



BRIDGE BOSTON
CHARTER SCHOOL

ANNUAL REPORT

2014 – 2015

Mailing Address:

2 McLellan St. Dorchester, MA 02121

Tel: 857-229-1601 | Fax: 617-674-0861

Yully Cha, Executive Director | ycha@bridgebostoncs.org

www.bridgebostoncharterschool.org

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Bridge Boston Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	2 McLellan Street Dorchester, MA 02121
Regional or Non-Regional?	Non-Regional (Boston residents)	Districts in Region (if applicable)	N/A
Year Opened	2011	Year(s) Renewed (if applicable)	N/A
Maximum Enrollment	335	Current Enrollment	190
Chartered Grade Span	K1 – 8	Current Grade Span	K1 – 3
# of Instructional Days during the 2014-2015 school year	183	Students on Waitlist	1,824
School Hours	8:00 – 5:00	Age of School	4 years
<p>Mission Statement</p> <p>Bridge Boston Charter School students thrive in a challenging, joyful, inclusive K1-8 public school community that values close partnerships with families and a focus on the whole child. Our students will develop the skills necessary to excel academically in rigorous high schools, reach their individual potentials, and view themselves as creators of their own futures. Through full-service programming, Bridge Boston Charter School works to remove the health and social obstacles that hinder student learning.</p>			

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

To the Board and Department of Elementary and Secondary Education,

The Trustees of Bridge Boston Charter School and our staff colleagues thank you for your interest in our school, which carries out daily our mission to expand access to high quality education, to provide a full array of services to meet students' health and social needs, and to surround our students with joy and with our commitment to the whole child. Our students thrive in their social and emotional growth and demonstrate strong academic achievement through standardized assessments. Our family and staff surveys attest to high satisfaction. Our School and Board demonstrate strong viability, including public revenues that cover most of our operating expenses to leverage all gifts for our robust program, unqualified audits, strong philanthropic and volunteer support, recruitment of diverse and experienced Trustees, and successful transitions.

Bridge Boston seeks to serve students most in need of our full-service model. We wish that we could serve more children than we are able to with the 50 spots available in our most recent lottery for over 1600 applicants. About 19% of our students are or have been homeless. Virtually all of our students are from low-income families. 40% of our current students are English Language Learners, and we are proud that the Massachusetts Department of Secondary and Elementary Education noted Bridge Boston as one of the school districts in the State with the highest proportion of ELL children. 21% of our students have special learning needs.

Bridge Boston students achieve excellent academic results through our program. Our oldest students in the 2nd and 3rd grades continue to rank in the top 10% on Achievement Network assessments among over 100 Massachusetts schools and districts, which included some of the highest performing urban district and charter schools. Our younger students also demonstrate strong learning through other standardized measures, including DIBELS, Kathy Richardson Math, and Fountas and Pinnell. Our remarkable staff builds these strong results through rigorous attention to each student's needs and progress. Our classroom size never exceeds 20 students with two teachers and often an additional coach. Our extended school day runs from breakfast at 7:20 am until dismissal at 5pm. We also offer an optional four-week summer program to prevent summer learning loss.

Bridge Boston is dedicated to Full Service programming, including support for families with nutrition, housing, free glasses and hearing support, dental exams, and counseling. Our parents are our full partners, with virtually universal participation in parent conferences and our three annual festivals of culture and music. Music is one example of our commitment to the whole child: Each Bridge Boston students enjoys and learns from our daily music classes and starting in 1st grade, each student studies a string instrument. Our students also enjoy twice-weekly art and physical education, weekly community-building assemblies, and enriching field trips. Visitors consistently comment on evident joy in our hallways and classrooms.

We are particularly thrilled with good traction on our permanent home, with a purchase and sale agreement for the shuttered Roxbury Comprehensive Health Center to serve our School in coming decades. We are grateful to many generous friends for capital gifts, including three separate foundation gifts of \$1MM each and a \$500K matching grant.

Our School is also gracefully traversing planned leadership transitions. Yully Cha has recently celebrated her first anniversary of leading Bridge Boston. Beth Kressley Goldstein will succeed Founding Board President Cheryl Alexander, while Cheryl continues to serve on our Board. Thanks again for your interest in Bridge Boston. Please email or call Yully and come for a visit!

For my colleagues on the Bridge Boston Board of Trustees,



Cheryl Alexander, Board President
Bridge Boston Charter School

MISSION AND KEY DESIGN ELEMENTS

Bridge Boston is a mission-driven endeavor. It was built and is sustained by people who believe that the best way to bring children out of poverty is to provide those children with a top notch education. Our goal from the beginning has been to have a school that is both intensely academically rigorous and nurturing. We wanted to model an education steeped in real learning and joy. We knew that in order to truly reach children and unleash their potentials, we needed to build long-lasting, honest, deep relationships with their parents/guardians. We also know that we need to work to remove the obstacles erected by poverty that so often hinder our students' paths to learning.

In the 2014-2015 school year, Bridge Boston did much to deepen its academic program. First of all, in response to our Academic Task Force's review of our writing program and to a general sense of disappointment with the written work students were producing, we embraced a new curriculum. Being a Writer, produced by the Developmental Studies Center has allowed our students' writing to take a great leap forward. The curriculum emphasizes not only grammar and added detail, but also developing a writing community and writing as a form of self-expression, therefore it fits very well with our overall goals. The entire staff went through a massive training on using this curriculum and it has deepened our ability to instruct in writing.

We also put our collective staff focus on improving instruction at the school. This work was done in five ways:

1. In conjunction with our coach from the Achievement Network, we focused on improving our Common Planning Time (CPT). Over the course of the year, teachers went from simply agreeing what page of math they were going to teach to looking deeply at standards, brainstorming common misunderstandings that might arise from the material, and designing signature problems or questions that best tease out the concept they were trying to teach. Along with an understanding that these times need to be embedded in the schedule and involve specialists such as the literacy coordinator and ELL director, this new emphasis on planning has made an enormous difference.
2. A team comprised of the principal, a K2 teacher, a 2nd grade teacher, and the music teacher participated in the instructional Leadership Task Force of the Massachusetts Charter School Association. There, we decided to focus our efforts on writing student engagement benchmarks. We realized that in spite of our mission's emphasis on students developing internal loci of control and motivation- they will "view themselves as creators of their own futures"-, our classrooms were places more of compliance and obedience than of learning. We thought together as a team, and then as an entire faculty about the characteristics of a great learner. We then began to deliberately teach these skills, such as "Real learners think flexibly" to our children. This work as a school gave birth to rich and important discussions and work around building the curiosity and intrinsic motivations of our students.
3. We worked with a software designer to create software that will keep track of our data and automatically generate reports that will allow us to look at individual students and compare teacher results as well as student achievement. Although this software is not finished, the structure it afforded teachers to compile all of their data in a similar format provided a much needed increase in our dependence on and commitment to using data to inform our instruction.

4. We worked deliberately on increasing the amount of student talk in the classroom. We looked repeatedly at evidence that our teachers were talking too much and our students too little. We emphasized turn and talks, students working with white boards, and collaborative projects. As our students get older we are more convinced than ever that one of our students' primary needs is to articulate what they are seeing, learning, and understanding.
5. Finally, after an important professional development with Jen Lindstorm from the Park School, both 2nd and 3rd grade dramatically increased their emphasis on and in class time spent on independent reading.

Many of these changes revolve around the school's deepening notion that we must work to make our students more in control, more curious, and more discerning. As the school grows and our faculty stays (100% of our master teachers are returning next year), we are able to collectively articulate our mission more intensely, and we are all deeply invested in building our students' sense of self-determination. We see excellent academics as the primary way to build this skill. More and more it seems that the work we do in all areas is focused on this understanding.

The second of the three vital pillars at Bridge Boston is whole child learning. We do not want children to be judged just on their merits as English or math students. The school has continued to emphasize physical education, art, and music as critical areas of development. In 2014-2015, our art educator, Chelsea Brendle, worked to foster the skills of communication, collaboration, creativity, and critical thinking. We implemented the TAB (Teaching for Artistic Behavior) model. TAB is a choice-based approach to art education that regards students as artists who learn through authentic art making experiences and responsive teaching. This highly individualized method allows for students to explore their own voice through drawing, painting, printmaking, collage, fibers, sculpture, and a variety of other chosen media. As students are encouraged to think artistically and express themselves, they gain invaluable tools that will serve them well in many other areas of their lives. Our music program was also deepened, even as we remained true to our commitment that every Bridge Boston student should participate in our instrumental music program, not just those perceived to have musical talent or interest. Through their participation, they not only learn how to play, listen to, and appreciate music; they also learn how to persevere, to hold themselves to high standards, and to achieve in ways they may not have expected. Our third grade musicians learned this year to sit in orchestral formation and follow a conductor. They began playing two- and three-part harmonies. They studied three major composers – Vivaldi, Mozart and Dvorak. They learned to use a variety of practice strategies, to proactively ask for feedback, and to see mistakes as opportunities for further learning. We have also increased the number and variety of performing opportunities for our students. For example, we started a partnership with Goddard House Assisted Living in which they will supply transportation so that our students can perform monthly concerts for their residents. Finally, we have also stretched our work on Social and Emotional Learning. For example, we piloted the peace path in a number of classrooms. The problem-solving corner is a tool used to give students the steps and language needed to learn to independently solve problems that may arise with peers. They can invite other students to the problem-solving corner or a teacher can direct arguing students to go there. The problem-solving corner takes students through the following four steps: calm down, state feelings, think of solutions, pick a solution. Steps 2-4 have a corresponding set of footprints fixed to the floor that the students move through as they are working through their problem. We looked at our Open Circle curriculum and decided to augment it with material from Second Step and OWL, which we will pilot in the 2015-2016 school year. We expanded the number of Resiliency Groups to six, all led by a team of two teachers. These teachers then met weekly with a psychiatrist, Adam Silk, who worked with them on group development and individual student

growth. Our new counselor introduced the Zones of Regulation curriculum, which focuses on students identifying their own emotional states and then on self-regulation. Finally we asked members of our Academic Task Force to observe and comment on what they saw in classrooms as to the extent teachers were using different interventions and the extent to which student behavior was disrupting student learning time. 46% of our students received some sort of counseling support. All of this falls under the hat of us deepening our ongoing commitment to developing the whole child.

Finally, we continued to work as a full service school that strives to enable children to learn. We continued to provide our children with full vision exams, dental cleaning and sealants, and hearing screenings. We worked with families who lost their housing and with parents who lost their jobs. We continued to provide two meals and two snacks each day, clothes to those who needed them (everything from uniforms to winter boots or jackets), and important items like car seats and Thanksgiving turkeys to our families, free of charge. This year we invited our 20 most economically disadvantaged mothers to come to the school and “buy” 5 toys that had been donated through a toy drive. Then we all wrapped presents together and drank coffee and talked about the delayed gratification of having children wait until the holidays to open presents.

This year we also offered an asthma workshop because we recognize that so many of our children suffer from asthma and are being incorrectly treated. We also understood that our older parents felt intimidated by the upcoming PARCC test so we offered a workshop to familiarize them with the material and to explain how we were working to help children excel. We offered all parents a workshop on how to read with their children and provided them with books. The school is constantly seeking ways to live into our partnership with parents. Our ongoing work with the Department of Public Health allowed us to increase both our trauma prevention and identification. This year, the home visit interview developed by the trauma team was used at every initial home visit for incoming K1 students. We were therefore able to start out our relationship with our families acknowledging that trauma is a major problem in the community, and identifying which children have already dealt with homelessness, job insecurity, domestic violence, neighborhood unsafety and the like. We see our full service work as being at the very heart of what we do. It is not just programs or provision; it is an attitude that the school will do whatever it takes to help each of her students learn.

Recently at an all-day faculty PD in March, we spent an hour sitting in a circle together and identifying what elements of our mission mattered most to us and how we wanted to live into that commitment in our next 5 years. What teachers said, and what was recorded, pointed to their intense, collective commitment to the social justice nature of this work. There is no doubt that people see the permanent building that we are in the process of purchasing as a flagship opportunity to serve as a community hub and an even deeper opportunity for doing family partnership work and engagement. For example, there is a much touted idea of having a small laundry facility within the building such that parents could come, drop off their child, do some laundry, and then meet with a social worker or work on a computer program. We are in love with the idea of helping our parents/guardians, and therefore our students, excel.

AMENDMENTS TO THE CHARTER

Approved by Commissioner Chester on December 11, 2013, the school accelerated enrollment growth by increasing our maximum class size from 18 to 20 beginning in the 2014-2015 school year. While our size at maturity is unchanged, this amendment maximizes enrollment and revenue during our search for a permanent facility.

Approved by Commissioner Chester on August 11, 2014, the school changed the calendar year from 190 to 186 required days. In response to greater need and desire for collaborative planning time, several full-days replaced half-days. While the school planned for and executed a 183-day school year for 2014-2015, this flexibility reduced the number of days required to add at the end of the year due to snow days; the time between the end of the school year and start of our optional and virtually free summer session (in which over 80% of our students enroll) and teacher planning for the following year is critical.

Date	Amendment Requested	Approved by BESE?
December 11, 2013	The school requested an amendment to increase its maximum class size from 18 to 20	Yes
August 11, 2014	The school submitted a request to change the calendar year from 190 to 186 day school year	Yes

DISSEMINATION EFFORTS

Bridge Boston has focused its dissemination efforts in the areas of the stringed instrument program; preventing, identifying, and treating trauma; and supporting high-risk students.

Stringed Instrument Program with Social-Emotional Goals

Bridge Boston is one of the few charter schools to adopt the tuition-free, El Sistema-inspired music program that enables all students in the organization to participate in learning a string instrument. The program is designed to reach especially vulnerable and high-poverty children and families. Bridge Boston strives to empower music teachers to develop innovative ways to instruct students of various abilities and empower all students to feel accomplished and part of a larger community. The music program's teachers negate the notion that only a few students may have talent. Instead, every instructor strives to encourage students to demonstrate dedication, goal setting, and self-confidence. The frequency with which students of all ages engage with music, and the expectation that all students, not just those who are deemed capable, will experience the challenge of learning a stringed instrument, sets the program apart from most other schools. Bridge Boston has shared its music curriculum, philosophy, and success in many different ways. First, we have been selected to host a range of professional seminars, including the El Sistema Teacher Education Summit in 2013 with nationally recognized educator Lorrie Heagy and the Creative Connections Workshop in collaboration with New England Conservatory in June, 2015. Furthermore, because of their work at Bridge Boston, five volunteers - all graduate music students - are pursuing careers in urban music education. Ms. Julie Davis, leader of our music program (Master Teacher, Music), serves as an adjunct professor at the University of Massachusetts at Lowell, teaching string pedagogy and music education rehearsal practicum, and is also

a member of the Boston Symphony Orchestra's Educators Council. Boston College is conducting research this year tracing student emotional growth to participation in the music program. Finally, our Third Grade Ensemble was invited to perform at an El Sistema Showcase at the New England Conservatory's Jordan Hall this spring.

Preventing, Identifying and Treating Trauma

In 2013, Bridge Boston was selected to participate in a year-and-a-half long collaborative with the Massachusetts Department of Public Health to work on preventing, identifying, and treating trauma and violence exposure. In association with six other early childhood education providers, we received grant money, supervision, and support, as well as 8 full days of training to address these issues within our school community and to share back with the MDPH and all those participating. The five faculty members who attended the grant trainings created and implemented a full-day training for our entire faculty. This training and the accompanying materials were shared back with the MDPH and the other agencies in the collaborative; the work initiated by Bridge allowed for a follow-up training to be created in partnership with the Home for Little Wanderers. As a result of the training, teachers went on to create classroom calm-down spaces, rituals for breathing exercises, and began having extensive discussions with parents about trauma and its effects. We were also at the forefront of developing teacher-led groups, which involved weekly supervision by a psychiatrist. These groups are being studied by Gil Noam from Program in Education, Afterschool, & Resiliency (PEAR), a joint initiative of Harvard University and McLean Hospital, and several other organizations working on trauma throughout the Boston area. Our principal was invited to a meeting with this group of trauma experts, who were specifically interested in learning how the groups at school were scheduled and maintained, as well as methods for their evaluating student progress. Our surveys, classroom element additions, communication logs, and resiliency group practices were shared with the other six members of the collaborative via meetings and regular weekly postings to the online platform for dissemination and discussion of resources and practices.

Supporting High-Risk Students

Given the changes to Massachusetts Discipline Law, effective July 1, 2014, all Massachusetts Public Schools have been required to review or rewrite their Codes of Conduct to ensure compliance, and to evaluate their procedures to best serve students and to meet the new requirements. The Massachusetts Public Charter School Association requested of schools that they share any revisions or best practices already or newly in place, such that all schools might benefit. Due to their belief that Bridge Boston had indeed created policies in compliance with the new law and that our surrounding procedures outlined creative and proactive ways to support and manage behavior, our Director of Students and Families was asked to share our Code of Conduct with all MPCSA schools and to participate in the Perspectives on Discipline Panel at the Community of Practice for Charter School Deans. She outlined key changes to our Code of Conduct and answered questions about the social-emotional tools that are interwoven, as well as how we feel this allows us to serve the population we so deliberately recruit, without using as much exclusion (suspension/expulsion) as has been traditional. Specifically, she detailed our extensive use of partnership with mental health providers such as Home for Little Wanderers, South Bay Mental Health, and Brookline Mental Health, as well as our integration of the Zones of Regulation Curriculum into our classroom instruction, our behavior management, and our Response to Intervention model. Schools present at the Panel requested and were provided additional

information about the curriculum and how it may be applied school-wide after the Community of Practice meeting.

ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE

Bridge Boston's 3rd Grade students took the PARCC test for the first time this spring. We are told that these results will be available in October. Until that time, we have nothing to report here on PARCC scores.

We are primarily focused on the following assessments: Fountas and Pinnell, DIBELS, Singapore Math, Kathy Richardson, and Achievement Network. The 2014-2015 results for these assessments are listed in our Accountability Plan Performance section of this report. Please see the Additional Information section.

Additionally, we use the PALS assessment for K1 and K2 students. This year, 95% of K1 students and 97% of K2 students met the PALS benchmark.

PROGRAM DELIVERY

This was a year of wondrous and difficult changes for Bridge Boston. We added third grade to our school and successfully implemented our academic curriculum for this age group. Third grade focused on social studies and science on the theme of immigration, culminating in each student writing reports describing a relative or neighbor's journey to this country. Our students prepared for and took the PARCC standardized test for the first time. We learned a great deal about test preparation and administration. We also operated in two separate school buildings as we made progress toward our goal of buying and renovating a permanent space for our school. This stratification was both operationally and academically difficult, but we continued to hone ways to make our students not feel this separation.

This past year we significantly changed our writing curriculum. In response to our Academic Taskforce's review of our writing program and faculty feedback, we embraced a new curriculum. [Being a Writer](#), produced by the Developmental Studies Center, has allowed our students' writing to take a great leap forward. Because the curriculum puts an emphasis not just on grammar and added detail, but also on developing a writing community and on writing as a form of self-expression, it fits very well with our overall goals. The entire staff was oriented last summer in an extensive training by Beth Lothrop. Then after the teachers had two months to teach the curriculum and learn the way around in its resources, a consultant from the Developmental Studies Center spent a day at Bridge. She observed the teachers teaching, but she also taught three demo lessons, increasing our understanding of the methods and techniques the program espouses. We have changed our schedule so as to accommodate 3 more hours of writing per week. Student writing – both in terms of quantity and quality has dramatically improved. Last year 69% of teachers said that the writing curriculum was effective or very effective on the end-of-the-year staff survey. This year 94 % of teachers said the program was effective or very effective.

Another change has been the focus on an instructional rubric. We are working to highlight for teachers our exact expectations in terms of lesson prep, tone of voice, kind of exemplars, feedback to student

work, ratio of teacher-to-student talk, etc. By putting a clear rubric in front of teachers and calling their attention back to it again and again, we hope that we are providing teachers with ample opportunities to improve their teaching. More and more in supervision and in Common Planning Time, we found ourselves talking as staff about the craft of teaching and about how to improve our individual and communal instruction techniques. This clarity has dramatically lifted the quality of the average lesson.

In terms of ELL, we hired a new full-time teacher, who not only taught ELL in pull-out and push-in small groups, but also worked as a consultant to the entire faculty. She led four PDs on topics from writing Learning Objectives to ways to modify and enrich instruction for ELL students. All teachers worked to apply recommended practices for ELL students including having multiple ways to display information in the classroom, adaptation of content, consistent use of wait time, and introduction to key vocabulary. She attended a number of Common Planning Time and Roster Review meetings, and became an important resource for our teachers. We also improved our communication with parents of ELL students by explicitly communicating their child's ACCESS scores as well as their individual ELL plan. We increased their knowledge of the resources available to them at the school.

In Special Education, this past year every teacher was given a binder put together by the SPED department and containing the students IEP goals, including examples of modifications and accommodations the student might need, and work sheets and assignments to work specifically on the child's greatest remedial needs. SPED teachers led three PDs during the year to teach more explicitly the ways to modify students work effectively and to reinforce to teachers the role of IEP goals. Finally one session of Roster Review a month was dedicated to the discussion of SPED student needs and action plans. This allowed the SPED team to send representatives who met with the grade level team and spend an hour looking deeply at each child with an IEP, discuss their progress, and looking at areas where they were failing to progress or receiving inadequate work modification or attention. Effective practices included regular breaks, assistive technology, and use of co-teacher and/or assigned aide (titled "coaches" at Bridge Boston).

ORGANIZATIONAL VIABILITY

TEACHER EVALUATION

Bridge Boston uses a modified version of the Massachusetts Model System of Educator Evaluation. The teacher evaluation rubric is completed for every faculty member, except those who have been at the school for four plus years. Teachers in their first 4 years are given the completed framework which rates them in terms of: Curriculum, Planning and Instruction, Teaching All Students, Family Engagement, and Professional Culture. During supervision throughout the year, we also address goals they have set and work they have compiled as evidence to demonstrate progress towards their goal. Teachers who have been at the school longer than four years received a narrative letter. This provides an overview of how the teacher is doing in the 6 domains identified by Kim Marshall – emphasis is on noting areas of remarkable strength and on areas where the teacher needs to grow.

The six domains, taken from Kim Marshall, are as follows:

1. Planning and Preparation for Learning

2. Classroom Management
3. Delivery of Instruction
4. Monitoring, Assessment, and Follow Up
5. Family and Community Outreach
6. Professional Responsibilities

On top of these frameworks or letters, the goal setting that takes place in September plays a role in both supervision and evaluation.

BUDGET AND FINANCE

Unaudited FY15 statement of revenues, expenses, and changes in net assets (income statement) and Approved School Budget for FY16

Income Statement		
	FY2015 Actual unaudited	FY2016 Budget approved
REVENUE		
Tuition	2,943,062	3,910,329
Public Grants and Funding	387,667	460,916
Private Contributions and Other Revenue	3,512,884	726,661
TOTAL REVENUE	6,843,613	5,097,906
EXPENSES		
Personnel Costs	1,895,185	2,554,169
Organizational Costs	377,805	362,966
Direct Program Costs	544,631	954,832
Facility and Other Fixed Costs	481,074	902,169
TOTAL EXPENSES	3,298,695	4,774,136
NET CHANGE IN ASSETS	3,544,917	323,770

Statement of net assets for FY 15 (balance sheet)

**Bridge Boston Foundation & Bridge Boston Charter School
Combined Financial Statements**

Balance Sheet	
as of June 30, 2015	
ASSETS	
Cash and Cash Equivalents	5,599,840
Accounts Receivable and Other Assets	266,337
Fixed Assets (net)	<u>358,988</u>
TOTAL ASSETS	<u>6,225,165</u>
LIABILITIES	
Deferred Revenue	4,995
Accounts Payable and Accrued Expenses	<u>192,644</u>
TOTAL LIABILITIES	197,639
NET ASSETS	
Temporary Restricted Assets	1,318,610
Unrestricted Assets	1,163,999
Net Change in Assets	<u>3,544,917</u>
TOTAL NET ASSETS	<u>6,027,526</u>
TOTAL LIABILITIES AND NET ASSETS	<u>6,225,165</u>

Capital Plan for FY16

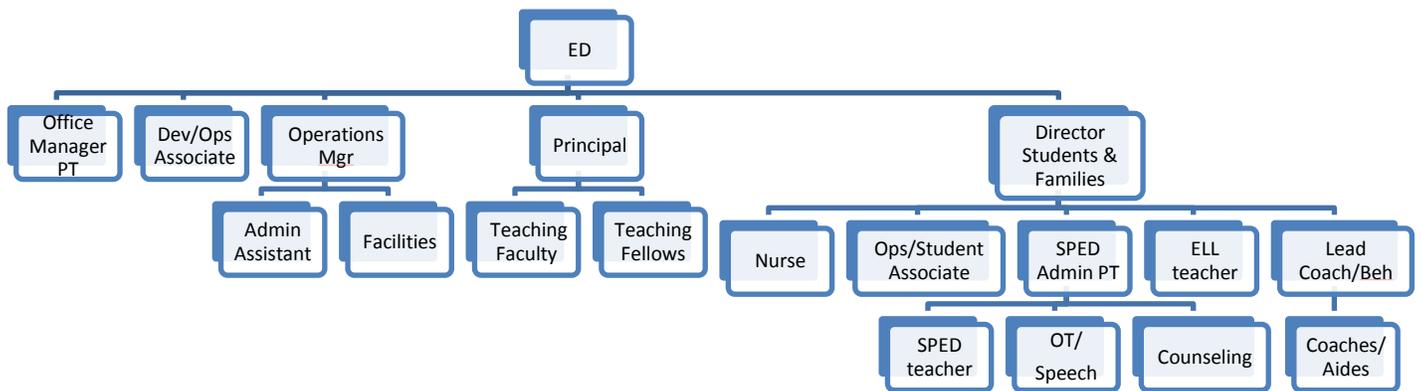
The current school building at 2 McLellan Street, Dorchester MA will hold grades K1-1st for the 2015-2016 school year. 2nd – 4th grades will be housed at St. Mark’s School at 18 Samoset Street in Dorchester, less than 2 miles away from our McLellan Street building. Working closely with BPS, several important repairs have been and are currently in progress in our main building at 2 McLellan, including roof leaks and parking lot cracks and gaps from the significant snowfall this year. Also, some expense and donated services are planned for the St Mark’s facility to update student bathrooms to be age-appropriate and safety features like radiator covers.

Concurrently, the school continues its active search for a permanent school facility. We have a purchase and sale agreement on a property on Warren Street in Roxbury, MA, with beginning due diligence. We are estimating a 40,000 square foot building to house up to 400 students in grades K1-8. The permanent school facility is being designed to include 20 bright, large classrooms, outdoor play-space, break-out classroom space to support special education, English Language Learners, and counseling needs, a science lab, a cafeteria and multi-purpose space to allow for assemblies and physical education, a library, music and art rooms, and space for staff planning and professional development.

Bridge Boston has run a successful capital fundraising campaign to pay for at least 20% of the cost of the project. Since the beginning of our capital campaign, we have received gifts or pledges for \$4.5MM, including three gifts of \$1MM each, a \$500,000 matching challenge, and over \$1MM in other gifts and

pledges. We have \$1.318MM currently in temporary restricted assets as of June 30, 2015. The school is seeking roughly \$15MM of permanent financing to start construction in 2016 in order to open the facility in August 2017. In March 2014 the school was awarded \$3,9MM of Qualified Zone Academy Bond Allocation which will be incorporated into the financing to generate \$165,000 annually to off-set part of the debt service cos. Additionally, we recently were awarded an additional \$3.763MM QZAB allocation with a possible \$600,000 awarded this fall.

ORGANIZATIONAL STRUCTURE OF THE SCHOOL



APPENDIX A

ACCOUNTABILITY PLAN PERFORMANCE 2014-2015

Faithfulness to Charter:

	2014 - 2015 Performance (Met/ Not Met)	Evidence
Objective: The school will build a nurturing community by deliberately engaging parents.		
Measure: Annually, at least 75% of ratings on each question on the parent survey will be 4 or above (on a scale of 1 to 5) and at least 75% of parents will complete the survey.	Met	80% of our families completed our annual Family Survey. 97% of all questions answered were 4s or 5s. 92% of all surveys received marked 4 or 5 on every question. An additional 18% marked all 4s and 5s except for one question.
Measure: Annually, at least 75% of parents/guardians will attend at least 2 of the 3 Progress Report meetings.	Met	97% of our parents came to 2 of the 3 parent conferences. 93% came to all 3.
Measure: Annually, the School will hold 3 Cultural Performances and 3 Admin-Parent Dinners. Annually, at least 75% of parents/guardians will attend at least 3 of these events.	Met	The school held 3 performances: Dec. 12 th , March 27 th , and June 19 th . Over 90% of parents attended all 3 performances. We also had 3 Parent-Admin Dinners. The attendance at each of these events averaged at 65%.
Measure: Teaching staff will communicate with families at least once per month about student progress. Families will receive at least one Newsletter per month. Annually, at least 75% of families will rate the school at a 4 or above (on a scale of 1-5) for communication in the Parent Survey.	Met	All advisors communicated with parents at least monthly. Families received, on average, two newsletters per month. 100% of our families who responded to our annual Family Survey rated the school at a 4 or above (on a scale of 1-5) for communication in the Parent Survey.
Objective: The school will provide a full service program that removes obstacles to children’s learning and meets their health and social-emotional needs.		
Measure: Annually, at least 75% of parents/guardians surveyed say that the school has been or would be helpful to them in obtaining needed services.	Met	Once again, 94 % of parents who responded to our annual Family Survey indicated that the school has been or would be helpful in obtaining needed services.
Measure: Annually, the school will maintain at least 10 partnerships with	Met	The school maintained existing partnerships as well as adding new partnerships with community

community organizations that strengthen the school and the community as a whole.		<p>organizations. Current partnerships include:</p> <ul style="list-style-type: none"> • Cradles to Crayons • Forsyth Dental • New England Eye • Northeastern University Audiology • Boston Medical Center- Grow Clinic and Boston Medical Center- Health and Fitness for Life • Home for Little Wanderers • MSPCC • Department of Children and Families • Horizons for Homeless Children • Families First • South Bay Mental Health • Brookline Mental Health • Smart From the Start • Boston Public Health Commission • Homestart • Friends of the Children – Boston
<p>Measure: Annually, at least 3 classes/workshops will be offered for parents/guardians in such areas as nutrition, positive discipline strategies, mental health, academic readiness, school partnership, ESL, financial literacy, or resume writing.</p>	Met	<p>Four workshops were offered this year for families. The first was an asthma awareness workshop, presented by the Director of BMC's Asthma Prevention and Control community initiative The second was about the PARCC test, and it was to give parents information about the test and about how we were preparing the students. The third was led by Families First: <i>Bullies Buddies Best Friends</i>, about helping your child to be a better peer. Finally the literacy director led a workshop about how to read with your child. A free, leveled book was given to every child.</p>
<p>Measure: Annually, 100% of students that have consented will receive a dental exam, cleaning, and fluoride treatment.</p>	Met	<p>100% of students that had consented received a dental exam, cleaning, and fluoride; students who consented early in the year received as many as three treatments during the school year.</p>
<p>Objective: The school will build relationships with the external community to enhance whole-child development.</p>		
<p>Measure: Annually, Bridge Boston students will perform at least once at an open community venue and invite members of the external community to attend.</p>	Met	<p>The Bridge Boston End of Year Celebration Concert was held on June 19 at Franklin Park. The performance, which involved singing as well as violin and cello ensemble performances, was open to the public. At least 400 people were in attendance</p>
<p>Measure: Annually, volunteers will contribute at least 1,000 hours to the school.</p>	Met	<p>Volunteers in the following capacities contributed hours totaling in excess of 2,500 hours this year: 8 library volunteers gave 90 minutes a week for 30 weeks 25 Brookside volunteers did 5 hours of painting, teaching, and cataloging</p>

		2 Reading volunteers gave 4 hours weekly 8 Milton Academy students gave 2 hours weekly
Measure: Annually, at least 10 volunteers or community agencies will come to a student assembly and showcase a skill or hobby to all students.	Met	Thomas Hood speaking on grit Anne LaBerge - flutist from Amsterdam Tim Schu on dentistry Gabe Valle – jazz musician Nichelle Edwards on perseverance Boston Philharmonic quartet “Kristen” – jazz storyteller NEC string quartet David Pena on immigration Michael King – engineering John Allen – Beaufort Wind Scale Professor Morgan Mwalim Peters on the Life of the Wampanoag WBZ Eric Fisher on weather
Measure: Annually, each grade will take at least 3 field trips to access rich cultural/environmental experiences.	Met	K1 - Wards Berry Farm for Pumpkin Picking, The Harvard Natural History Museum, The Children’s Museum , Franklin Park Zoo K2 - Arnold Arboretum, Franklin Park Zoo, Apple picking, Boston Public Library 1 st - Blue Hills Reservation, Franklin Park Zoo, New England Aquarium, the Strand Theatre 2 nd – NE aquarium, Revere beach tide pools, New Bedford whaling museum. 3 rd - The Pierce House, The Science Museum, Fenway Park for Weather Display, and the New England Conservatory
Objective: The school will develop future urban educators.		
Measure: Annually, at least 25% of our teaching fellows will pursue a master’s degree in urban education while employed at Bridge Boston.	Not Met	This year we had 12 teaching fellows. Of this number, 2 pursued Masters degrees – both at Boston College. Next year we will have 5 fellows in graduate school out of 12 fellows.

Academic Success:

	2013 - 2014 Performance (Met/Not Met)	Evidence
Objective: The school will ensure that the academic program is both rigorous and engaging.		
Measure: Each year the Academic Task Force (ATF) of the Board will choose one area of the curriculum to evaluate for excellence and rigor. The evaluation will typically consist of 2-3 days of classroom	Met	The Board looked at Social Emotional Programming. The goal was to determine current strengths and weaknesses, and to obtain assistance with decision-making about curriculum. On April 1 st , 2015 the committee met to review the

visits and observations by one or more educators specifically trained in said area of curriculum. The individual/individuals will then issue a comprehensive report containing specific examples of where the school is meeting or falling short of its goals to provide an excellent and rigorous education for all students.		following : Open Circle and Zones of Regulation - currently in place and the Second Step Curriculum being considered, the use of Mental Health providers on staff and through partnerships, participation in a trauma grant from the Boston Public Health Department, our Social Emotional Benchmarks ATF members then participated in an observation process in May of 2015; they attended multiple classrooms for between 15-30 minutes each and completed an observation tool.
Measure: The teachers will write and continually update and revise at least 50 grade level benchmarks, aligned to the Massachusetts Curricular Frameworks. Parents/guardians will receive progress reports four times per year, and two of these reports will include in-depth narratives.	Met	The master teachers all applied for and received summer summit stipends to work by grade level on their benchmarks and curriculum alignment. Progress reports this year were sent home with parents after conferences on 11/20, 2/5, and 6/11. One was mailed on 4/17. In February and July parents also received page-long narratives write by the advisor.
Measure: At least 75% of students will meet 75% or more of their academic grade level benchmarks by the end of each year.	Met	School-wide 85% of the students met 75% or more of their academic benchmarks. Specifically, 85% of K1, 84% of K2, 96% of 1 st graders, 77% of 2 nd , 83% of 3 rd
Measure: The school will set 5 assessment periods during the school year. Data gathered from these assessments will be used during Roster Reviews and Collaboration Meetings to improve and target instruction.	Met	The school held 5 assessment periods: the weeks of 9/8, 11/3, 1/20, 3/30, and 5/26. In preparation for our new software, all data was put in a common format through Excel which made it easier to look at data across classrooms and grades.
Measure: On the DIBELS assessment, at least 75% of students will meet the grade level benchmarks by the end of each year.	Met	On DIBELS this year: 85% of K2 students met the benchmark, 79% of 1 st graders, 78% of 2 nd graders, and 83% of 3 rd graders
Measure: On the Kathy Richardson assessment (for K1-3); at least 75% of students will meet 75% of grade level benchmarks by the end of each year.	Met	On Kathy Richardson math interviews 83% of K1 students and 87% of K2 students met the benchmark.
Measure: On Singapore Math assessments, at least 75% of students will score 75% or higher on unit tests given in the final quarter of each year.	Not Met	On Singapore unit tests given in the final quarter, 80% of 1 st grade, 62% of 2 nd grade, and 70% of 3 rd grade scored 75% or higher.
Measure: On Fountas & Pinnell assessments, at least 75% of students will reach the benchmark level of reading for the grade by the end of the year. (K2 – Level D; 1st Grade - Level J; 2 nd Grade – Level M; etc.)	Met	More than 75% of students met the benchmark K2 – 85% read at a level D or above 1 st – 79% reading at a level J or above 2 nd – 84% reading at a level M or above 3 rd – 86% read at a level P or above
Measure: Annually, at least 75% of students will score “proficient” on the final two A-Net assessments. (Note: These	Met	In ELA, 2 nd grade scored 64%, and the network average was 54%. The 3 rd grade scored at 55% and the network average was 44%. In ELA, out of a

<p>assessments apply to Grades 2 and higher.)</p>		<p>network of 108 Massachusetts schools, 10 schools scored higher than Bridge Boston's 2nd grade. Only one school scored higher than Bridge Boston's 3rd grade.</p> <p>In math, the 2nd grade scored 70% and the network average was 62%. The 3rd grade scored at 75%. The network average for 3rd grade was 63%. In math, out of a network of 104 schools, 13 schools scored higher for 2nd grade and no other schools scored higher than Bridge Boston.</p> <p>In ELA, our school average is 60%, SPED at 52%, ELL at 60%, and the network average is 49%. In math, our school average is 73%, SPED at 63%, ELL at 69%, and the network average is 63%.</p>
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Recruitment Plan

2014 – 2015

School Name: Bridge Boston Charter School

Date: Updated July 15, 2015

Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.

Implementation Summary:

We continue to dedicate ourselves to find those students who can most benefit from our full service and whole child-focused milieu. Our community partners, who enable us to meet so many of our full service goals, continue to send us many lottery applicants. Our relationship with Horizons for Homeless Children, in particular, sends us some 50 applicants per year. As well, the six preschools who were part of our work on identifying and treating trauma through the Department of Public Health also led to many referrals. The phenomenon, however, that was very much in evidence this year was the role our parents played in drawing potential students to the school. There is no question that our best outreach to the Vietnamese, Somalian, and Nigerian communities came through parents who targeted their own communities and churches/ashrams to encourage people to apply to the school.

Sean Bulger, one of our teachers, again took the lead on the recruiting front. He went to different gatherings hosted by Smart from the Start and was able to interface with most of the metro region Early Intervention workers. Although their current clientele was too young for Bridge Boston, he encouraged them to reach out to the siblings, which would draw them to the school in the long run. Our incoming K1 class had a number of children who had received Early Intervention services, thus meeting our goal to build relationship with EI providers. Mr. Bulger also did outreach to MAPS, the Portuguese speakers and to the Haitian Service center in Jamaica Plain. All of this recruiting drew more ELL applicants than

ever before. Although we lived into the majority of our goals set in last year's recruitment plan, it was unfortunately not possible to target college students working in preschools across the city for Jump Start. We still think this is a wonderful strategy and will pursue it again next year. Mr. Bulger also directed outreach to three community health centers – Bowdoin Street, Codman Square, and Uphams Corner. Finally he reached out to Project and The Family Nurturing Center. The neighborhood health centers are ideal places to recruit families with children who are in danger of dropping out of school, as we reach out particularly to the behavioral health departments. We continue to think particularly about two sub groups that we feel are overlooked, the foster child and African American male constituencies. 50% of foster children drop out of high school and boys of color twice as likely as girls or Caucasian boys to drop out of high school. The Fathers Group at Bridge has been a significant opportunity to connect to young men and encourage them to partner with schools in the work of raising their children. We are proposing to our Fathers Group that they join the National Black Star Movement as a way of expanding their work. We are hopeful that if young men in the community think of us as a resource and good educational provider for boys of color, we will receive even more applications.

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

General Recruitment Activities:

1. Bridge Boston makes its application, which is a half-page, very simple to complete, and available on January 4. This application is also available on our web site in 5 different languages.
2. The Principal, Director of Student Services, or one of our teachers speaks at any venue willing to have us; for example, Horizons for Homeless Children, St. Stephens in the South End, Epiphany School in Dorchester, The Academy Homes.
3. We have a Parent/Guardian Open House over February break complete with a tour, presentation, and question and answer session.
4. We are consciously not a part of any charter school fairs, believing that families who seek out educational opportunities might not benefit the most from our mission.
5. We target outreach in specific housing developments and neighborhoods
6. We send packets to all of our community partners and follow them up with visits or phone calls.
7. We do not drop children from our "accepted" list until parents definitively tell us they do not want the spot. We write letters, make phone calls, and go to people's houses – leaving notes under the door. We want to ensure that parents are consciously turning down an opportunity rather than just being unable to complete the enrollment steps.

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> • Continue working with Early Intervention Office • Continue working with trauma grant partners • Put a statement on the web site written by a SPED parent about Bridge as a school for special needs children
Limited English-proficient students	<ul style="list-style-type: none"> • Continue outreach to Haitian, Nigerian, and Vietnamese neighborhoods particularly through parents • Outreach to Vietnamese Temple congregation in Braintree which has many attendees from Dorchester, as arranged by parent Lynne Le
Students eligible for free or reduced lunch	<ul style="list-style-type: none"> • Continue working with Community Partners • Try again to partner with Jump Start to reach college tutors to make referrals for students with whom they work • Send out fellows to make contacts with WIC offices, methadone treatment centers, and parents-in-prison support programs
Students who are sub-proficient	<ul style="list-style-type: none"> • Continue work with Smart from the Start and Family Nurturing Center • We will reach out to the Massachusetts Team Parent Services in Boston to make sure that teen parents learn about our charter school and out efforts.
Students at risk of dropping out of school	<ul style="list-style-type: none"> • In order to attract foster children - send Principal to speak to gathering of educational advocates through the Department of Children and Families. Cheryl Sweeting, has agreed to facilitate this. Encourage social workers to apply their clients. • Ask the DESE for an amendment to our charter, asking permission to expand Bridge’s definition of “sibling” to include a foster child living in the home so that we can admit foster children based on sibling preference waitlist.
Students who have dropped out of school	N/A – Currently our oldest students are 4 rd graders

<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>Boys of color are an area of need</p> <ul style="list-style-type: none"> • Continue to grow the purpose and work of the Fathers Group • Ask the group to explore becoming part of the Black Star Project, which especially targets getting young men of color involved in their children’s education. • In middle school, serve as a host for a diversity conference for middle school students.
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Retention Plan
2015 – 2016

<p>Please provide a brief narrative report on implementation of retention strategies from last year’s plan.</p>
<p style="text-align: center;">Implementation Summary:</p> <p>Our assumption is that there are three reasons students leave. First, families move away. This accounted for three students we lost this year. Besides speaking with parents openly about the challenge of housing security in Boston and encouraging them to let us know if they are on the verge of becoming homeless, this is an ongoing challenge.</p> <p>The second reason children leave is because the family is dissatisfied with the school. As always, the crux of our retention plan revolves around communication with families. We continue to find that our initial home visits allow us to begin to build relationships with parents. These relationships help us mightily when it is time to discuss a parent’s plan to move, or their unhappiness about behavioral consequences,</p>

or their unwillingness to have their child retained in a grade. These relationships are reinforced through our advisor system wherein every family receives a call home twice a month. We also have three parent conferences a year, which involved 30-minute meetings between the parent and the two teachers in the classroom. As mentioned in our retention goals last year, we are striving for even greater openness with our SPED parents. For example, we had only one IEP meeting all year that did not have a parent or guardian there (an uncle was sent in the father's stead). We know keeping that process highly transparent is a critical part of holding onto our SPED students. We also implemented ELL summary sheets which explained to parents each child's testing and placement for ELL pull-out or push-in services. We had an optional table reserved for Spanish-speaking parents with a Spanish-speaking teacher or administrator at each of our parent-administration dinners. We now also have three Haitian Creole-speaking teachers and this has greatly enhanced our ability to communicate with and cement parents from that community. In our goals we talked about working with the backpack program for weekend food offered by the Food Project. Unfortunately this program stopped offering this service. We have, however, applied to be part of the Food for Free Committee, which would also help boost our students' weekend food supply. Other retention goals we acted on in 2014-2015 included offering Saturday classes, ensuring frequent advisor contact, and having parents speak at assemblies about the role of education in their personal development. The Father's Group continued to be a force in the school. We did not have good luck initiating mentors through Big Brother/Big Sister but we are working with Friends of the Children.

The final reason students leave is to join up with siblings in other schools. This phenomenon impacted us this year. We had four students leave in the summer of 2014 for this reason. These schools did not have K1 program and the parents planned all along to move their child after K1. We did not have room to accommodate the older brothers and sisters, who in 3 of the 4 cases were not enrolled in the lottery the year before. We are applying for additional seats and hope that with greater maximum enrollment, we can offer more opportunities for families with multiple children.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

Retention Plan –Strategies

List strategies for retention activities for each demographic group.

Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> • Hold a workshop to clarify with parents about IEP goals and how progress should be measured. • Train advisors to hold conversations with parents about what their goals are for their children outside of academia
Limited English-proficient students	<ul style="list-style-type: none"> • Add an optional Haitian-Creole speaking table hosted by a Creole-speaking teacher at the next parent-admin dinners • At the beginning of the year barbecue have a workshop for ELL parents to explain ACCESS scores and individual service plans
Students eligible for free or reduced lunch	<ul style="list-style-type: none"> • Amy Domineau of DCF has offered members of her staff to run a workshop about housing security and things you can do to protect yourself as a tenant. • Survey parents to ensure that our full-service efforts are meeting family needs for food, clothing, heat, medical care, etc
Students who are sub-proficient	<ul style="list-style-type: none"> • Revamp RTI process and meet monthly for each grade with a Child Studies Team to ensure that we are giving every child their best shot. • Continue use of Saturday classes, one-on-one tutoring, home visits
Students at risk of dropping out of school	<ul style="list-style-type: none"> • Continue advisor program to maintain frequent contact and strengthen relationships • Have at least 10 speakers to assemblies this year who discuss their vocations and how higher education played a critical part in their development
Students who have dropped out of school	N/A
Other subgroups of students who should be targeted to eliminate the achievement gap	<ul style="list-style-type: none"> • Build and support Bridge Father’s Group • Lay ground work for 5th grade sports teams and intermural program • Maintain frequent contact with DCF workers such that if child moves foster homes, staying at Bridge Boston, and therefore local, remains a priority.

APPENDIX C

SCHOOL AND STUDENT DATA

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	109	58%
Asian	3	2%
Hispanic	66	35%
Native American	0	0%
White	1	1%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	10	5%
Special education	39	21%
Limited English proficient	76	40%
Low income	104	55%

ADMINISTRATIVE ROSTER FOR THE 2014-2015 SCHOOL YEAR

Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Yully Cha, Executive Director	The Executive Director serves as the Chief Executive Officer of the school and is responsible for leadership of the daily operation of the school. The ED supervises all academic efforts and full-service programming, and provides for the financial health of the school. The ED is instrumental in the leadership and long-term vision for the school in cooperation with the Board of Trustees, and represents the school in all public forums.	5/1/14	N/A
Jennifer Daly, Principal	The Principal is responsible for the academic program of the school. The Principal hires and supervises all teachers and intern teachers; develops and implements instructional policy; supervises curriculum development, implementation, and evaluation. The Principal is also responsible for developing school culture and ensuring the school supports each student.	3/21/11	N/A
Joanna Rees Steffey, Director of Student & Families	The Director of Student Service is responsible for creating and coordinating the web of full-service programming that supports our students and families and also serves as the special education and ELL administrator. Under the full-service title, the DSS develops, maintains, and evaluates community partnerships to meet students' medical and social needs and families' extraordinary needs, if possible.	7/1/11	N/A
Vanessa Ogenah, Director of	The Director of Finance and Operations is responsible for the management of financial	11/18/13	8/5/14

Finance and Operations	operations, facilities, and human resources		
Jeremy Stryer, Operations Manager	The Operations Manager is responsible for the overall management of day-to-day school operations, including: transportation, scheduling, administrative functions, food service, IT, and data management.	6/2/14	6/30/15
Brynn Detwiller, Development & Communications Manager	The Development & Communications Manager is responsible for the management of individual giving, grants, and events; also, this position manages print and online publications and channels.	6/2/14	1/9/15
Grissell Sanford Administrative Assistant	The Administrative Assistant is responsible for managing front desk operations and providing direct support for the after-school program.	2/10/15	N/A
Emily Nolan Development & Operations Associate	The Development & Operations Associate is responsible for fundraising, communications, and event/operations support.	2/10/15	N/A
Melanie Kelly Office Manager	The Office Manager is responsible for payables/receivables, payroll, and Human Resources.	1/15/2105	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR				
	Number as of the last day of the 2014-2015 school year	Departures during the 2013-2014 school year	Departures at the end of the school year	Reason(s) for Departure

Teachers	14 Master Teachers	0	0	N/A
Teaching Fellows	12 Teaching fellows	0	4	Moving out of state, completed the 2-year program
Administration	9	1	2	Restructured roles

BOARD MEMBERS FOR THE 2014-15 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Cheryl Alexander	President	Academic, Development, Committee on Trustees, Facilities, Finance, Real Estate	>1	2/28/11-9/1/14 and 9/1/14-9/1/17
<i>Yully Cha</i>	Ex-Officio, Non-voting	Academic, Development, Committee on Trustees, Facilities, Finance	N/A	Approval-termination
Torylee Cigna	Trustee	Academic	2	2/28/11 – 9/1/12 and 9/1/12-9/1/15
Beth Friedman	Trustee	Academic	<1	6/26/14-9/1/17
Beth Kressley Goldstein	Vice President	Development, Committee on Trustees, Executive Director Evaluation, Facilities, Finance	<1	3/28/14-9/1/17

Marina Hatsopoulos	Trustee	Finance, Committee on Trustees	1	1/10/13-9/1/15 and 9/1/15 – 9/1/18
Marjorie Janvier	Trustee	Academic, Parent Council	<1	7/26/14-9/1/17
Paul Karger	Trustee	Development, Executive Director Evaluation, Facilities, Finance	2	2/28/11 – 9/1/12 and 9/1/12-9/1/15
Peter Keating	Trustee	Development	2	2/28/11 – 9/1/13 and 9/1/12-9/1/15
Anne Marcus	Trustee	Committee on Trustees, Development	>1	7/1/11-9/1/14 and 9/1/14-9/1/17
Makeeba McCreary	Trustee	Committee on Trustees, Development	2	2/28/11 to 9/1/12 and 9/1/12-9/1/15
Tom Pappas	Trustee	Finance	<1	6/26/14-9/1/17
Ian Reynolds	Treasurer	Executive Director Evaluation, Facilities, Finance	<1	3/7/13-9/1/16
Michelle Sanchez	Clerk	Academic, Committee on Trustees	>1	2/28/11 – 9/1/13 and 9/1/13-9/1/16
James Sperling	Trustee	Facilities	>1	2/28/11- 9/1/13 and 9/1/13-9/1/16

Names in italics are awaiting DESE approval.

ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Cheryl Alexander
Charter School Leader	Yully Cha
Assistant Charter School Leader	Jennifer Daly
Special Education Administrator	Stephen Litwack
MCAS Test Coordinator	Jeremy Stryer
SIMS Coordinator	Jeremy Stryer
English Language Learner Director	Joanna Steffey

Facilities

Location	Dates of Occupancy
2 McLellan St. Boston, MA 02121	July 1, 2012-present
44 Moultrie St, Boston, MA 02121	August 18, 2014-June 26, 2015

Enrollment

Action	Date(s)
Student Application Deadline	March 1, 2015
Lottery	March 12, 2015