



BRIDGE BOSTON
CHARTER SCHOOL

ANNUAL REPORT

2015 – 2016

Mailing Address:

2 McLellan St. Dorchester, MA 02121

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

Yully Cha, Executive Director | yca@bridgebostoncs.org

www.bridgebostoncharterschool.org

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INTRODUCTION TO THE SCHOOL

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)	2016
Maximum Enrollment	335	Current Enrollment	230
Chartered Grade Span	K1 – 8	Current Grade Span	K1 – 4
# of Instructional Days during the 2015-2016 school year	183	Students on Waitlist	1,620
School Hours	8:00 – 5:00	Age of School	5 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,

With the renewal of our charter this year, we are deeply grateful for the opportunity to continue to serve some of Boston's most vulnerable children. Each day our educators work tirelessly to live into our mission to provide an exceptional education in a nurturing environment, filled with joy. We strive to do whatever it takes to eliminate barriers to learning, to develop deep relationships with our students' families and caregivers and to instill in our students a lifelong love of learning. Our students are thriving in the social and emotional growth and demonstrate strong academic achievement on standardized assessments. Our financial outlook is sound with public revenues covering most of our operating expenses. We have a strong, well-functioning Board of Trustees, an active core of volunteers and a growing base of supporters and donors. Our talented team is growing, maturing, and helping to increase our long-term sustainability while relentlessly pursuing more innovative ways to better serve our students.

Bridge Boston continues to serve students most in need of our full-service model. About 20% of our students are or have been homeless. 39% of our current students are English Language Learners. 22% of our students have special learning needs. Students are learning and growing in many ways. Despite the challenges of moving three grade levels into temporary space and mobilizing our time and energies to keep the dream of a permanent school house alive, our community felt strong and united. Our families remained highly engaged, with over 90% participating in at least two parent conferences and attending all three school concerts. Our commitment to full service means that we continue to deliver dental, eye and hearing exams and work with our network of partners to meet the diverse needs of our students and their families. Our whole child programming means that we have a robust stringed music program, an expanding art offering, physical education and a rich array of field trips and culture-building assemblies.

In addition to the work inside the school to best educate our students, we have made tremendous progress on several important initiatives. We successfully closed on the acquisition of a property at 435 Warren Street in Roxbury and secured the necessary financing and city approvals to move forward with a renovation of the property into our permanent home. We hope to be in the new building for the start of the school year in 2017. A team of staff and board members worked to begin to develop clear plans for our middle school program and we have begun a long-term strategic planning process. Both of these projects will continue into the coming year.

We are deeply grateful for your continued support of our school as we continue to mature as a learning community and look forward to all that we can do together in future years.



Beth Kressley-Goldstein, Board President
Bridge Boston Charter School

FAITHFULNESS TO CHARTER

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 order to serve the most underserved students in the city, we have built Bridge Boston around three key pillars: academic rigor, a nurturing community that honors the whole child, and full-service programming.

In the 2015-2016 school year, Bridge Boston did much to deepen its academic program. First of all, a team of teachers, including the ELL Director and the Literacy Specialist met repeatedly over the summer and rewrote our ELA curriculum. Incorporating the newest publications from Lucy Caulkins' Reading Workshop model and the spelling curriculum advanced by Words Their Way, the team reworked how comprehension is taught in every grade as well as the curriculum's all-school vertical alignment and the alignment with Common Core. The teachers collaborated and wrote the separate ELA units during PD afternoons, and this initiative did much to improve the reading skills of our students.

Next, we launched a new model for ELL in grades K2 through 4th, designed to better meet the needs of our ELL students. Previously, we found that we were pulling them out for ELL remediation during important classes. In this new model, our ELA classes are divided into three roughly equal-sized sections. One of these sections is devoted to ELL students and taught by a licensed ELL teacher, while the other 2/3 of the class is taught by the General Education teacher. Through this structure, ELL students receive the same content as their non-ELL counterparts, with instructional delivery that considers their unique needs as language learners. ELL teachers build students' background knowledge and vocabulary through direct instruction to ensure students are able to access texts and content and express their learning and thinking in English. Teachers also monitor language progress throughout the year across language domains (reading, writing, listening and speaking) using teacher-created formative assessments. The instructional focus of the ELL section is on developing students' oral language proficiency while building foundational literacy skills.

We took the PARCC test for the second time this year with both our 3rd and 4th grade. In the three months leading up to the test, we invited 3rd and 4th graders who we felt would benefit from additional help to come to a Saturday School class. This class focused on improving writing to a

prompt and on writing responses to math problems. Many of our teachers participated, and the students and families were enthusiastic about the extra support.

We remain concerned about the toll this work takes on our teachers and on helping them to develop their instructional practice. As such, we piloted a group, led by the principal and a psychiatrist, which met bi-weekly. The group looked at how teachers deal with numerous classroom dynamics such as being of a different race than their students, pushing a student who is coping with trauma, building empathy in children, and developing stamina through engaging instruction.

Finally, we worked to deepen our Common Planning Time (CPT). We held Professional Development seminars about ways to best participate in CPT. We had specialists join in these sessions. We had the Achievement Network (A-Net) come in to work with our teachers to deepen their practice around collaboration and linking back to standards. All of this work deepened the way we are differentiating with students and developing a cohesive classroom experience.

The second of the three vital pillars at Bridge Boston is whole-child learning in a community context. We want to be a community that nurtures children and both pushes them and values them for their individual gifts. One component of this aim is to provide children with many opportunities to shine beyond just math and ELA class. Bridge Boston continues to maintain our commitment to providing instrumental instruction to every student in grades 1 – 4. Our music program grew dramatically last year. We added the double bass to our orchestra – completing our goal of 4 stringed instruments. We performed in 4 large-scale instrumental/choral concerts. We formed relationships with volunteer music teachers who donated 20+ hours/week. Excitingly, the program successfully applied for funding to build music instructional and performance space in our upcoming building renovation for a permanent school house. Furthermore, we received funding for new instruments. This year we also expanded beyond whole-group rehearsals to sectional practices led by part-time teaching artists who share unique specialties in composition, advanced cello techniques, arrangements, and conducting. The success of our program is due to an institution-wide commitment to our music program and a dedicated Master Music Teacher who spearheads the program.

The art program has also grown and flourished. Our art educator, Chelsea Brendle, began graduate school at Harvard and was able to collaborate with other art teachers. Together, they designed a curriculum around promoting justice through art that she has begun to pilot. It is called Artistic Choice and Voice. Thus far we find it sparking the interest of both students and teachers. She continues to use the TAB (Teaching for Artistic Behavior) model which allows for students to explore their own voice through drawing, painting, printmaking, collage, fibers, sculpture, and a variety of other chosen media. Chelsea also implemented a new component to the program wherein students could earn badges in different artistic areas, such as printmaking, if they could demonstrated their ability to produce a finished and attractive piece of art using the said technique.

We began a new PE model where students in grades 2-4 travelled to The Epiphany School and used their gym for 45 minute sessions of skill-building around specific sports such as soccer, basketball, volleyball, track, and baseball. The PE teacher also implemented a program where students were

urged to use pedometers and count their steps. An off-shoot of this initiative was an after school program two teachers started as a Girls on the Run chapter at the school. Serving 18 3rd and 4th graders, the program met twice a week after school and had girls training to run a 5K and taking part in a girls' empowerment curriculum. The program was terrific and the final 5K at Boston College drew many parents, staff members, and students.

Bridge Boston is a warm and caring place. This culture is enhanced by the excellent attendance we have at Conference Nights, our Back to School barbecue, our Family-Admin dinners, and our 4 concerts. The other aspect that built community this year, however, was the work that parents did as activists. First of all, our parents turned out in droves for the neighborhood meetings to support our school as part of the zoning process. Working together and seeing one another there really deepened their sense of being a school community. Furthermore, a number of our parents worked with community organizers on the Lift the Cap initiative. They found this empowering, learned advocacy skills through the network, and grew closer to one another. All of these initiatives tighten the bonds between home and school and ultimately lead to students who are more present, more bought in, and more committed.

The final pillar of our community is our full-service work. Here, too, we have grown. We continue to see the high cost that trauma has had on our students – cognitively and emotionally. We work every day to meet the students' emotional, health, and social needs convinced that while we demand both their resilience and their hard work, we must help them to cope with the myriad number of obstacles in their way. Once again, some 10 teachers, supervised by a psychiatrist, led Resiliency Groups that met weekly with students we feel have been under-identified for trauma. These groups built self-esteem and were organized around play and fun. In addition, we piloted Second Step, a social-emotional curriculum in order to reach more deeply with students beyond what we felt the Open Circle curriculum could provide. We had one third of our student body participate in community in-school or community-based counseling.

Our Full Service energies were also in gear. As usual we provided dental screening and treatment, the vision van, and auditory screening to all of our students. Beyond that, we counseled numerous families through homelessness, job searches, and incidences of domestic violence, separations, and more. We strove to remind our families about everything from food stamps, to supplying clothing, to free books, to summer camps. We like to think that full service is an attitude, not a series of screenings. When students arrived with one desperate problem or another, staff turned to each other and asked, "What can we do?"

Owning our own home, an experience denied to the vast majority of our students, is a dream come true for all of us who work at Bridge Boston. We cannot wait to settle down in one neighborhood and to be all together. This year has been much about that collective yearning from students, teachers, and parents. As we dream together about what the space will look like, as we focus our energy on thinking about decorating and fixtures and assembly spaces – it causes us to look more deeply into the school and place of community that we want to be. We are very excited about being in one neighborhood and being the community hub we feel certain we are supposed to be.

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 approximately 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 our stringed instrument program and preventing, identifying, and treating trauma.

Stringed Instrument Program

Bridge Boston's innovative orchestral music program continues to serve as a model for regional music-based educational initiatives. In the 2015-16 school year BBCS engaged with community-based organizations, secondary education organizations, and local conservatories and universities, sharing best practices in music instruction, curriculum and repertoire design, and means of parental and community engagement through performance.

Dozens of teachers from neighboring schools, including Conservatory Lab Charter School, Brass City Charter School, New Bedford Charter School, and Shady Hill School, observed and participated in music rehearsals and concerts at Bridge Boston Charter School to strengthen their own teaching practices and instructional routines. In addition, Bridge Boston partnered with formal teacher training programs at the New England Conservatory of Music, Longy School of Music, and through the Boston Philharmonic to train and mentor graduate students as teaching artists. Bridge Boston also engaged with local community based organizations to build and strengthen collaborative music

making and learning initiatives. In this regard, Bridge Boston's music program worked alongside NPR's From the Top Radio Show, Goddard House Assisted Living, Massachusetts Cultural Council, Boston Symphony Orchestra's Department of Education and Community Outreach, Cuatro Puntos Afghani Quartet, Red Line Brass Quartet, and the Rhode Island Fiddle Project. Bridge Boston has also opened its doors to graduate students interested in studying the effects of music training in the secondary school, and this year engaged with graduate students in a research study from Boston College, Boston University, University of Massachusetts at Lowell, and University of Newcastle.

Trauma and Social-Emotional Learning

In the fall of 2015, Bridge Boston hosted its first annual Social-Emotional Roundtable. Members from our partnership organizations, local public and private schools, and of our own board and volunteer groups were all invited. In attendance at the event were Paul Creelan, the head of the Preschool Outreach Program at the Home for Little Wanderers, Michelle Sanchez, the principal of the Epiphany School, Kevin Andrews from Partnership in Education and Afterschool Resiliency (a partnership between Harvard University and McLean Hospital), Amalio Nieves, the Assistant Superintendent for Social Emotional Learning for Boston Public Schools, Lacey McClure, Clinic Director at South Bay Community Services, Beth Kressley-Goldstein, the President of our Board, and a dedicated group of our donors and long-standing volunteers. After an introduction addressing trauma and its impact on young learners by Joanna Rees Steffey, Director of Students and Families, Bridge Boston staff and partners gave an overview of our Social-Emotional Programming, including: Curriculum, Assessment, Trauma Grant Initiatives, Counseling, Resiliency Groups, and the "milieu" of Bridge Boston. This overview was followed by a Gallery Walk and Q&A session with guests deeply involved. We hoped to allow our colleagues, our partners, and our supporters to learn about and discuss Bridge Boston's vision for Social-Emotional Learning. We identified specific components to our programming that we feel have made all the difference in our student progress, staff retention, and family involvement. We plan to utilize this Roundtable format in future years to both continue to explore our own trauma-sensitive work as well as to display and seek feedback on other distinctive areas of Bridge Boston programming; we hope that modeling such an open-door look at our inner workings may inspire those in attendance to consider providing similar opportunities such that we can all continue to learn from one another.

ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE

Bridge Boston's 3rd and 4th Grade students took the PARCC test this spring. The results will be available for this academic year in the fall. The scores for the 2014-2015 year are available, however. Of the 3rd grade students from 2014-2015 65% met or exceeded expectations in ELA compared to 60% of the students at the state's elementary level. In addition, 74% of this same cohort met or exceeded expectations compared to 54% of the state's elementary level.

We are primarily focused on the following assessments: Fountas and Pinnell, DIBELS, Singapore Math, and the Achievement Network. The 2015-2016 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, 85% of K1 students and 94% of K2 students met the PALS benchmark.

PROGRAM DELIVERY

This was a year of wondrous and difficult changes for Bridge Boston. We added a 4th grade and embraced being in two schools, roughly a ten minute drive apart. Many specialists and administrators travelled between these sites multiple times each day, and this leads, inevitably, to a decrease in productivity and efficiency. While we are excited to have more students and feel that our expanded size leaves greater room for both scale and innovation, we cannot overlook the fact that being in two buildings has slowed areas of progress that we have wished to tackle.

We took on a number of new initiatives this year. For one, a team of teachers worked over the summer to revise our ELA curriculum. We felt that our curriculum was not adequately vertically aligned, some concepts were being taught over and over again and others were not taught at all. Furthermore, our student's spelling was not where we wanted it to be. A K2 instructor, our Literacy specialist (in effect as a full time role for the first time during the 2015-2016 school year), and our ELL Director met together for countless hours. They surveyed the work that different grades had been doing, looked at skills we were not accessing, and researched different curricula. They decided that Units of Study in the Reading Workshop by Lucy Caulkins would be our guide. While we want to do more whole-class novels than Lucy imagines, we found her mini lesson topics, her ideas for managing independent reading and conferencing, and her emphasis on getting her students writing about reading were critical. This curriculum was unveiled to the faculty in August during the opening week PD and then in subsequent PD's. We also reserved one 90 minute session per month for master teachers to gather together in a room and write the next unit of study. The feedback from the faculty about this practice was very positive as that they believed it allowed them to have dedicated in-school time to develop their next units. This approach allowed for PD with emphasis on collaboration.

In our English Language Learner (ELL) department, we also piloted something new in several of our grade levels. Rather than focusing solely or primarily on fulfilling recommended English Language Development (ELD) times based on ELL levels, which had previously led us to do small group pull-out sessions throughout the day in every grade, the ELL Program shifted to a more flexible structure that we feel ensures that the language needs of each student are met more deeply to improve growth in English language proficiency. In K1, all students receive a language-rich curriculum to build an academic foundation in the general education setting with an SEI endorsed teacher and an ELL teacher provides support to both the teacher and students by pushing in to lessons in the classroom. For most students in grades K2-3rd, the hour and a half ELA classes are

divided into three roughly equal-sized sections. One of these sections is devoted to ELL students and taught by a licensed ELL teacher. Through this structure, ELL students receive the same content as their non-ELL counterparts, with instructional delivery that considers their unique needs as language learners. For students in K2-3rd needing a different schedule, or those for whom additional time or smaller group instruction was needed, and in 4th grade where the ELL population was particularly small this year, the students benefited most from small-group sessions for a short time that was in addition to rather than in lieu of their literacy block. This willingness to be creative about how to best serve each grade level and each group of students will be explored further next year as we act as a Model Design School with the support and guidance of a coach provided by the Massachusetts Public Charter School Association. Due to our ongoing understanding that it is an entire school day that builds language proficiency, not just ELD time, the ELL Director and team collaborated regularly with grade level teachers throughout the year to address the needs of language learners in content areas outside of ELA. All master teachers worked towards finalizing their SEI endorsement, and gaining understanding of strategies for making content accessible to each learner. The ELL team, for the first time this year with a representative on each of our campuses, supported teachers in this work through regular professional development around the creation and assessment of language objectives, vocabulary development, and culturally responsive teaching. The ELL team also participated in the weekly grade level common planning meetings. Finally, each grade level team met monthly with the principal and an ELL team member with opportunity to analyze ELL students' progress and discuss classroom supports.

In our Special Education department, we once again increased the size and capacity of our team; we brought on a full time Special Education Director with wonderful experience and ideas, and increased the number of teachers and coaches available to implement IEP services. This also allowed for additional contact with families and thus for their increased participation in meetings about their student as well as Special Education Parent Advisory Committee meetings; an end of year SEPAC breakfast revealed a small but dedicated community of Bridge families with students qualifying for services, interested in supporting others. Effective practices from the past were continued, such as giving each teacher 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 professional development sessions during the year, not only to master teaching staff but also those in teacher fellow roles, 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 continued to be 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. Additionally, a significant need from our student population led to the development of a substantially separate classroom to ensure effective progress and safety for all students. The teamwork behind this decision, the family support, the financing, and the instructional model were all incredible opportunities for learning for Bridge staff as we continue to expand and diversify the student body that walks through our doors.

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 rubric 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 receive 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 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 FY16 statement of revenues, expenses, and changes in net assets (income statement) and Approved School Budget

Statement of Financial Position
June 30, 2016
(unaudited)

Assets

Current assets:

Cash	\$ 3,874,870
Accounts receivable	135,932
Prepaid expenses	9,923
Due from related party	<u>723,632</u>
Total current asset	4,744,357

Restricted cash	2,885,280
Bond receivable, net of discount	3,034,567
Deposit	9,200
Capital assets, net	<u>1,605,393</u>

Total assets	<u><u>\$ 12,278,797</u></u>
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Liabilities and Net Assets

Current liabilities:

Accounts payable and accrued expenses	\$ 201,187
Deferred revenue	4,678
Due to related party	<u>723,471</u>
Total current liabilities	929,336

Bond payable, net of discount	<u>3,034,567</u>
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Total liabilities	<u>3,963,903</u>
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Net position:

Unrestricted:

Operating	<u>4,806,018</u>
Total unrestricted	<u>4,806,018</u>

Restricted:

Program services	269,361
Capital expendables	<u>3,239,515</u>
Total restricted program funds and capital expenditures	<u>3,508,876</u>

Total net position	8,314,894
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Total liabilities and net position	<u><u>\$ 12,278,797</u></u>
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Statement of net assets for FY 16 (balance sheet)

Statement of Activities
For the year ended June 30,2016
(unaudited)

	Actual (unaudited)	06.30.17 (Budget)
Unrestricted net position:		
Operating revenue:		
Tuition	\$ 3,894,973	\$ 4,431,424
Grants	463,978	597,482
In-kind	441,365	177,327
Program fees	63,010	6,709
Total operating revenue	<u>4,863,326</u>	<u>5,212,942</u>
Operating expenses:		
Salaries and wages	2,246,400	2,874,945
Payroll taxes and fringe	544,067	639,727
Total personnel and related costs	<u>2,790,467</u>	<u>3,514,672</u>
Occupancy:		
Rent	350,975	377,500
Maintenance and utilities	232,953	267,658
Total occupancy	<u>583,928</u>	<u>645,158</u>
Direct student costs:		
Consultants and student services	440,082	515,147
In-kind transportation, goods and services	302,498	182,327
Supplies and materials	110,690	190,873
Total direct student costs	<u>853,270</u>	<u>888,347</u>
Other operating costs:		
Grants		
Insurance	38,781	43,937
Conferences	24,312	26,553
Office and related	65,496	51,105
Fundraising and development	36,422	16,959
Contracted services	163,601	103,013
Total other operating costs	<u>328,612</u>	<u>241,567</u>

	Actual (unaudited)	06.30.17 (Budget)
Depreciation	<u>30,396</u>	<u>17,800</u>
Total operating expenses	4,586,673	5,307,544
Changes in unrestricted net position from operations	<u>276,653</u>	<u>(94,602)</u>
General revenue (expenses)		
Contributions and grants	335,904	-
QZAB credits	-	220,000
Investment income	257,160	-
Financing costs	(54,064)	(548,843)
Bond discount	<u>(67,043)</u>	<u>-</u>
Total general revenue (expenses)	<u>471,957</u>	<u>(328,843)</u>
Changes in unrestricted program net position	<u>748,610</u>	<u>(423,445)</u>
Restricted program net position:		
Capital expenditures	1,156,050	906,500
Contributions and grants	<u>269,361</u>	<u>-</u>
Changes in restricted program net position	<u>1,425,411</u>	<u>906,500</u>
Changes in financial position	2,174,021	483,055
Net Position:		
Beginning of year	<u>6,140,873</u>	
End of year	<u>\$ 8,314,894</u>	

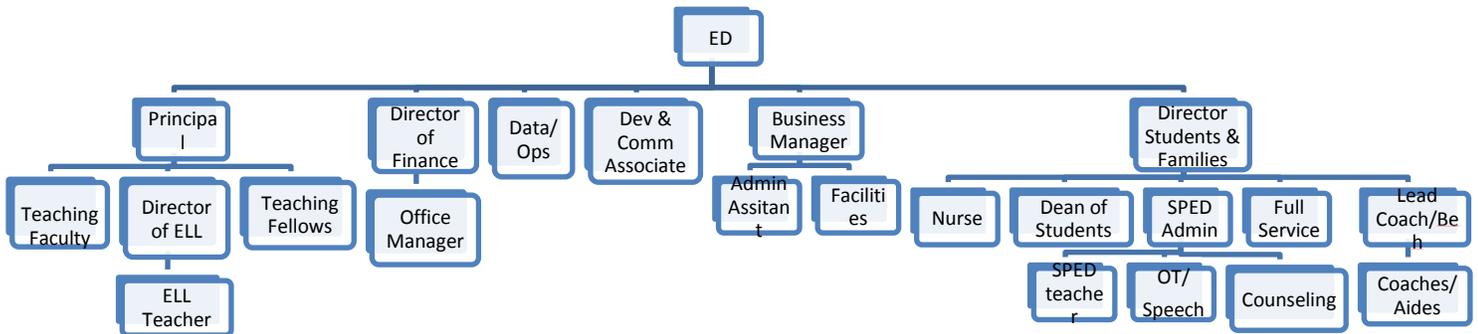
Capital Plan for FY17

The current school building at 2 McLellan Street, Dorchester MA will hold grades K1-1st for the 2016-2017 school year. 2nd – 5th 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. Some planned expense and donated services are intended for the St Mark’s facility to repair bathrooms and set up two additional classrooms for 5th grade.

Concurrently, the school continues its development of a permanent school facility. We have obtained zoning approvals for 435 Warren Street and are in process of closing on the property by summer 2016. We are designing a 45,000 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 over \$6MM, including four gifts of \$1MM each, a \$500,000 matching challenge, and over \$1.5MM in other gifts and pledges. We have \$4.665M currently in temporarily restricted assets as of June 30, 2016. The school has also obtained \$17MM of permanent financing to start construction in 2016 in order to open the facility in August 2017. In March 2016 the school was awarded an additional \$8MM 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 cost.

ORGANIZATIONAL STRUCTURE OF THE SCHOOL



APPENDIX A

ACCOUNTABILITY PLAN PERFORMANCE 2015-2016

Faithfulness to Charter:

	2015 - 2016 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	82% of our families completed our annual Family Survey. 95% of all questions answered were 4s or 5s.
Measure: Annually, at least 75% of parents/guardians will attend at least 2 of the 3 Progress Report meetings.	Met	92% of our parents came to 2 of the 3 parent conferences.
Measure: Annually, the School will hold 3 Cultural Performances and 3 Family-Admin Dinners. Annually, at least 75% of parents/guardians will attend at least 3 of these events.	Met	The school held 4 performances: Dec. 11 th , March 11 th (just K-1), April 13 (just 2 nd -4 th) and June 17 th at Franklin Park. Over 90% of parents attended all 3 performances. We also had 3 Family-Admin Dinners. The attendance at each of these events averaged 62%
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 95% 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, 98% 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 organizations. Current

<p>community organizations that strengthen the school and the community as a whole.</p>		<p>partnerships include:</p> <ul style="list-style-type: none"> • Partnership in Education and Afterschool Resiliency • Cradles to Crayons • Forsyth Dental • New England Eye • Northeastern University Audiology • Boston Medical Center • Home for Little Wanderers • Department of Children and Families • Horizons for Homeless Children • Families First • South Bay Community Services • Gandara Center • 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>	<p>Met</p>	<p>Several workshops were offered this year for families. The first was a mental health and community services workshop, presented by clinicians from Southbay Community Services that resulted in multiple positive referrals for service. The second was led by Families First: <i>Bullies Buddies Best Friends</i>, about helping your child to recognize, respond, and report bullying. Finally the literacy director provided content for a workshop delivered by the Director of Students and Families and Principal about how to read with your child.</p>
<p>Measure: Annually, 100% of students that have consented will receive a dental exam, cleaning, and fluoride treatment.</p>	<p>Met</p>	<p>100% of students that had consent 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>	<p>Met</p>	<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>	<p>Met</p>	<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 5 one-on-one tutors each gave 2 hours weekly 60 volunteers from Wheelock College gave a day, cleaning, and bookmaking Students from Park Schools 9th Grade led a fable for 2nd</p>

		graders
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	<ol style="list-style-type: none"> 1. Pediatrician- Dr.Sax 2. Boston Philharmonic String Quartet 3. New England Conservatory Opera Program 4. Community Police Officer 5. Presentation by Milton Academy Speech Team 6. Storyteller – Lani Arnzen 7. Meteorologist – Eric Fisher 8. Presentation on the music of Afghanistan 9. Immigration – John Allen 10. Construction – Tim Hurdelbrink
Measure: Annually, each grade will take at least 3 field trips to access rich cultural/environmental experiences.	Met	<p>K1 - Wards Berry Farm for Pumpkin Picking, The Harvard Natural History Museum, The Children’s Museum , Franklin Park Zoo, Science Museum</p> <p>K2 - Arnold Arboretum, Franklin Park Zoo, Apple picking, Boston Public Library</p> <p>1st - Blue Hills Reservation, Franklin Park Zoo, New England Aquarium, the Strand Theatre</p> <p>2nd – NE aquarium, Revere beach tide pools, New Bedford whaling museum.</p> <p>3rd - The Pierce House, The Science Museum, Fenway Park for Weather Display, and the New England Conservatory</p> <p>4th – Odds Bodkin recites the Odyssey, MFA, Science Museum</p>
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.	Met	During the 2015-2016 year there were 14 teaching fellows. 5 of them were in graduate teaching programs.

Academic Success:

	2015 - 2016 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 visits and observations by one or more educators specifically trained in said area of curriculum. The	Met	<p>The ATF reviewed our Social Studies program. They read our curriculum maps, interviewed teachers, observed classes and previewed our idea of incorporating curriculum from Discovering Justice.</p> <p>The team made a series of recommendations about the school incorporating Discovering Justice and writing new unit plans over the</p>

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.		course of the year.
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 at the end of conferences on 11/05 and 2/04. The 3 rd progress report was mailed over April break, and the year-end one went out on July 11. In February and July parents also received page-long narratives written 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 75% of the students met 75% or more of their academic benchmarks. Specifically, 80% of K1, 86% of K2, 95% of 1 st graders, 64% of 2 nd , 58% of 3 rd , 69% of 4 th .
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 9/14, 10/26, 1/25, 3/28, and 5/36. All data was entered in our new custom data tracker: Deerwalk.
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: 83% of K2 students met the benchmark, 88% of 1 st graders, 79% of 2 nd graders, 67% of 3 rd graders and 86% of 4 th 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.	Not Met	Unfortunately, Kathy Richardson has proved too lengthy of an assessment for teachers to administer. We did not reliably administer the assessment past 1 st grade this year.
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	School-wide 73% of students scored 75% or higher on the Singapore test. 77% of 1 st grade, 68% of 2 nd grade, 81% of 3 rd grade, and 51% of 4 th graders 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 76% of students met the benchmark K2 – 80% read at a level D or above 1 st – 87% reading at a level J or above 2 nd – 90% reading at a level M or above 3 rd – 63% read at a level P or above 4 th – 71 % read at level S or above 47% of SPED students and 76% of ELL students reached their grade-level reading levels
Measure: Annually, at least 75% of students will score “proficient” on the final two A-Net assessments. (Note:	Met	In ELA, 2 nd grade scored 67%, and the network average was 55%. The 3 rd grade scored at 47% and the network average was 44%. The 4 th grade

<p>These assessments apply to Grades 2 and higher.)</p>		<p>scored 56% and the network average was 47%.</p> <p>In math, the 2nd grade scored 71% and the network average was 61%. The 3rd grade scored at 52% and the network average was 61%. The 4th grade scored 53% and the network average was 47%.</p> <p>The networks were taken from only Massachusetts schools participating in ANet.</p> <p>In ELA, our school average is 58%, SPED at 49%, ELL at 54%, and the network average is 51% (115 schools). In math, our school average is 59%, SPED at 54%, ELL at 55%, and the network average is 58% (114 schools).</p>
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Recruitment Plan

2015 – 2016

School Name: Bridge Boston Charter School

Date: Updated July 15, 2016

Implementation Summary:

We continue to dedicate ourselves to finding 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. (This year we took 10 students to Horizons to perform violin at their former pre-school) In January, we had success working through different health centers including Bowdoin Health Center, Codman Square Health Center, The Dorchester House Health Center, The Uphams Corner Health Project. Smart from the Start has been another strong partner. We go to their community advisory meetings and this allows us to network and meet other providers in the city. Once again our most notable outreach efforts to the Vietnamese, Somalian, and Nigerian communities came through our parents who targeted their own communities and churches/mosques to encourage people to apply to the school.

Sean Bulger, one of our teachers, again took the lead on the recruiting front. He did not go to Early Intervention this year as they exit kids usually at 2.9 and thus have lost contact with families before it is time to enroll. He went to religious organizations, The Vietnamese community center, MAPS for Portuguese speakers and the Haitian Service center in Jamaica Plain. Mr. Bulger also made contact with The Nurtury, in Roxbury. We are working with Higher Ground, in Roxbury, and the other schools that participate in that group are also wonderful resources. We worked alongside both Epiphany and St. Stephens recruiting younger siblings. We also contacted the Center for Incarcerated Mothers and Alliance for Teen Pregnancy, both located downtown.

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 in December. 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 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.
4. We target outreach in specific housing developments and neighborhoods
5. We send packets to all of our community partners and follow them up with visits or phone calls.
6. 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 <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> • Expand the role of SEPAC and publish a statement written by a SPED parent about Bridge as a school for special needs children • Contact an early learning center that does early ED plans
Limited English-proficient students	<ul style="list-style-type: none"> • Continue outreach to Haitian, Nigerian, and Vietnamese neighborhoods particularly through parents • Outreach to St. Brendon’s Church – Cape Verdean Mass • Outreach to Muslim families through two of our families
Students eligible for free or reduced lunch	<ul style="list-style-type: none"> • Send out fellows to make contacts with and flyer 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 the Family Nurturing Center • We will reach out to the Massachusetts Alliance on Teen Pregnancy in Boston to make sure that teen parents learn about our charter school and our efforts. • Lobby to increase class size so that we can back fill in the middle school grades with students who are behind
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 Boston’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. • Work with Senator Chang-Diaz and advocate for legislative change to expand definition of sibling to include foster siblings. Apply to increase class size so that we can back fill in the middle school grades with students who are behind

<p>Students who have dropped out of school</p>	<p>N/A – Currently our oldest students are 5th graders.</p>
<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 • In middle school, serve as a host for a diversity conference for middle school students.

Retention Plan

2016 – 2017

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

Implementation Summary:

We managed to live into most elements of our retention plan as put forth. There was indeed a new emphasis placed on IEP's, and measuring academic progress by way of these rather than grade-level benchmarks. We were able to offer more translation service for our Haitian-speaking families. The Director of our ELL program was made available to ELL parents and explained ACCESS scores, FLEP status changes, and more. We completed the survey asking families how we were doing in terms of meeting our goal of providing full service programming. We did institute a Child Study Team, which met monthly to look at students having the greatest difficulty from a specific grade . The numerous specialists who attended these meetings increased our ability to come up with more effective interventions. We continued Saturday classes, and one-on-one tutoring with volunteers. This will continue to make a huge difference with our students who struggle more academically. We feel we can do more to bring engaging and inspiring speakers for our weekly assemblies and expand on this community building component of the school.

We lost students for three reasons this year. First, families move away. We need to work on continually 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. Horizons has said they will help us draft a tenants rights pamphlet. 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, 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. We continue to emphasize transparency with both our SPED and ELL students.

The third reason we had 3 students leave was because they were accepted in to METCO in Newton and Needham. Parents pointed to the secure placement through high school as the determining

factor in their decisions.

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

Retention Plan -Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> • Work with advisors to help families focus on IEP goals rather than grade-level goals • Use SEPAC, which now has a strong president and members, to reach out to other parents of SPED students.
Limited English-proficient students	<ul style="list-style-type: none"> • At the Back to School Parent Night (Being initiated this year) have a special workshop for ELL parents to explain ACCESS scores and individual service plans • Do home visits to parents with whom we are having trouble communicating
Students eligible for free or reduced lunch	<ul style="list-style-type: none"> • Provide another workshop about housing security. • Do a parent workshop that targets financial saving and planning.
Students who are sub-proficient	<ul style="list-style-type: none"> • Rework paperwork and communication such that children identified through RTI as needing a consistent intervention receive it year after year. • Continue use of Saturday classes, one-on-one tutoring, home visits

<p>Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> • Continue advisor program to maintain frequent contact and strengthen relationships • Have at least 5 speakers to assemblies this year who discuss their vocations and how higher education played a critical part in their development
<p>Students who have dropped out of school</p>	<ul style="list-style-type: none"> • N/A
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ul style="list-style-type: none"> • Build and support Bridge Father's Group • Maintain frequent contact with DCF workers such that if child moves foster homes, staying at Bridge Boston, and therefore local, remains a priority. • Petition the Department for more seats so that we can backfill and reach middle school students who are in danger of not completing high school.

APPENDIX C

SCHOOL AND STUDENT DATA

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	139	60%
Asian	3	1%
Hispanic	75	33%
Native American	1	0%
White	0	0%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	12	5%
Special education	51	22%
Limited English proficient	63 ELL	27%
	27 Pre-ELL	12%
Economically Disadvantaged	126	55%

ADMINISTRATIVE ROSTER FOR THE 2015-2016 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
Grissell Sanford Administrative	The Administrative Assistant is responsible for managing front desk operations.	2/10/15	N/A

Assistant			
Emily Nolan Development & Operations Associate	The Development & Operations Associate is responsible for fundraising, communications, and event/operations support.	2/10/15	7/30/2016
Melanie Kelly Office Manager	The Office Manager is responsible for payables/receivables, payroll, and Human Resources.	1/15/2015	N/A
Matthew McNiff Data and Operations Coordinator	The Data and Operations Coordinator is responsible for nutrition and meals, IT support, data and report support.	6/15/2015	N/A
Sila Rosario Business Manager	The Business Manager is responsible for purchasing, Human Resources, transportation, and facilities management.	6/15/2015	N/A
Dominique Calixte Development & Communications Associate	The Development & Communications Associate is responsible for fundraising, communications, and event support.	6/1/2016	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR

	Number as of the last day of the 2015-2016 school year	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	20 Master Teachers	0	2	Chose not to renew

Teaching Fellows	14 Teaching fellows	1	9	5 Promoted to full-time positions within BBCS, 2 left after completing 2 years of program
Administration	10	1	1	Graduate School
Other Staff	11	2	4	

BOARD MEMBERS FOR THE 2015-16 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	Trustee	Facilities, Finance, Real Estate, Strategy	>1	2/28/11-9/1/14 and 9/1/14-9/1/17
Michelle Caldeira	Trustee	Development	<1	9/1/15-9/1/18
<i>Yully Cha</i>	Ex-Officio, Non-voting	Academic, Development, Committee on Trustees, Facilities, Finance	N/A	Approval-termination
Ryan Duffy	Trustee	Finance	<1	9/1/15-9/1/18
Beth Friedman	Trustee	Academic	<1	6/26/14-9/1/17

Steven Godfrey	Trustee	Real Estate	<1	9/1/15-9/1/18
Beth Kressley Goldstein	President	Development, Committee on Trustees, Executive Director Evaluation, Facilities, Finance	<1	3/28/14-9/1/17
Marina Hatsopoulos	Clerk	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
Anne Marcus	Trustee	Committee on Trustees, Development	>1	7/1/11-9/1/14 and 9/1/14-9/1/17
Amelia Lloyd McCarthy	Trustee	Development	<1	9/1/15-9/1/18
Tom Pappas	Treasurer	Finance	<1	6/26/14-9/1/17
Ian Reynolds	Vice-President	Executive Director Evaluation, Facilities, Finance	<1	3/7/13-9/1/16
Michelle Sanchez	Trustee	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	Beth Kressley-Goldstein
Charter School Leader	Yully Cha
Assistant Charter School Leader	Jennifer Daly
Special Education Administrator	Alicia Fessenden
MCAS/PARCC Test Coordinator	Matthew McNiff
SIMS Coordinator	Matthew McNiff
English Language Learner Director	Meryl Johnson

Facilities

Location	Dates of Occupancy
2 McLellan St. Boston, MA 02121	July 1, 2012-present
18 Samoset St, Boston, MA 02121	August 18, 2015-June 26, 2016

Enrollment

Action	Date(s)
Student Application Deadline	March 1, 2016
Lottery	March 10, 2016