



# **BOSTON COLLEGIATE CHARTER SCHOOL**

## **2022-2023 ANNUAL REPORT**

July 26, 2023

### **LOWER SCHOOL**

*215 Sydney Street, Dorchester, MA 02125*

### **UPPER SCHOOL**

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## Introduction to the School

<b>Boston Collegiate Charter School</b>			
Type of Charter	Commonwealth	Location of School	Boston
Regional or Non-Regional	Non-Regional	Chartered Districts in Region	N/A
Year Opened	1998	Year(s) the Charter was Renewed	2003, 2008, 2013, 2018, 2023
Maximum Enrollment	700	Enrollment as of June 2023	696
Chartered Grade Span	5-12	Current Grade Span	5-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of July 25, 2022	1,072
Number of Instructional Days during 2022-2023 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 2022-23 School Year	25 years
<b>Mission Statement:</b> The mission of Boston Collegiate Charter School is to prepare each student for college.			



**BOSTON COLLEGIATE  
CHARTER SCHOOL**

July 26, 2023

Dear Friends of Boston Collegiate Charter School,

It is with great pleasure that I present our 2022-2023 Annual Report, highlighting our school's twenty-fifth year – a deeply meaningful and inspirational milestone for our school. We started in 1998 with just 120 students and have now grown to educate and graduate more than 800 students.

This school year was not completely without lingering challenges from the COVID-19 pandemic. However, the strategic work and training our staff engaged in to address the learning loss of the 2021-2022 school year was highly effective. Each department identified and participated in training that pushes the bounds of traditional learning to ensure inclusivity of students. This included extended learning challenges and closing gaps in grade-level mastery. In our classrooms, you will now find students deeply engaged in their curriculums – moving, building, presenting, discovering. These are the tools that will be required of our students as they transition from our community into the Global community, and they will be prepared to meet the demands and opportunities found there.

We certainly could not have earned these achievements or have built hope for those to come without the support of our greater Boston Collegiate community – our staff, students, families, my fellow Trustees, and the many volunteers and donors who contribute positively to our school in a variety of ways. We are grateful for the time, capacity, and leadership that each person within our community lends to ensure each of our students receives the rigorous and relevant education they deserve. As we reflect on the past 25 years, our energy is renewed to continue forward with evermore determination to demand, and provide, excellence for and of our students.

I look forward to continuing this journey with you all.

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. Our focus during the 2022-2023 school year was twofold-- we continued to prioritize relationship building and embedding restorative practices into the fabric of our school community while simultaneously supporting our teaching staff to craft lessons and curriculum that embody deeper learning—an approach that emphasizes critical thinking, communication, and independence.

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 2022-2023 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 central to the work of our community and we are pleased to share that in the 2022-23 school year, we saw a return of much of the in-person support and activity we offered prior to the pandemic. In December 2022, Boston Collegiate hosted our first alumni day since the start of the pandemic, inviting alumni back to campus to share their experiences with our current students. We had one of our highest turnouts to date, with more than 75 alumni participating. This spring we also brought back the senior parent dinner, which gives the families of seniors the opportunity to talk with our Director of Alumni Programming about the transition to college. And, after the school year ended in June, we hosted our first college road trip since the pandemic, bringing interested students on a no-cost overnight trip to visit several New England colleges. Each grade level participated in a college visit and our junior class again engaged in a two-week offsite internship experience. We are proud to share that for the twentieth consecutive year all seventy of our diploma-earning Class of 2023 students earned acceptance to a four-year college.
2. **Academic rigor.** Our curricular and instructional focus during the 2022-2023 school year focused on creating a culture of deeper learning in our classrooms, where we have continued to roll out project-based learning across content areas and implement curriculum that is diverse, relevant, and addresses real-world issues. We worked to norm our collective understanding of deeper learning through the use of our teacher evaluation rubric where instructional observers routinely gave feedback on the following criteria: 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.

We hired a School Leadership Fellow (SLF) this year as well. This role was designed to support our broader leadership team with leaves and also to assist the Chief Academic Officer in supporting our instructional initiatives.

3. **“Without great teachers, nothing else matters.”** It is our community’s long held belief that there is no substitute for a quality teacher in front of the classroom. We have continued to amplify our teachers' voices through our Leadership Advisory Council (LAC). This group, composed of

volunteer teachers and staff, meet monthly with the Executive Director. This year the group focused on revising our complaint process in order to make it more transparent to the community.

We frequently seek feedback from our teaching staff to ensure that their needs are met. This year 96% of our staff agreed or strongly agreed with the statement “My school is committed to improving my instructional practice.”

4. **A culture that makes the most of our unique diversity.** We take our position as one of the most racially diverse school communities in the city of Boston seriously. We know this is an incredible opportunity and have continued to ensure that our staff more accurately reflects the racial demographic of our student body. Currently, our student body is 57% students of color and 43% white. During the 2022-2023 school year, our staff identified as 50% staff of color and 50% white staff.

Our Director of Diversity, Equity and Inclusion (DEI) worked in tandem with our Restorative Justice Coordinator to support our community’s ongoing focus on issues of DEI. In partnership with the Center for Restorative Justice at Suffolk University, we continued to train every staff member, regardless of position, in Tier 1 restorative justice training. In addition, we offered both staff and students affinity spaces, held cultural celebrations such as our annual Black Excellence event and AAPI celebration, and established DEI learning communities where staff periodically gathered in heterogeneous groups on self-selected topics such as internalized dominance and colorism in order to collaboratively learn and reflect.

Amendments to the Charter		
Date Submitted	Amendment Requested	Pending or Approved?
June 26, 2023	Approval of the proposed accountability plan for the school’s sixth charter term [2023-2028]	Approved, July 5, 2023

*Access and Equity*

2021-22 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	723	70	2.5	7.7	1.0
English Learner	31	8	3.2	22.6	0.0
Economically Disadvantaged	343	48	3.5	11.4	2.0
Students with Disabilities	145	21	3.4	12.4	2.1
Female	361	36	1.9	8.0	.6

Male	362	34	3.0	7.5	1.4
American Indian or Alaska Native	0				
Asian	18	2	3.7		
African American/Black	242	32	1.5	11.2	1.2
Hispanic/Latino	137	21		11.7	2.9
Multi-race, Non-Hispanic/Latino	23	3			
Native Hawaiian or Pacific Islander	1				
White	302	11	1.7	2.6	0.0

During the 2019-2020 school year, Boston Collegiate transitioned to a restorative model in addressing harm, which was done in partnership with Suffolk University's Center for Restorative Justice. We hired a full-time restorative justice coordinator in 2020 as a means to support us during this journey. We have also ensured that all staff are trained in the Tier 1 restorative justice model, and many have gone on to complete Tiers 2 and 3. In the 2022-2023 school year, our restorative justice coordinator continued to provide helpful avenues in responding to harm within our community, and assisted with employing restorative practices throughout our organization.

*Dissemination*

<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: Bruce Baptista	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	Multiple in-person visits and zoom sessions	Chief Academic Officer: Sarah Morland	Teach For America Massachusetts: Math Collaboration (Boston Preparatory, Roxbury Prep, Excel Academy, MATCH, and Libertas Academy)	Boston Collegiate resources and practices with a group of CAOs through learning walks, consultancies, and specific resource sharing related to Math instruction, curriculum, and teacher support.
Curriculum and Instructional Innovation	Presentation at Advisory Board Meeting	Chief Academic Officer: Sarah Morland	One8 Foundation	Boston Collegiate shared the work we have done with One8's support on ST Math, Project Lead the Way, OpenSciEd, and PBLWorks to help their board members better understand the work in schools.
Curriculum and Instructional Innovation	Network meetings	Chief Academic Officer: Sarah Morland; LowerSchool Principal: Courtney Smith; English, History, and Math Department Chairs:	PBL Works School Leader Network	Boston Collegiate collaborated with a network of schools across Massachusetts to implement high quality Project Based Learning in classrooms. This work included joint participation in workshops, learning walks (both at our school and others), and a presentation of learning to other schools in the network.



		Alice Quarantello, Heather MacLeod, and Rhee-Soo Lee		
Curriculum and Instructional Innovation	School partnership, sharing student work in a cross-sector symposium	Chief Academic Officer: Sarah Morland, World Language Chair: Marcial Flores, World Language teacher: Yuliana Palacio Ortiz	Humanities Workshop (group of public, charter, and independent schools)	Boston Collegiate participated in this consortium where humanities teachers collaborated to develop curriculum to integrate issues of public health into the curriculum through authentic learning experiences. Teachers and students attended multiple events, including a final symposium at the EMK Institute to present their work.
Operational Structure and Systems	Site Visit	Chief Operating Officer: Amanda Kay Loring	Boston Preparatory Charter Public School	Boston Collegiate shared best practices related to operational systems such as scheduling, substitute and managing office staff.
Operational Structure and Systems	Site Visit	Chief Operating Officer: Amanda Kay Loring	UP Academy Boston	Boston Collegiate shared best practices related to operational systems such as scheduling, substitute and managing office staff.
Operational Structure and Systems	Site Visit	Chief Operating Officer: Amanda Kay Loring	Brooke Charter High School	Boston Collegiate shared best practices related to operational systems such as scheduling, substitute and managing office staff.
Governing with Equity	Presentation on Panel	Executive Director: Jenna Ogundipe	Diverse Charter School Coalition	Boston Collegiate shared their plan for further embedding stakeholders in Board Governance.
College and Academic Readiness	Site Visit	Executive Director: Jenna Ogundipe	Helen Davis Leadership Academy	Boston Collegiate shared information regarding curriculum alignment, college-ready rigor, and cultural expectations and norm setting.
College and Academic Readiness	Site Visit	Executive Director: Jenna Ogundipe	Academy of the Pacific Rim	Boston Collegiate shared information regarding curriculum alignment, college-ready rigor, and cultural expectations and norm setting.
College and Academic Readiness	Site Visit	Executive Director: Jenna Ogundipe	Boston Preparatory Charter Public School	Boston Collegiate shared information regarding curriculum alignment, college-ready rigor, and cultural expectations and norm setting.

College Readiness	Virtual meeting	Director of Alumni Programming: Jon Clark	MATCH Charter School	Boston Collegiate shared information regarding alumni support and college readiness.
College Readiness	Virtual meeting	Director of Alumni Programming: Jon Clark	Brooke Charter School	Boston Collegiate shared information regarding alumni support and college readiness.
US Education	Site Visit	COO: Amanda Kay Loring	School leaders from the Netherlands	Learned about the US education system.

## 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/2022/04490305>
2. **2022-23 Student Performance** - The teaching staff relied on the STAR reading assessment throughout the 2022-2023 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 (1) the following growth levels overall for the cohort and (2) the percentage of students reading at grade level to start and end the year:

Grade	Mean growth in grade levels	Change in % of students reading at or above grade level
5	1.4	43% to 65%
6	1.5	38% to 54%
7	1.2	26% to 36%
8	1.1	18% to 20%
9	.93	20% to 22%
10	.82	12% to 18%

In January 2023 we began a pilot of the iReady Math diagnostic. Analysis allows us to examine student performance compared to target growth. Numbers below indicate (1) Boston Collegiate mean growth compared to the target percentage of 100% for a half year of instruction, (2) % of students exceeding target growth for the half year, and (3) % of students at or above grade level :

Grade level	Mean growth compared to target 100% for the half year	% of students exceeding target growth for half year	% of students at or above grade level on end of year diagnostic
5th	111%	46%	61%
6th	199%	65%	66%
7th	111%	41%	47%
8th	102%	33%	38%
<i>9th and 10th grade data not available due to limited student testing</i>			

### *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 2022-2023 school year, our curricular and instructional focus was on deeper learning to continue acceleration of learning for our students. Deeper learning, as defined by our community, includes: 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. 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 2022-2023 school year of the curricular and instructional shifts we made toward deeper learning and acceleration included:

- A focus on Project Based Learning (PBL) across the school, including the training of 40+ teachers through PBLWorks, participation in the MA School Leader Network, and the implementation of projects resulting in 100% of students in grades 5-8 and 90% of High School students completing 2 or more projects. Projects spanned all academic disciplines including English, History, Math, Science, World Languages, and Music.
- Launching Explorations classes in grades 6-8 including music, writing, and additional STEM instruction. This included the initial roll out of Project Lead The Way (PLTW) courses, which will continue into the following school year.
- Continued full implementation of OpenSciEd Science curriculum in our Middle School, moving from 2 units per grade level in the 2021-22 school year, to full adoption of 5+ units in the 2022-23 school year.
- Extensive use of POGILs (Process Oriented Guided Inquiry Learning) and Gizmos in High School science to promote inquiry learning in classrooms.
- Continued use of STMath in our Lower School Mathematics classes.
- Implementation of the OpenUp Math curriculum in our High School Integrated Math sequence (I, II, and III).
- Focus on “thinking classrooms” in our Math classes to support deep conceptual thinking and strong problem solving.
- The English department, including student support teachers, participated in workshops with WriteBoston to support the department’s overall work towards more vertical alignment in writing instruction. Topics covered included planning purposeful and authentic writing assignments for students.
- World Language teachers participated in the Humanities Project, a cross-sector consortium where humanities teachers collaborated to develop curriculum to integrate issues of public health into the curriculum through authentic learning experiences.
- Planning for the launch of new History curricula in grades 5-8 (Investigating History for grades 5-7 and the Democratic Knowledge Project for grade 8).

- A focus on making thinking visible through classroom pedagogy and protocols in instructional coaching as well as department, school level, and grade level work.
- The use of frequent small Math interim assessments in grades five through 11 as well as piloting the iReady Math assessment. The use of STAR reading test results to support developing stronger reading skills.

Our Instructional Leadership Team, composed 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 deeper learning and culturally relevant pedagogy. 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).

**Organizational Viability**

*Finance*

A. FY23 Unaudited Income Statement

FY23  
Year to Date  
April 30, 2023  
*(unaudited)*

REVENUE:

Tuition	12,639,271
Grants	1,363,946
Fundraising	636,347
Nutrition	138,859
Interest Income/Other/In-Kind	473,955
<b>Sub-total:</b>	<b>15,252,378</b>

EXPENSE:

Compensation, Taxes & Benefits	9,850,445
Program Equipment & Technology	268,734
Facility	2,260,312
Services & Contracts	373,353
Program Development & Support	1,446,741
<b>Sub-total:</b>	<b>14,199,585</b>

Total Revenue	15,252,378
Total Expense	14,199,585
<b>Surplus/(Deficit)</b>	<b>1,052,793</b>

B. FY23 Balance Sheet (unaudited)

FISCAL YEAR 2023 STATEMENT OF NET ASSETS (Unaudited)

April 30, 2023

<b>ASSETS:</b>	
<hr/>	
<b>Current Assets:</b>	
Cash and Cash Equivalent	6,407,817
Accounts Receivable	412,219
Prepaid Expenses	<u>3,447,179</u>
Total Current Assets	<u>10,267,214</u>
<b>Property &amp; Equipment, Net:</b>	
Building & Repairs	1,756,128
Furniture & Equipment	<u>2,333,269</u>
Sub-total	<u>4,089,397</u>
Less: Accumulated Depreciation	<u>(1,742,336)</u>
Total Property & Equipment, Net	<u>2,347,061</u>
<b>Non-Current Assets:</b>	
Capital Lease	<u>6,078,814</u>
Total Non-Current Assets	<u>6,078,814</u>
<b>TOTAL ASSETS:</b>	<b><u>18,693,090</u></b>
<b>LIABILITIES &amp; NET ASSETS:</b>	
<hr/>	
<b>Current Liabilities:</b>	
Accounts Payable	308,102
Payroll Liability	<u>910,948</u>
Total Current Liabilities:	<u>1,219,050</u>
<b>Non-Current Liabilities:</b>	6,156,167
<b>Net Assets:</b>	
Investment in Capital Assets	2,347,061
Restricted Net Assets	6,100
Unrestricted Net Assets	7,911,919
Net Income From Operating	<u>1,052,793</u>
Total Net Assets	<u>11,317,873</u>
<b>TOTAL LIABILITY &amp; NET ASSETS:</b>	<b><u>18,693,090</u></b>

C. School's Budget  
 i. FY24 School Budget (Approved by the Board of Trustees on March 28, 2023)

	<b>Students Enrolled</b>	<b>700</b>
	<b>Per Student Tuition</b>	<b>\$21,800</b>
<b>REVENUE:</b>		
Per Pupil Tuition Payments		\$ 15,259,706
Fundraising - Restricted/Unrestricted/Private Grants		1,469,750
Government Payments		1,213,290
Government- ESSER 3		500,000
Student Activities		24,500
Interest Income/Other		163,600
Nursery		143,756
Intercompany Donation		2,434,268
In-Kind (Services/Transportation/MTRS)		3,400,000
<b>TOTAL REVENUE:</b>		<b>\$24,608,870</b>
<b>EXPENSES:</b>		
Compensation		\$ 13,143,483
Rent		1,570,513
Facility Costs		829,715
Equipment & Technology		273,500
Services & Contracts		433,211
Program Expenses		1,492,850
In-Kind (Services/Transportation/MTRS)		3,400,000
Contingency		80,000
<b>SUB-TOTAL EXPENSES</b>		<b>\$21,223,272</b>
<b>NON-CASH ITEMS:</b>		
Depreciation/Amortization Expense		555,921
Amortization of Lease Pre-Payment		(79,827)
<b>SUB-TOTAL NON-CASH ITEMS</b>		<b>476,094</b>
<b>TOTAL EXPENSES:</b>		<b>\$21,699,366</b>
<b>NET SURPLUS/(DEFICIT)</b>		<b>\$ 2,909,504</b>

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	700
Number of students upon which FY24 budget tuition line is based	700
Number of expected students for FY24 first day of school	700
Please explain any variances: N/A	

*Capital Plan For FY24*

For FY24, 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, 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. Upper School Campus (11 Mayhew Street) install new HVAC system, roof repairs and exterior brickwork on the Middle School side of the building;
3. Additional Space (21 Mayhew Street) land improvements to a recently purchased parcel of land adjacent to our Upper School Campus. This work will be completed during the summer of 2023 and includes the creation of parking spaces and outdoor classrooms and recreation spaces.

The total project is expected to cost \$8.35M and be completed in the summer of 2024. The school is planning to contribute its cash reserves in excess of 60 days operating cash plus a cushion to the project. 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.



**APPENDICES**

**Appendix A: Accountability Plan Performance for 2022-2023**

Faithfulness to Charter

	<b>2022-2023 Performance (Met/Not Met)</b>	<b>Evidence</b> (include detailed evidence with supporting data or examples)
<b>Objective 1: KDE #1: College and career programming.</b> 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>Not Met</b>	Based on the alumni survey data, 88% of BCCS graduates agree at the end of their freshman year that they felt sufficiently prepared for college. It should be noted we only had 45% of the most recent graduating class participate in the survey. As a result, we have a plan to secure higher survey participation when our alumni team returns in August.
<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>	84% 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>	68% of the Class of 2017 has completed a 2 or 4-year college, and 5% 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>Met</b>	100% of the Class of 2023 completed an on-site internship.
<b>Objective 2: KDE #2: Academic Rigor.</b> 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>	Zero 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 83%.
<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>	68% of white students answered "agree/strongly agree," and 62% 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 84% positivity average for all families, with no deviation by racial and ethnic backgrounds.
<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 over half, resulting in a staff racial demographic of 49% white, 51% staff of color in 2022-2023 as compared to 66% white and 34% staff of color as recently as 2018-2019.

<p><b>Measure:</b> By the end of the charter term, BCCS will have made meaningful progress on closing the gap in student suspensions, both in-school and out-of-school, by race.</p>	<p><b>Met</b></p>	<p>While the aggregate suspensions were slightly higher in 22-23 than in 21-22 (by 2), we made significant progress on decreasing the suspension rate of students in color; in 20-21 86% of suspensions were assigned to SOC, in 21-22 79% of suspensions were assigned to SOC and in 22-23 the rate assigned to SOC was 62%</p>
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Dissemination

	<p><b>2021-22 Performance (Met/Not Met)</b></p>	<p><b>Evidence</b>  (include detailed evidence with supporting data or examples)</p>
<p><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.</p>		
<p><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.</p>	<p><b>Met</b></p>	<p>We facilitated in person and virtual visits with: Academy of the Pacific Rim (Boston, MA), Boston Preparatory Charter School (Boston, MA), Helen Davis Leadership Academy (Boston, MA), Brooke Charter School (Boston, MA) and MATCH Charter School (Boston, MA)</p>
<p><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.</p>		
<p><b>Measure:</b> BCCS will be mentioned in at least one national publication annually regarding work to elevate teaching.</p>	<p><b>Not Met</b></p>	<p>While Boston Collegiate was mentioned in local publications, it was not cited in a national publication.</p>
<p><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</p>		
<p><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></p>	<p><b>Met</b></p>	<p>BCCS participated in: 1) the Boston Coalition for Boys Mentorship Program, 2) the <u>Bridges Collaborative</u> focused on integrated schools</p>

## Appendix B: Recruitment and Retention Plan

Recruitment Plan 2023-2024

School Name: Boston Collegiate Charter School

### 2022-23 Implementation Summary

In a landscape where decreased student enrollment was expected due to national trends, a shrinking local school-aged population, and the continued ripple-effects of the COVID-19 pandemic, Boston Collegiate sustained interest from families who sought lottery entry for their students. In comparison with the 1,466 applications from the 2021 lottery, 1,494 students applied to attend Boston Collegiate for the 2023-2024 school year. As of July 1, 2023, we maintain a waitlist of 1,097 children. We experienced increased interest from the prior school year at entry grade five, grade seven, and grade nine. Our smallest waitlist is for grade eight, which includes 98 students; our largest waitlist is for grade nine, which includes 358 students. The maintenance of these numbers confirm that our recruitment strategies have been effective.

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 English, Spanish, Cape Verdean, Chinese, and Vietnamese. Throughout our application season, we hosted six Open Houses for prospective families consisting of building tours and overviews of our academic programming, which promoted information about our Special Education department. For those unable to attend in person, we offer virtual tours that are posted on our school's website.

Due to our success with Facebook ads in the previous recruitment season, we purchased ads again this year to promote our lottery applications. We utilize a pop-up window on our website during recruitment season to direct prospective families directly to our lottery application, which is hosted on SchoolMint in cooperation with many of the other Boston public charter schools, and made available in eight languages.

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, Vietnamese, and low-income students. For the past five years, we have made concerted efforts to share information about our school's lottery with families of our current EL, Vietnamese, Special Education, and low-income families so that they will spread information at their preferred local community centers and businesses. In spite of our proximity to a large population of Vietnamese residents in Dorchester, Boston Collegiate's enrollment of this demographic remains underrepresented. Further, we have approached local businesses to advertise on our behalf to their constituents who may not otherwise know about the opportunity of our school. Conversely, we have had more families than ever reach out in application to us with regard to our reputation of Special Education services, with many citing personal references from families who have had good experiences with our academic program.

In regard to the October 1, 2023 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 2023-2024 school year. Boston Collegiate pursued Community Eligibility Provision (CEP) status for the 2022-2023 school year and was approved. At this time, we are not requesting further discussion with the Department regarding our school's Recruitment Plan or our rates of enrolling students with disabilities of English learners (EL) compared to the Comparison Index or gap narrowing targets.

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

**General Recruitment Activities for 2023-2024:**

- 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.
- 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.

<b>Recruitment Plan - 2023-24 Strategies</b> <i>List strategies for recruitment activities for <u>each</u> demographic group.</i>	
Special education students/students with disabilities	
<p><b>(a) CHART data</b></p> <p><b>Met GNT/CI</b></p> <p><b>School percentage:</b> 19.6%</p> <p><b>GNT percentage:</b> 18.2%</p> <p><b>CI percentage:</b> 18.2%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p><b>(b) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Ensure our Student Support staff is welcoming and available to speak with families.</li> <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></p> <p>N/A</p>
Limited English-proficient students/English learners	

<p><b>(a) CHART data</b></p> <p><b>Did not meet GNT/CI</b></p> <p><b>School percentage:</b> 5.4%</p> <p><b>GNT percentage:</b> 16.5%</p> <p><b>CI percentage:</b> 16.5%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p><b>(b) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <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>- Publish updated virtual building tours videos to provide access to our campuses for families who cannot attend open houses in person (summer 2023).</li> <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 1 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 1 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>- Email waitlist families, withdrawn families, previously rescinded families to encourage them to re-apply for the upcoming school year,</li> </ul>
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	<p>with Spanish translation included.</p> <ul style="list-style-type: none"> <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><b>(c) 2023-2024 Additional Strategies</b></p> <ul style="list-style-type: none"> <li>- 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. (4 individuals for 4 hours each)</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> 44.1%</p> <p><b>GNT percentage:</b> 50.3%</p> <p><b>CI percentage:</b> 63.9%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p><b>(b) Continued 2022-2023 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>- Embark on the MBTA bus advertising campaign again</li> <li>- In the Fall of 2023, 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> </ul>



	<ul style="list-style-type: none"> <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> <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><b>(c) 2023-2024 Additional Strategies</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2022-2023 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 2022-2023 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 2022-2023 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 2023-2024

<p align="center"><b>Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2022-2023 Retention Plan.</b></p>
<p align="center"><b>2022-23 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>Increased attention on student attendance and resetting high expectations from a post-pandemic inflation of grades was of high priority for us in the 2022-2023 school year and we saw improvements in both attendance rates across the school as well as by sub-school and an appropriate shift toward student grades that reflect a culture of high expectation and rigor. Our continued partnership with PEAR, our Social-Emotional support partner organization, to look at academic, attendance, and social and emotional data, helps support our desire to support students holistically and the increased FTE in our school counseling team for the past school year was tremendously helpful in being able to provide resources both to students who require regular sessions as well as those who experience ad-hoc or unexpected episodes.</p> <p>In general, attrition from Boston Collegiate is due to students transferring to exam schools or private schools. In the summer of 2022, 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 lose only a handful of students each year to peer or local public schools, and another handful of students who move out of town.</p>

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

**Retention Plan – 2023-24 Strategies**  
*List strategies for retention activities for each demographic group.*

Special education students/students with disabilities

<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 13.2%</p> <p><b>Third Quartile:</b> 19.4%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2022-2023 Strategies</b></p> <p>Below third quartile: no enhanced/additional strategies needed</p> <p><b>Will continue the strategies from the 2022-23 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>
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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> 17.0%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2022-23 Strategies</b></p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <p><b>Will continue the strategies from the 2022-23 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>
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Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p><b><u>(a) CHART data</u></b></p> <p><b><u>School percentage:</u></b> 10.4%</p> <p><b><u>Third Quartile:</u></b> 20.2%</p> <p><u>The school's attrition rate is below third quartile percentages.</u></p>	<p><b>(b) Continued 2022-23 Strategies</b></p> <p>Below median and third quartile: no enhanced/additional strategies needed</p> <p><b>Will continue the strategies from the 2022-23 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 2022-23 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 2022-23 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>

**Appendix C: School and Student Data**  
*Student Demographic Information*

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 2022-23 SCHOOL YEAR</b>	
<b>Race/Ethnicity</b>	<b>% of School</b>
African-American	28%
Asian	4%
Hispanic	12%
Native American	0%
White	43%
Native Hawaiian, Pacific Islander	0%
Multi-race, non-Hispanic	4%
<b>Selected Populations</b>	<b>% of School</b>
First Language not English	11%
English Learner	6%
Low-Income	43%
Students with Disabilities	19%
High Needs	58%

*Administrative Roster and Staff Attrition Data*

<b>ADMINISTRATIVE ROSTER FOR THE 2023-24 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b>
Melissa Aybar, School Leadership Fellow	Supports and backfills for instructional leaders – Principals and the Chief Academic Officer	7/2022	Current
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	5/2023

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	2/2023
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 2022-23 SCHOOL YEAR</b>				
	<b>Number as of the last day of the</b>	<b>Departures during the 2022-23 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure*</b>

	2022-2023 school year			
Teachers	77	5	15	Mid Year Departure: <ul style="list-style-type: none"> <li>• Mid Year Termination (3)</li> <li>• Employee chose to end employment (2)</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 (13)</li> </ul>
Other Staff	57	9	2	Mid Year Departure: <ul style="list-style-type: none"> <li>• Mid Year Termination (2)</li> <li>• Employee chose to end employment (7)</li> </ul> Year End Departure: <ul style="list-style-type: none"> <li>• Not renewed for the 22-23 school year (0)</li> <li>• Employee chose to end employment (2)</li> </ul>

*Information About the Board of Trustees*

BOARD MEMBERSHIP DURING THE 2022-23 SCHOOL YEAR				
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	2	9/18-6/22 7/22-6/23 Resignation: 6/30/2023
Jose Brandao	Vice Chair; Parent Trustee	Finance; DEI Steering	2	11/17-6/21 7/21-6/24
Liz Bride		Development	1	6/2022-6/2025
Ayden Cardoso	Student Trustee	Academic and Student Affairs	2	8/22-6/22 7/22-6/23 Resignation: 6/30/2023
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

Paul Gordon	Development Committee Co-Chair	Development	2	10/2019-6/2021 7/21-6/23 Resignation: 6/30/2023
Erica Hafferkamp	Teacher Trustee	Leadership Advisory	1	7/23-6/26
Robert Harris	Clerk; Governance Committee Chair	Governance	3	8/2014-6/2017 7/2017-6/2020 7/2020-6/2023 Resignation: 6/30/2023
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 Resignation: 6/30/2023
Maria Sena	Parent Trustee	Academic and Student Affairs	1	7/23-6/26
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 Resignation: 6/30/2023
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

**Board of Trustee and Committee Meeting Notices**

<https://www.bostoncollegiate.org/ourboards/>



## Appendix D: Additional Required Information

### 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	2023-2024 School Year Date(s)
Student Application Deadline	February 28, 2024
Lottery	March 6, 2024 (Snow Day: March 7, 2024)

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

### **A. Conditions**

Not applicable.

### **B. Complaints**

There were no official complaints received by the Boston Collegiate Board of Trustees during the 2022-23 school year