



BOSTON COLLEGIATE CHARTER SCHOOL

2024-2025 ANNUAL REPORT

July 15, 2025

LOWER SCHOOL

215 Sydney Street, Dorchester, MA 02125

UPPER SCHOOL

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Table of Contents

Introduction to the School	3
School Performance and Program Implementation	3
Faithfulness to Charter	3
Mission and Key Design Elements	3
Access and Equity	4
Enrollment by Race and Ethnicity (2024-2025)	4
Selected Populations (2024-2025)	4
2023-2024 Student Discipline Data Report	4
Dissemination Efforts	5
Academic Program Success	8
Student Performance	8
Program Delivery	8
Organizational Viability	10
Finance	10
FY25 Unaudited Income Statement	10
FY25 Balance Sheet	11
FY26 Approved School Budget	12
FY26 Enrollment Table	13
Capital Plan for FY26	13
Appendix A: Accountability Plan Evidence for 2024-2025	14
Faithfulness to Charter	14
Dissemination	16
Appendix B: Recruitment and Retention Plan 2025-2026	17
Recruitment Plan 2025-2026	17
Retention Plan 2025-2026	24
Appendix C: School Data Tables	27
Administrative Roster and Staff Attrition Data	27
Administrative Roster During the 2024-25 School Year	27
Teacher and Staff Attrition for the 2024-25 School Year	27
Information About the Board of Trustees	28
Board Membership During the 2024-25 School Year	28
Board of Trustee and Committee Meeting Notices	29
Appendix D: Conditions, Complaints, and Attachments	29
Board of Trustees Contact Information	29

Introduction to the School

Boston Collegiate Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Boston
Regional or Non-Regional	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	1998	Year(s) Renewed (if applicable)	2003, 2008, 2013, 2018, 2023
Maximum Enrollment	700	Chartered Grade Span	5-12
Mission Statement: The mission of Boston Collegiate Charter School is to prepare each student for college.			

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 2024-2025, we continued to prioritize relationship building into our school community while simultaneously supporting our teaching staff to facilitate a curriculum that embodies deeper learning—an approach that emphasizes critical thinking, communication, and independence. In addition, we led a schoolwide initiative on adolescent literacy, ensuring that all teachers were equipped to develop strong reading comprehension skills.

At the core of our work, we remained rooted in the key design elements of the school. The key design elements refined in our 2023-2028 Accountability Plan are: 1) College and career programming; 2) Academic rigor; 3) “Without great teachers, nothing else matters,” and 4) A culture that fosters a strong sense of belonging. During the 2024-2025 school year, Boston Collegiate implemented each of its key design elements in the following ways:

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. We strategically expose students to a wide variety of careers and provide college-programming to allow students to internalize the connection between career and college. We continued yearly events such as our Lower School Career Speaker Series, our 10th Grade Career Symposium, our yearly college visits for all grades, a summer college road trip, and our 11th grade 2-week offsite internship experience. This year we introduced two new opportunities for our students; our seniors took part in a career and college panel at the start of the year to help inform and enlighten their own college search. And, we launched a career exposure field trip series, where once a month high school students could opt into excursions to local businesses with the goal of exposing students to a wide variety of career pathways that exist within the metro-Boston area. Once again, for the

twenty second consecutive year, all of our diploma-earning Class of 2025 students earned an acceptance to a four-year college, with over 90% anticipating to matriculate.

2. **Academic rigor.** Our curricular and instructional focus during the 2024-2025 school year focused on our internal, strategic plan goal to “engage all students in deeper learning, enabling them to retain and transfer knowledge through analysis, synthesis, and creation.” Our instructional observers routinely gave feedback on our teachers’ efforts to facilitate curricular materials and pedagogical instructional approaches rooted in deeper learning as defined by: 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.
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. Our Associate Teacher program, now completing its second year, continued to support novice teachers gain their footing in the classroom, with two of the four committing to full-time teacher roles with our community and two opting to continue next year as associate teachers to further hone their craft. Our Leadership Advisory Council (LAC) of teachers continued to meet monthly with our Executive Director in an effort to promote stronger staff retention. In a testament to our community’s focus on supporting great teachers, 92% of our teaching staff agreed or strongly agreed with the statement “My school is committed to improving my instructional practice.”
4. **A culture that fosters a strong sense of belonging.** Boston Collegiate is a uniquely integrated school; this warrants intentional efforts around creating a school environment where every individual, regardless of identity, feels seen and appreciated. Currently, our student body is 57% students of color and 43% white. During the 2024-2025 school year, our staff identified as 50% of color and 50% white.

Our Director of Diversity, Equity, and Inclusion (DEI), along with our two Restorative Justice (RJ) Coordinators, work with our entire school community to foster a strong sense of belonging for all stakeholders and to support our community’s focus on relational practices. Monthly cultural celebrations, such as our LatinX event and our AAPI event, bring together all community memes to celebrate and honor the cultures within our community. Efforts this year have gone to elevating student voice and leadership through the growth of our high school’s Black Student Union and Restorative Justice Leader program.

Access and Equity

[Enrollment by Race/Ethnicity \(2024-2025\)](#)

[Selected Populations \(2024-2025\)](#)

[2023-2024 Student Discipline Data Report](#)

Dissemination

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Social Emotional Support & Mentoring	School partnership	Dean of Students: Bruce Baptista	Boston Coalition for Boys (Cross-sector of Boston high schools), Boston	Funded by the Hayden Foundation, the coalition facilitated a mentoring program for young men of color called "A Young Man with a Plan"
Curriculum and Instructional Innovation	Multiple in-person visits and zoom sessions	Chief Academic Officer: Sarah Morland School Leadership Fellow: Marty Clarke	MCPSA Boston Charter CAO Community of Practice group, Boston	Boston Collegiate collaborated with a group of Boston Charter CAOs through learning walks, consultancies, and specific resource sharing related to best practice sharing.
Curriculum and Instructional Innovation	Site Visit	Chief Academic Officer: Sarah Morland Leaders and classroom teachers for panels and classroom observations	~80 educators from around the state participating in the One8 Foundation's Applied Learning Visit., districts including but not limited to: Boston, Randolph, Plymouth, and Dartmouth	Boston Collegiate hosted a site visit for educators from around the state interested in Applied Learning. The visit included an overview of our work, classroom visits, and a Q&A panel for two groups over the course of two school days.
Schoolwide accountability	National Charter School Conference	Executive Director: Jenna Ogundipe	Educators from across the nation	Boston Collegiate's methods for schoolwide accountability were shared, including but not limited to: data tracking, cultural accountability through structured feedback opportunities, and review protocols.
Curriculum and Instruction Innovation	Applied Learning Leaders Summit	Chief Academic Officer: Sarah Morland School Leadership Fellow: Marty Clarke	Educators from across the state	Boston Collegiate's journey to applied learning as well as a specific statistics Project Based Learning (PBL) was shared.

Educational Leadership	MCPSA New Leader Panel	Executive Director: Jenna Ogundipe	New MA charter school executive directors	Best practices for school management and leadership were shared.
Assistive Technology	Assistive Technology Industry Association	Occupational Therapist: Dorie Zackin	Educators from across the nation	Boston Collegiate shared out regarding demystifying 3D printing for assistive technology.
Curriculum and Instructional Innovation	Site visit	Executive Director: Jenna Ogundipe Chief Academic Officer: Sarah Morland	Educators from the Netherlands Atlantic Association	Members of the association visited classrooms, met with instructional leaders, and gleaned best practices.
Curriculum and Instructional Innovation	Site Visit	Executive Director: Jenna Ogundipe Chief Academic Officer: Sarah Morland	Members of the Case Method Study Institute	Classes utilizing the Case Method Study were observed for best practices.
College and Career Programming	Site Visit	Chief Operating Officer: Amanda Kay Loring Executive Director: Jenna Ogundipe	Members of the Teach for America Massachusetts Leadership Team and incoming MA TFA teachers	Best practices related to college and career programming were shared.
Curriculum and Instructional Innovation	Site Visit	School Leadership Fellow: Marty Clarke	Educators from Conservatory Laboratory Charter School	Best practices related to grades 5 and 6 math were shared.
Curriculum and Instructional Innovation	Site Visit	School Leadership Fellow: Marty Clarke	Members of the Gates Foundation and national PBL team	Visitors observed best practices related to applied learning and PBL in the classroom.
College and Career Programming	Interview for publication	Executive Director: Jenna Ogundipe Director of College and Career Programming: Max George Director of Alumni Programming: Jon Clark	Chris Torres, researcher from the University of Michigan	Best practices related to college and career programming were shared.

Restorative Justice	Bridges Collaborative Panel	Executive Director: Jenna Ogundipe Director of DEI: Ayanna Hudson	Educators from the Bridges Collaborative, nationwide	Best practices related to restorative justice in an integrated setting were shared with participants.
School Communications	Site Visit	Co-Directors of Development: Beth Newhall and Rachel Langer	Members of the Lawrence Family Development Charter School	Best practices related to communications and marketing were shared.
Curriculum and Instructional Innovation	One8 Instructional Panel	History Teacher: Louis Barreto	Educators associated with One8 learning initiatives	Boston Collegiate shared out regarding best practices of a civics curriculum.
Digital Communications and Hiring	MCPSA Panel for hiring	Director of Development: Beth Newhall Chief Operating Officer: Amanda Kay Loring	Participants in the MCPSA panel	Boston Collegiate shared best practices regarding the intersection of digital communications and hiring.
College and Career Programming	Site Visit (zoom)	Director of Alumni Programming: Jon Clark	Head of dual enrollment, APR	Best practices related to college and career programming were shared.
College and Career Programming	Site Visit (zoom)	Director of College and Career Programming: Max George	Head of college counseling, Excel Charter School	Best practices related to college and career programming were shared.
College and Career Programming	Site Visit (zoom)	Director of College and Career Programming: Max George	Director of Special Projects, Libertas Academy	Best practices related to college and career programming were shared.
College and Career Programming	Site Visit (zoom)	Director of Alumni Programming: Jon Clark	Persistence Counselor, Boston Prep	Best practices related to college and career programming were shared.

Academic Program Success

Student Performance

2024 School Report Card

Program Delivery

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 2024-2025 school year, our curricular and instructional focus continued to be on deeper learning to further the accelerated learning for our students. Additionally, we layered in a literacy initiative to facilitate the development of strong reading comprehension skills to support learning across all areas of the curriculum.

Deeper learning, as defined by our community, includes:

- *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;*
- *Students are working together to make meaning of what they are learning, examining information and data, drawing conclusions and presenting findings and arguments;*
- *Students have the opportunity to engage in debate, dialogic discussion, presentations, and more, and they are regularly writing about their topics; and*
- *Students have more choices that can ignite their interests and passions.*

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 and pedagogy aligned with deeper learning and culturally relevant practices.

Some specific examples from the 2024-2025 school year of the curricular and instructional programs as well as shifts we made toward deeper learning and acceleration included:

- A focus on making thinking visible through classroom pedagogy and protocols in instructional coaching as well as department, school level, and grade level work. Fifteen team members engaged in a course through Harvard's Project Zero on implementing Making Thinking Visible protocols. Six members of our Instructional Leadership Team attended Project Zero Classroom, a weeklong learning experience based in deeper learning practices.
- A focus on "thinking classrooms" in our Math classes to support deep conceptual thinking and strong problem solving.
- Continued use of the iReady diagnostic with three assessments in Math and Reading over the course of the year. This included use of personalized instruction and intervention materials with students in grades 5-8 as well as 9th and 10th graders not yet meeting expectations at a high school level.
- Continued Project Based Learning (PBL) across the school, including participation of our 7th grade Math team in a PBLWorks initiative to develop and pilot PBL units. Projects spanned all grade levels and academic disciplines.
- Continued full implementation of the OpenSciEd Science curriculum in our Middle School across grades 6-8 with plans to expand it to 5th grade in the 2025-2026 school year.
- Roll out of two additional High Quality Instructional Materials (HQIMs) curricula in our high school science department; PEER Physics and BSCS Biology.
- Continued use of STMath in our Lower School Mathematics classes.
- Continued our implementation of the OpenUp Math curriculum in our High School Integrated Math sequence (I, II, and III), with additional piloting of related curriculum in our 6-8 classrooms.

- The English department piloted the use of multiple HQIM units from Fishtank, Odell, and Novel Curriculum Partners. We will launch full use of the Novel Curriculum in grades 7-11 in the 2025-2026 school year.
- Continued use of HQIM History curricula in grades 5-8 (Investigating History for grades 5-7 and the Democratic Knowledge Project for grade 8); and
- Expanded use of Project Lead the Way (PLTW) curriculum – continued use in 6th through 8th grade STEM Explorations and AP Computer Science A; adapted for use in a 12th grade Environmental Sustainability senior seminar.

Our Literacy approach for the 2024-2025 school year was grounded in research around literacy and tailored toward adolescent literacy development. The Reading Rope (Scarborough, 2021), articulates the highly complex and interwoven components of skilled reading with the two main categories being word recognition and language comprehension. The word recognition strand includes phonological awareness, decoding, and sight recognition of familiar words, while the language comprehension strand encompasses background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. Together, these strands must be tightly woven to support fluent, meaningful reading.

All-staff professional development was used to establish a strong shared foundation of adolescent literacy development and then provide teachers with strategies and tools for use in the classroom. Through these sessions we built common language and understanding of what drives language comprehension and why literacy must be integrated into every content area. The workshops included strategies and practices for vocabulary instruction, morphology, building background knowledge, and teaching metacognitive strategies. These practices were evident on a daily basis for students in the classroom. In addition, each department area identified and worked to embed key literacy strategies into their instruction. We also established a number of schoolwide practices that support literacy, for example we launched a vocabulary initiative that introduces a “word of the week” at each school level.

In addition to the implementation of literacy strategies in every classroom, we also recognized that some of our students still needed support with the word recognition half of the reading rope. In order to address their needs, we continued and expanded use of targeted interventions. Wilson Reading was used with our students who have the most intensive decoding needs, with careful attention to student placement and instructional fit. The REWARDS program, which emphasizes multisyllabic word reading, vocabulary development, and comprehension strategies for adolescent readers, served over 150 students across grades 5-10 who were below grade level.

Our Instructional Leadership Team, composed of our Chief Academic Officer, principals, Chief Student Support Officer, department chairs, and instructional coaches, met monthly to normalize observational feedback and our vision for excellent instruction, including deeper learning and literacy practices. 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 scaffolded 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.

Organizational Viability

Finance

A. FY25 Unaudited Income Statement

FY25
Year to Date
April 30, 2025
(unaudited)

REVENUE:

Tuition	14,171,307
Grants	850,272
Fundraising	1,065,927
Nutrition	115,759
Interest Income/Other/In-Kind	2,529,559
Sub-total:	18,732,824

EXPENSE:

Compensation, Taxes & Benefits	12,826,498
Program Equipment & Technology	314,202
Facility	2,830,553
Services & Contracts	396,478
Program Development & Support	1,665,061
Sub-total:	18,032,792

Total Revenue 18,732,824

Total Expense 18,032,792

Surplus/(Deficit) 700,032

B. FY25 Balance Sheet (unaudited)

FISCAL YEAR 2025 STATEMENT OF NET ASSETS (Unaudited)

April 30, 2025

ASSETS:	
Current Assets:	
Cash and Cash Equivalent	4,447,945
Accounts Receivable	188,171
Prepaid Expenses	3,660,079
Total Current Assets	8,296,195
Property & Equipment, Net:	
Building & Repairs	9,397,354
Furniture & Equipment	2,345,724
Sub-total	11,743,078
Less: Accumulated Depreciation	(2,626,483)
Total Property & Equipment, Net	9,116,595
Non-Current Assets:	
Capital Lease	3,473,615
Total Non-Current Assets	3,473,615
TOTAL ASSETS:	20,886,405
LIABILITIES & NET ASSETS:	
Current Liabilities:	
Accounts Payable	113,142
Payroll Liability	1,002,559
Total Current Liabilities:	1,115,701
Non-Current Liabilities:	3,791,220
Net Assets:	
Investment in Capital Assets	9,116,595
Restricted Net Assets	-
Unrestricted Net Assets	6,162,857
Net Income From Operating	700,032
Total Net Assets	15,979,484
TOTAL LIABILITY & NET ASSETS:	20,886,405

- C. School's Budget
 i. FY26 School Budget (*Approved by the Board of Trustees on April 1, 2025*)

	Students Enrolled	695
	Per Student Tuition	\$24,650
REVENUE:		
Per Pupil Tuition Payments		\$17,132,000
Fundraising - Restricted/Unrestricted/Private Grants		1,412,250
Government Payments		964,250
Student Activities		28,475
Interest Income/Other		170,000
Nursery		148,039
In-Kind (Services/Transportation/MTRS)		2,555,000
TOTAL REVENUE:		\$22,410,014
EXPENSES:		
Compensation		\$14,250,000
Rent		669,220
Facility Costs		903,000
Equipment & Technology		366,500
Services & Contracts		555,100
Program Expenses		1,477,800
In-Kind (Services/Transportation/MTRS)		2,555,000
Contingency		50,000
SUB-TOTAL EXPENSES		\$20,826,620
NON-CASH ITEMS:		
Depreciation/Amortization Expense		781,349
Amortization of Lease Pre-Payment		(84,538)
SUB-TOTAL NON-CASH ITEMS		696,811
TOTAL EXPENSES:		\$21,523,431
NET SURPLUS/(DEFICIT)		\$ 886,583

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 14, 2025 submission	700
Number of students upon which FY26 budget tuition line is based	695
Number of expected students for FY26 first day of school	700
Please explain any variances: Budget conservatively to allow for enrollment variability.	

Capital Plan For FY26

Table: Current or Future Capital Plans				
Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Parking Lot Renovation	Design Phase	09/30/2025	\$250,000	cash on hand

APPENDICES

Appendix A: Accountability Plan Evidence for 2024-2025

Faithfulness to Charter

	2024-2025 Performance M (Met) NM (Not Met)	Evidence
KDE #1: College and career programming. Boston Collegiate will provide purposeful college and career programming.		
Measure: Annually, over 90% of Boston Collegiate graduates will agree at the end of their freshman year that they felt sufficiently prepared for college based on alumni survey data. 70% of alumni will complete the survey.	NM	<p>40 of 56, or 71.4%, of college going alumni of the Class of 2024 responded to the survey at the end of their freshman year.</p> <p>35 of 40, or 87.5%, responded that they were sufficiently or over prepared for college.</p> <p>Alumni were asked for feedback regarding their preparation and provided insight as to what could better support them; this insight, such as more on-demand writing tasks and exposure to high level science courses, will impact our current programming to ensure stronger preparation.</p>
Measure: Annually, over 90% of Boston Collegiate graduates will matriculate to college within one school year of Boston Collegiate graduation based on alumni communication.	M	53 of 59, members of the class of 2024, or 89.8% (Rounds up to 90%), enrolled in college within one school year of their graduation. Director of Alumni Programming 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 National Clearinghouse database and alumni communication.	NM	<p>48 of the 68 students (70.5%) who matriculated from the class of 2019 have a 2 or 4 yr degree</p> <p>Our Director of Alumni programming is committed to working with alumni to ensure their persistence and matriculation. While the current matriculation is strong, targeted work with individuals will increase success.</p>
Measure: Annually, 100% of Boston Collegiate students will have completed an on-site career experience (e.g., internship) before graduating from high school.	M	100% of the Class of 2025 completed an on-site internship. The Director of College and Career Programming maintains a detailed list.
Measure: Annually, 100% of Boston Collegiate students will interact purposefully with professionals, at least twice a year, within various careers through experiences within the curriculum, such as panels and presentations.	M	Each grade, across grades 5-12, offered at least two opportunities for students to interact purposefully with professionals as an embedded part of the curriculum and programming. The Chief Academic Officer maintains a detailed list.

Objective 2: KDE #2: Academic Rigor. Boston Collegiate will provide a rigorous academic program, vertically aligned to college level courses.		
Measure: Annually, 100% of Boston Collegiate graduates are accepted to four-year colleges.	M	The Director of College and Career Programming maintains a detailed list; all graduates of the Class of 2025 were accepted.
Measure: Annually, aggregate enrollment in Advanced Placement courses will not vary more than 10% between students of color and white students and between males and females, ensuring equitable access to rigorous courses.	M	<p>There was no difference between the aggregate enrollment in Advanced Placement courses between our students of color and white students (77% of our white students and 77% of our students of color enrolled in at least one AP course).</p> <p>There was a 6% difference in enrollment in Advanced Placement courses between our males and females (74% of males enrolled in at least one AP course and 80% of females).</p>
Objective 3: KDE #3: Without great teachers, nothing else matters. Boston Collegiate will develop and retain highly effective teachers.		
Measure: Annually, 80% or more of Boston Collegiate teachers agree on the TNTP Insight survey that “My school is a good place to teach and learn.” 85% of teachers will respond to the survey.	M	91% of teaching staff indicated on the TNTP Insight survey that “my school is a good place to teach and learn”. 68 of 74 teachers (92%) responded to the survey.
Measure: Annually, 75% or more of Boston Collegiate teachers agree on the annual teacher survey that “I am satisfied with the support I receive at my school for instructional planning.” 85% of teachers will respond to the survey.	M	86% of teachers indicated on the TNTP Insight survey that “I am satisfied with the support I receive at my school for instructional planning.” 68 of 74 teachers (92%) responded to the survey.
Objective 4: KDE #4: A culture that fosters a strong sense of belonging. Boston Collegiate will create a culture rooted in belonging, where all stakeholders feel seen and valued.		
Measure: Annually, as demonstrated by student survey data, there will be less than a 5% difference between students of color and students who are white who believe that there is an adult at Boston Collegiate that the student could talk to if the student had a problem. 85% of students will respond to the survey.	NM	<p>There was a 3% discrepancy between students of color and students who are white who believe that there is an adult at school that they could talk to if they had a problem.</p> <p>71% of students of color answered “agree/strongly agree” 74% of white students answered “agree/strongly agree”</p> <p>Regrettably, 71% of students responded to the survey, which is less than our goal for participation.</p> <p>We are committed to carving out time within our advisory period to ensure that all students have both time and access to the survey.</p>

Measure: Annually, there will be less than a 10% difference between retention rates of staff of color and white staff.	NM	<p>Staff who identify as White: 69/77; 90% retention Staff who identify as POC: 48/62; 77% retention</p> <p>This year, we experienced a 13% difference between retention rates of staff of color and white staff.</p> <p>We completed exit interviews with all departing staff and gathered insight into reasons for departure. We will take that insight, such as increased opportunities for leadership development, and incorporate it into the fabric of the school.</p>
Measure: By the end of the charter term, Boston Collegiate will have made meaningful progress in reducing the overall number of suspensions (including both OSS and ISS) each year through the use of restorative practices.	NM	<p>We did not see a decline in suspensions over the past year. In 2023-2024 30 individuals, or 4.1%, received a disciplinary consequence (out of a total of 736 students). In 2024-2025 47 individuals, or 6.6%, received a suspension (out of 716 students). We remain committed to reducing our overall number of suspensions using restorative practices.</p> <p>We have convened a dedicated team, comprised of Deans, Principals, Assistant Principals, and our Restorative Justice Coordinators, that will meet monthly. These individuals already employ alternative consequences. Together, they will share best practices around alternative consequences and support their wider implementation across the program.</p>

Dissemination

	2024-25 Performance M (Met) NM (Not Met)	Evidence
Objective: Boston Collegiate will share its college and career programming (KDE 1) and best instructional practices with other schools in Boston, other Massachusetts public schools, and schools across the nation.		
Measure: At least 5 schools from across Massachusetts, including schools within Boston, and the rest of the nation visit Boston Collegiate annually to learn about college and career programming.	M	We facilitated visits with: Boston Prep (Boston, MA), APR (Boston, MA), Excel Charter School (Boston, MA), Libertas Academy (Springfield, MA), and Teach For America (teachers from the MA branch).

Measure: Boston Collegiate will be mentioned in at least one national publication annually regarding work to elevate teaching.	M	Boston Collegiate's work supporting adolescent literacy was featured in The 74 on July 30, 2025: For Adolescents Struggling With Reading, It's Not Too Late To Intervene
Measure: Boston Collegiate 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	M	Boston Collegiate participated in 1) The Boston Coalition for Boys Mentorship and 2) PBL Works School Leader Network.

Appendix B: Recruitment and Retention Plan 2025-2026

2024-25 Implementation Summary
Please list the successes and challenges of implementing the school's recruitment strategies from the 2024-25 Recruitment Plan.
<p>Similar to last year, our most successful recruitment strategies for the 2024-2025 school year were the ones that took a grassroots approach to spreading the word of our school by going out into the community to network and market, engaging directly with community members who we already have relationships with or building new ones to gain insight into how to widen our net, and by employing new marketing strategies that have a wider range of audience.</p> <p>We continue to experience, and track across the city, decreasing student enrollment in Boston. This year we received 1,169 applications in comparison to 1,329 for the 2024-2025 school year (a 12% decline). As of July 14, 2025, we maintain a waitlist of 766 children for the upcoming school year. We experienced increased interest in entry in grade 7. Our smallest waitlist is for grade 5 and our largest waitlist is for grade 7.</p> <p>To raise awareness of our school to student-aged families in the city, we attended each school fair we were invited to this recruitment season, executed on an expanded version of our "Boots on the Ground" recruitment strategy that existed pre-pandemic, held more prospective family tours and information sessions than ever before (over 20), and partnered with student volunteers to share information within their communities and in their native languages.</p> <p>A challenge we continue to experience is expanding our student population to include more students who are ELLs, in spite of years of trying new strategies. According to CHART data, it looks like students who qualify as ELLs within our comparison index and the city are leveling off. One area that we do seem to be building slow traction with again is students whose first language is not English.</p>

General Recruitment Activities for 2025-26

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

- We will participate in the annual charter school postcard, targeting Boston Public Schools fourth graders in English, Spanish, Haitian Creole, Vietnamese, Chinese, Portuguese, and Cape Verdean.
- 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 expand our reignition of our Boots on the Ground recruitment day, involving several staff members, students, and family members to participate in recruitment around the city.
- 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, their families, and their staff at recruitment fairs 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.
- We will meaningfully build relationships with people who are active in communities or neighborhoods in which our community is not well represented to spread outreach further into the City of Boston.
- We will continue our new partnership with City of Boston neighborhood liaisons.

Recruitment Plan - 2025-26 Strategies

Each student group should have its own set of specific and deliberate strategies. Do not repeat strategies below.

Students with disabilities

<p>(a) CHART data</p> <p>—</p> <p>School percentage: 21.3%</p> <p>CI percentage: 18.9%</p> <p>—</p> <p>The school is <u>above</u> CI percentages</p>	<p>(b) Continued 2024-25 Strategies</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. - 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 with prospective families. - Building a new body of work into our Office Coordinator’s position at the Upper School to be the primary administrative person for our families who receive Special Education services. This is in addition to their liaison, but serving as their scheduling point person, and the person who welcomes them upon their arrival for meetings and reevaluations. - More boldly promoting access to information about our Special Education program when sharing information about our prospective family tours and info sessions. While we’ve long had members of that team present to answer questions and provide context, we haven’t promoted their attendance in advance. - Continuous auditing of our updated RTI approach to track if shifts are truly supporting our students in the way they were intended, as these shifts have helped transition many of our students who had historically been on IEPs to 504s based on their successes and progression through our program. <p>(c) 2025-26 Additional Strategy(ies), if needed N/A</p>
English Learners	

<p>(a) CHART data</p> <p>—</p> <p>School percentage: 6.4%</p> <p>CI percentage: 18.7%</p> <p>—</p> <p>The school is <u>below</u> CI percentages</p>	<p>(b) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> - In review of our newly admitted students, the discrepancy within our comparison index is much smaller than for our student body overall; this gives us confidence that our recruitment strategies are on the mark and we are eager to see how they continue to reach our city's most vulnerable populations - 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. - Send an additional school-specific postcard 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. - 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, Chinese, Portuguese, and Cape Verdean Creole) - Advertise via Facebook ads in various languages (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. - Ask 20 families with students who are English learners to recommend our school to 2-3 friends and check back to ensure the applications have been submitted (data to change in 2 years). - Share virtual building tours videos to provide access to our campuses for families who cannot attend open houses in person. - Target English-Learning communities near our school, specifically the Vietnamese and Cape Verdean communities. - Email waitlist families, withdrawn families, previously rescinded families to encourage them to re-apply for the upcoming school year, with Spanish translation included. - Advertise in digital ads (El Mundo and World Journal) about our school and the application process. - Advertise our application via yard signs located throughout the city in both English and Spanish. - Round out an existing Operations team member's workload with Family Engagement work to spread our efforts across both campuses and provide a more robust thinktank to both recruits, onboard, and retain students. - More thoughtfully hire students, staff, and family members to make in-person introductions between our Family Engagement team and other members of their communities who can bridge gaps, learn more about Boston Collegiate, and make connections that extend beyond the ones we already maintain. - Focus on Vietnamese speaking population: <ul style="list-style-type: none"> - Prioritize recruitment of Vietnamese-speaking teachers.
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	<ul style="list-style-type: none"> - Provide BCCS application materials to Vietnamese health care providers in our area. - Pay a Vietnamese parent or student for ~20 hours of recruitment time. - Focus on Cape Verdean Creole speaking population: <ul style="list-style-type: none"> - Prioritize recruitment of Cape Verdean Creole-speaking teachers. - 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. <p>(c) 2025-26 Additional Strategies</p> <ul style="list-style-type: none"> - In our 2023-24 recruitment and retention additional strategies plan, we shared that we hoped to hire staff members who shared language backgrounds with student populations that we are hoping to recruit more healthily. When those edits were shared in September 2024 our staff was already hired for the school year. As we approach the upcoming school year, we have several new staff members onboarding with us who help round out our range of language diversity and who we are excited to partner with in the upcoming student recruitment season. - Attend local community events such as Luna Year, Chinese New Year and Haitian Unity Day to share recruitment material in the native language. Set up tables at festivals, fairs, church events, and community centers where ELL families gather. - Partner with the local immigration center to table and post flyers. - Use Multilingual Family Ambassadors to help with recruitment and local events. - Use WhatsApp & Facebook Recruitment to create multilingual posts or short videos from trusted staff/families and share in those spaces. - Promote strong ELL programs, bilingual staff, and family support services (interpreters, ESL instruction, parent workshops, etc.). - Work with Mayor's Office for Immigrant Advancement (MOIA) to help spread the word locally - Try to co-host events with local Immigration center to focus such as: <ul style="list-style-type: none"> - Centro Presente - Sociedad Latina - Boston Chinatown Neighborhood Center - Black Refugee & Immigrant Community Coalition (BRICC)
Low Income/Economically Disadvantaged	

<p>(a) CHART data</p> <p>—</p> <p>School percentage: 41.8%</p> <p>CI percentage: 63.8%</p> <p>—</p> <p>The school is <u>below</u> CI percentages</p>	<p>(b) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> - Share information and postcards to Boys and Girls Clubs and YMCAs throughout the City of Boston to be available for attendees. - More prominently publicize our free, daily afterschool program to prospective families so that they are aware of the after-hours benefits they may not have in peer schools. - 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. - Continue our MBTA bus advertising campaign again - 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 teams to conduct more thorough follow up with public agencies and support families enrolling in public assistance programs. - 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). - Advertise our application and lottery process at previously untapped community centers (Kroc Center, Bird Street Community Center, East End House). - Advertise our application via yard signs located throughout the city in both English and Spanish. - Promote our dedicated Family Engagement team in marketing of our prospective student tours and info sessions. This team works to connect families with resources – funded by the school or provided in our community – so they can have their needs met. This is not a new team, but we have not highlighted its existence, purpose, or benefit to prospective families as strongly as we could. - Work with our new Operations Manager, a previous social worker, to build a recruitment plan that is better-informed and more aligned to the needs of our larger community. - Continue new partnership with City of Boston neighborhood liaisons to identify areas prominent with low income, school-aged children to ensure robust recruitment efforts are directed there. Our new City of Boston liaison is a former alum of the school, and we are excited to levy her experience here with the access she has to the larger Dorchester community.
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	<p>(c) 2025-26 Additional Strategies</p> <ul style="list-style-type: none"> - Build relationships with local nonprofits that serve low-income individuals such as ABCD, Project Hope, food pantries, etc. - Flyer at local bodegas such as American food basket stores in high-density areas of low-income housing - Table at WIC Centers, DTA, local shelters to offer information and on-the-spot application support. - table and offer support at BHA. Connect with the resident coordinators to share information with residents. - Boots on the ground can focus on local laundromats, barbershops, local libraries, etc. - partner with local organizations such as Community Serving, FamilyAid Boston, Lend A Hand Society and Food Project to spread the word. - Co-host at any local events the organization mentioned above when possible.
<u>Students who are sub-proficient</u>	<p>(d) Continued 2024-25 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. - High execution of a successful program we began this year called REWARDS, which helps older non-reading students or strugglers of reading to make progress more quickly
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2024-25 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. - Expansion of our new High School Saturday School for students who are absent too frequently within a quarter, who miss a specific number of days per course, or who are failing. We began this in the second semester of the 2023-24 school year and across the year it gained momentum. - In the 2024-25 school year we implemented the BRYT program to help students who struggle with attendance or mental health to transition back to school in a customized fashion, with the goal of getting them back into their mainstream classes on a timeline that works for them.

<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>(f) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> - N/A: We are not able to recruit students in this age group. The oldest group of students we enroll are those in 9th grade entering 10th grade.
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Retention Plan 2025-2026

2024-25 Implementation Summary:
<p>Please list the successes and challenges of implementing strategies from the 2024-25 Retention Plan:</p> <p>Evidenced by our CHART data, Boston Collegiate continues to execute on a strong, individualized, and holistic approach to education for our students, which leads to low attrition rates. We outperformed the city in every student group type within the Retention Data tab.</p> <p>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>In general, attrition from Boston Collegiate is due to students transferring to exam schools or private schools, though we are seeing an increase in students moving out of town or state completely. We lose only a handful of students each year to peer or local public schools.</p>

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90% (For 2024-25, our retention was 89%)

<p>Retention Plan – 2025-26 Strategies</p> <p><i>Each group should have its own set of specific and deliberate strategies. Do not repeat strategies below.</i></p>
Students with disabilities

<p><u>(a) Charter School Dashboard Data</u></p> <p>School percentage: 7.4%</p> <p>1 Standard Deviation: 22.75%</p> <p>The school's attrition is <u>below</u> 1 standard deviation.</p>	<p>(b) Continued 2024-25 Strategies</p> <p>Below 1 standard deviation: no enhanced/additional strategies needed</p> <p>Will continue the strategies from the 2024-25 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. This is one of our largest teams schoolwide. - Student Support staff also meet regularly with general education teachers to monitor and accommodate students on IEPs.
English Learners	
<p><u>(a) Charter School Dashboard Data</u></p> <p>School percentage: 8.7%</p> <p>1 Standard Deviation: 27.44%</p> <p>The school's attrition is <u>below</u> 1 standard deviation</p>	<p>(b) Continued 2024-25 Strategies</p> <p>Below 1 standard deviation: no enhanced/additional strategies needed</p> <p>Will continue the strategies from the 2024-25 school year:</p> <ul style="list-style-type: none"> - 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. - Each family communication we send out includes Spanish translation. - Our website is enabled to translate information into other languages, as needed.
Low Income/Economically Disadvantaged	

<p><u>(a) Charter School Dashboard Data</u></p> <p><u>School percentage:</u> 8.2%</p> <p>1 Standard Deviation: 24.77%</p> <p>The school's attrition is <u>below</u> 1 standard deviation</p>	<p>(b) Continued 2024-25 Strategies</p> <p>Below 1 standard deviation: no enhanced/additional strategies needed</p> <p>Will continue the strategies from the 2024-25 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 food to families who are homeless or struggling financially. - 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 2024-25 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. - Our administrative team meets weekly to track attendance patterns and make plans to address truancy. When necessary, principals/deans and our Director of Family and Community Engagement make house calls to support families who are struggling with attendance/work completion/mastery. - 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><i>*only schools serving students who are 16 and older</i></p>	<p>Will continue the strategies from the 2024-25 school year:</p> <ul style="list-style-type: none"> - 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.

Appendix C: School Data Tables

Administrative Roster and Staff Attrition Data

Administrative Roster During the 2024-25 School Year			
Name	Title	Start date	End date
Melissa Aybar	High School Assistant Principal	7/2022	Current
Bruce Baptista	Lower School Dean of Students	7/2017	Current
Marty Clarke	School Leadership Fellow	8/2015	Current
Rodney Coleman	Middle School Dean of Students	8/2001	Current
Nadia Cyprien	Chief Student Support Officer	7/2015	Current
Kate Darling	High School Associate Principal	8/2012	7/2025
Peter Ferrara	Director of Facilities	8/1999	Current
Ayanna Hudson	Director of Diversity, Equity, and Inclusion	7/2023	Current
Amanda Kay Loring	Chief Operating Officer	8/2013	Current
Nadiya Monestime	High School Principal	7/2019	7/2025
Sarah Morland	Chief Academic Officer	8/2003	Current
Megan Noyes	Middle School Principal	8/2009	Current
Jenna Ogundipe	Executive Director	8/2002	Current
Jan Saglio	Senior Financial Advisor	3/2014	Current
Courtney Smith	Lower School Principal	8/2008	Current
Tatiana Torres	Chief Financial Officer	9/2019	Current

Teacher and Staff Attrition for the 2024-25 School Year				
	Number employed as of the last day of the 2024-2025 school year	Number of departures during the 2024-25 school year	Number of departures following the end of the 2024-25 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	80	1	15	Mid Year Departure: <ul style="list-style-type: none"> Employee chose to end employment (1)

				Year End Departure: <ul style="list-style-type: none"> Not renewed for the 25-26 school year (4) Employee chose to end employment (9) Contract ended (2)
Other Staff	60	4	7	Mid Year Departure: <ul style="list-style-type: none"> Mid Year Termination (2) Employee chose to end employment (2) Year End Departure: <ul style="list-style-type: none"> Not renewed for the 25-26 school year (2) Employee chose to end employment (4) Contract ended (1)

Information About the Board of Trustees

Board Membership During the 2024-25 School Year					
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date in MM/YY format)	Final year of service possible based on term limits in bylaws
Jose Brandao	Vice Chair	Governance	2	11/17-6/21 7/21-6/24 7/24-6/27	2026-2027
Elizabeth Bride		Development	1	6/2022-6/2025	2030-2031
Tanya Chakmakian	Parent Trustee	Academic and Student Affairs	1	7/21-6/24 7/24-6/27	2026-2027
Nicole Chang	Chair	All	2	9/17-6/21 7/21-6/24 7/24-6/27	2026-2027
David Chapin		Development	1	10/23-6/27 7/27-6/30 7/30-6/33	2032-2033
Bruno Fagundes		Governance	1	10/23-6/27 7/27-6/30 7/30-6/33	2032-2033
Erica Hafferkamp	Teacher Trustee	Leadership Advisory	1	7/23-6/26	2031-2032
Bill Heiden		Finance	1	8/20-6/24 7/24-6/27	2029-2030
Marlone Jean Philippe	Student Trustee		2	12/23-6/24 7/24-7/25	2024-2025
Dina Model		Finance	1	7/22-6/25	2030-2031

Ali Nuger	Development Committee Co-Chair	Development	2	3/17-6/20 7/20-6/23 7/23-6/26	2025-2026
Jenna Ogundipe	Ex-Officio	Ex-Officio, All	N/A	7/2021	N/A
Maria Sena	Parent Trustee	Academic and Student Affairs	1	7/23-6/26	2031-2032
Prescott Taylor	Treasurer; Finance Committee Chair	Finance	2	8/17-6/20 7/20-6/23 7/23-6/26	2025-2026
Natalie Velasquez		Governance	2	01/18-6/21 7/21-6/24 7/24-6/27	2026-2027
Karen Walker Beecher	Governance Chair	Governance	2	9/17-6/21 7/21-6/24 7/24-6/27	2026-2027

Board of Trustee and Committee Meeting Notices

Appendix D: Conditions, Complaints, and Attachments

[Board of Trustees Contact Information](#)

Date	Summary of Complaint	Summary of Complaint Resolution
N/A	N/A	N/A