/2014-6/2017 7/2017-6/2020 7/2020-6/2023
Natalie Velasquez		Academic and Student Affairs; DEI Steering	2	01/2018-6/2021 7/2021-6/2024
Karen Walker Beecher		Governance	2	9/2017-6/2021 7/2021-6/2024

<b>BOARD OF TRUSTEES MEETING SCHEDULE FOR THE 2022-23 SCHOOL YEAR</b>	
<b>Date/Time</b>	<b>Location</b>
Tuesday, September 13, 2022, 8:30 - 10:00 am	215 Sydney Street, Dorchester / Zoom
Tuesday, October 25th, 2022, 8:30 - 10:00 am	215 Sydney Street, Dorchester / Zoom
Saturday, December 3, 2022, 8:00 am - 12:30 pm	In-Person, TBD
Tuesday, January 31, 2023, 8:30 - 10:00 am	215 Sydney Street, Dorchester / Zoom
Tuesday, March 28, 2023, 8:30 - 10:00 am	215 Sydney Street, Dorchester / Zoom
Tuesday, May 9, 2023, 8:30 - 10:00 am	215 Sydney Street, Dorchester / Zoom
Tuesday, June 13, 2023, 8:30 - 10:00 am	215 Sydney Street, Dorchester / Zoom

<b>COMMITTEE MEETING SCHEDULES FOR THE 2022-23 SCHOOL YEAR</b>		
<b>Name of Committee</b>	<b>Date/Time</b>	<b>Location</b>
Governance	Tuesday, September 6, 2022, 8:00-9:00 am	Zoom
Finance	Thursday, September 8, 2022, 8:30-9:30 am	Call
Development	Thursday, September 8, 2022, 10:30-11:30 am	Zoom

Governance	Tuesday, October 4, 2022, 8:00-9:00 am	Zoon
DEI Steering	Wednesday, October 5, 2022, 3:30-4:30 pm	Zoom
Finance	Thursday, October 13, 2022, 8:30-9:30 am	Call
Development	Thursday, October 13, 2022, 10:30-11:30 am	Zoom
DEI Steering	Wednesday, November 2, 2022, 3:30-4:30 pm	Zoom
Governance	Tuesday, November 8, 2022, 8:00-9:00 am	Zoom
Finance	Thursday, November 17, 2022, 8:30-9:30 am	Call
DEI Steering	Wednesday, December 7, 2022, 3:30-4:30 pm	Zoom
Finance	Thursday, December 8, 2022, 8:30-9:30 am	Call
DEI Steering	Wednesday, January 4, 2023, 3:30-4:30 pm	Zoom
Governance	Tuesday, January 10, 2023, 8:00-9:00 am	Zoom
Finance	Thursday, January 19, 2023, 8:30-9:30 am	Call
Development	Thursday, January 19, 2023, 10:30-11:30 am	Zoom
DEI Steering	Wednesday, February 1, 2023, 3:30-4:30 pm	Zoom
Finance	Thursday, February 9, 2023, 8:30-9:30 am	Call
DEI Steering	Wednesday, March 1, 2023, 3:30-4:30 pm	Zoom
Governance	Tuesday, March 7, 2023, 8:00-9:00 am	Zoom
Finance	Thursday, March 23, 2023, 8:30-9:30 am	Call
Development	Thursday, March 23, 2023, 10:30-11:30 am	Zoom
DEI Steering	Wednesday, April 5, 2023, 3:30-4:30 pm	Zoom
Finance	Thursday, April 13, 2023, 8:30-9:30 am	Call
Governance	Tuesday, May 2, 2023, 8:00-9:00 am	Zoom
DEI Steering	Wednesday, May 3, 2023, 3:30-4:30 pm	Zoom
Finance	Thursday, May 18, 2023, 8:30-9:30 am	Call
Governance	Tuesday, June 6, 2023, 8:00-9:00 am	Zoom
DEI Steering	Wednesday, June 7, 2023, 3:30-4:30 pm	Zoom
Finance	Thursday, June 8, 2023, 8:30-9:30 am	Call

**Appendix D: Additional Required Information**

Key Leadership Changes for School Year 2022-2023

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Nicole Chang	ngchang@gmail.com	No Change
Charter School Leader	Jenna Ogundipe	jogundipe@bostoncollegiate.org	New
Assistant Charter School Leader	Sarah Morland	smorland@bostoncollegiate.org	New
Special Education Director	Nadia Cyprien	ncyprien@bostoncollegiate.org	No Change
MCAS Test Coordinator	Amanda Kay Loring	aloring@bostoncollegiate.org	No Change
SIMS Coordinator	Tiffany Soto	tsoto@bostoncollegiate.org	No Change
English Learner Program Director	Caitlin McHugh	cmchugh@bostoncollegiate.org	No Change
School Business Official	Tatiana Torres	ttorres@bostoncollegiate.org	No Change
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	2022-2023 School Year Date(s)
Student Application Deadline	February 28, 2023
Lottery	March 8, 2023 (Snow Day: March 9, 2023)



**Appendix E: Conditions, Complaints, and Attachments.**

**A. Conditions**

Not applicable.

**B. Complaints**

There were 0 official complaints received by the Boston Collegiate Board of Trustees during the 2021-22 school year.

**C. Attachment**

FY22 Organizational Chart - Boston Collegiate Charter School

