



**BRIDGE BOSTON**  
CHARTER SCHOOL

Annual Report

2017 – 2018

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**INTRODUCTION TO THE SCHOOL**

<b>Bridge Boston Charter School</b>			
Type of Charter	Commonwealth	Location of School	Boston
Regional or Non-Regional	Non-regional (Boston residents)	Chartered Districts in Region (if applicable)	N/A
Year Opened	2011	Year(s) the Charter was Renewed	2016
Maximum Enrollment	335	Enrollment as of 6/26/2018	312
Chartered Grade Span	K1-8	Current Grade Span	K1-6
Number of Instructional Days per School Year	180	Students on Waitlist as of 6/26/2018	442
School Hours	8:00-4:45	Age of School as of 2017-2018 School Year	7 years
<b>Mission Statement</b>			
<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,

We are pleased to submit our Annual Report for the 2017-2018 school year. This year the school made the tremendous step of moving into our permanent home at 435 Warren Street in Roxbury. This was the culmination of years of work and has not disappointed for its positive impact. In addition to serving the needs of the school community, it provides a sense of permanency that is so critical to building the strong, steady school that we want for our students and families. We remain focused on refining our school model and operations to best serve our students. Our recruitment strategy continues to prioritize students who are homeless, are English language learners, have special needs or have experienced trauma in their community. We are proud to help lead and coordinate cross-sector school climate and culture survey work through the national Panorama survey. We are growing our middle school program including our first science teacher and special offerings for older students, such as student government and life-skills Advisory class. This inaugural year for 6<sup>th</sup> grade met with positive results in our placement efforts, with 9 out of our 11 applicants admitted into exam schools. Our family outreach and high family engagement, our music program, and full service program remain hallmarks of what we do to support and inspire our students. We remain dedicated to nurturing a warm, inclusive, and joyful community. As a result, our students have made strides as individuals and as a learning community.

This year we have also moved forward numerous initiatives to support the long-term sustainability of our school. We added key leadership roles including Lower and Middle Division Heads, Director of Special Education and a Literacy Specialist. We continue to strengthen the school's staff culture and hiring to ensure that we have a diverse, inclusive staff community that reflects and supports the students that we serve. We launched our first staff-led Diversity Committee as a follow-up to our all-staff professional development focused on cultural competence.

Looking ahead, we are sad to say goodbye to Yully Cha as our Executive Director. In four years, she has worked tirelessly with our Founding Principal, Jennifer Daly, to build the school into the strong place it is today, including a deep bench of talented leaders for the next generation of Bridge Boston. We are delighted to welcome Diana Lam as our Interim ED for the next year while the board searches for a permanent ED. We anticipate that Diana's wealth of experience in education reform paired with Jen's rich knowledge of Bridge will allow us to continue our forward momentum during this time of transition. In the coming year, we will welcome new staff to continue to build our social-emotional program, work to refine our individual student interventions, and work to enhance staff collaboration, planning and professional development time.

We are profoundly grateful for your ongoing support of our mission to serve the most vulnerable children.



Beth Kressley-Goldstein, Board President  
Bridge Boston Charter School

### Mission & Key Design Elements

Bridge Boston has always been committed to educating the most vulnerable students in the city of Boston. We have worked hard to develop a school community that treasures the individual child and his/her needs. Last year we moved from being two, small communities into one, large, united school. We were able to take a hard look at our vertical alignment and we faced the new challenges that come with school expansion.

The greatest change at Bridge Boston this year involved moving into our new, permanent home. The building honors the intrinsic and powerful potential in every one of our students. It felt like home when we welcomed our families for the end-of-year concert or sports events. The playground brought much joy and showed the power of a committed group of KABOOM volunteers to transform a space. The new building also allowed for expanded programming, as students practiced and played team sports in the gym. We fielded boys and girls soccer teams, basketball teams, and flag football. The basketball team actually played against other schools. Our music space matched our students' abilities and the practice rooms allowed for more differentiation, private lessons, as well as the opportunities for students to go off in pairs and create their own music. The art room also provided stability.

Moreover, the new building enabled improved instruction. Every classroom was equipped with an interactive projector and we had four laptop carts. Students engaged in more computer tasks: they researched topics, took coding classes, and created PowerPoint presentations. We moved to computerized testing in order to align with state goals. Our new space also allowed us to hold all-school assemblies and promoted cross-grade level sharing. Third graders presented interviews with recent immigrants to the K2 students, while 5th graders shared their animal reports with 2nd graders. The oldest students' care for the younger ones highlights the ways in which various traditions are being established and associated with different grades. We experienced the power of being K1-8 school.

In addition, a new schedule gave us the opportunity for adult collaboration time. We continued weekly Roster Reviews and we designated different facilitators for specialized meetings that focused on academics, behavior, and social-emotional needs.

Finally, we embraced middle school. Fifth and sixth grades both followed a middle school model with a teacher for each content area. The sixth graders thrived while the fifth graders struggled. We initiated an advisory program based on Second Step to ensure that an adult and his/her group of five students knew and trusted each other. The advising centered on social, emotional and academic topics. The first student government was formed with 20 students running for office. It met weekly and weighed in on everything from dress code to establishing an end-of-the-year dance with alternatives like Connect Four tournaments for those so inclined. And, we set up an Enrichment program providing students with choice.

However, the new building and expansion also brought a couple of issues. Our most vulnerable students had a very difficult time with transitions, especially in the open space and, at times, it felt that learning was not a priority. Backfilling seats with new students with behavioral needs and starting the year understaffed proved to be a difficult combination. We hired additional direct care staff and aides, and by February we were able to see results of this intervention. Finally, we discovered the Fellows Program was more easily nurtured and supported in two groups of eight, as in prior years, than in one large group of 19 in the same building. We are planning on designing a structure that brings all the Fellows together but retains the benefits of mainly working in small cohorts with time built-in for collaboration and teamwork.

### Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
10/26/2017	Amendment to Enrollment Policy to require students to re-apply to the lottery each year and to revise projections of number of students enrolled at each grade level	Approved
3/15/2018	Amendment to extend 2018-2019 school year from 180 to 183-186 days and to include an early release day each week	Approved
6/7/2018	Amendment to Enrollment Policy to include online lottery application	Approved

## Access and Equity

We are very much aware of the disproportionate suspension rate of our special education students, who were suspended at a rate nearly five times higher than their non-special education peers. We also know that we suspend boys at a rate of 17.1%, while female students were suspended at a rate of 6.1% or almost three times lower. And, our overall out-of-school suspension (OSS) rate of 11.2% was almost three times higher than the OSS rate at Boston Public Schools.

After review of this very disappointing data, our Student Support Team is working to focus on prevention and alternatives to out-of-school suspension. We are implementing Responsive Classroom with a focus on more restorative practices in addressing discipline. We are also implementing a small-group advisory program in our upper grades, and we are partnering with Partners in Education and Resilience (PEAR) to strengthen our social-emotional support system. Last, the Special Education staff has suggested an “in-school” suspension model for our students with IEPs; they tried it on a limited basis this year, taking on the task of supervising the students during the suspension. One of the special education teachers also changed her schedule to ensure that the end of the day was calm and safe for some of our special education students, thus preventing disciplinary consequences during enrichment.

## Dissemination Efforts

Bridge Boston has focused its dissemination efforts on our stringed instrument program and preventing, identifying, and treating trauma.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination
Practices supporting Universal Design for Learning	Ongoing consultancy model	Anna McTigue, Director of Special Education	Sharing resources	Boston Compact's Roxbury Special Education Network	Bridge Boston hosted a gathering and helped create an agenda for next year's consultancies.
Social-emotional learning curriculum & methods	Hosting annual Social-Emotional Learning Round-Table on June 4, 2018	Yully Cha, Executive Director	Hosting other educators at the charter school	Community members included: Bill Atwood, Roma Hoyt, Mossik Haccobian (Higher Ground), Ben Seagall (pediatrician), Connie Forbes (GTNA), Mina Kim (PEAR)	This year's round-table focused on identity and sense of belonging. Participants shared best practices and a Power Point presentation.
Ensemble teaching methods	Observation of Bridge Boston's music rehearsals	Julie Davis, Music Director	Hosting other educators at the charter school	Massachusetts Cultural Council	Twelve teaching artists satisfied learning requirements for MCC's Music Educators Teaching Artists (META) Fellowship.



Ensemble teaching methods	Observation of music rehearsals and preparing for joint musical performance	Julie Davis, Music Director	Partnerships with other schools implementing key successful aspects of the charter school's program	Conservatory Lab Charter School	Students from Bridge Boston and Conservatory Lab participated in a joint musical performance.
Music education concert program for young string performers and a chamber music ensemble	Collaboration to create new concert program and chamber ensemble	Julie Davis, Music Director	Sharing resources or programs developed at the charter school	Palaver Strings	The collaboration included several in-school workshops and a public composition-based performance featuring young musicians with professional artists.
Ensemble teaching methods	Observation of Bridge Boston's music rehearsals	Julie Davis, Music Director	Hosting other educators at the charter school	Boston University Music Education Department	Undergraduate and graduate students enrolled in the Music Education Department at Boston University observed ensemble rehearsals lead by BBCS's Music Director to supplement their coursework and extend their teaching practice.

Music education methods	Co-teaching music rehearsals and workshops at Bridge Boston	Julie Davis, Music Director	Hosting other educators at the charter school	New England Conservatory	Graduates enrolled at the New England Conservatory engaged with students at Bridge Boston in various dynamic workshops, performances, and rehearsals to strengthen skills and knowledge base of teaching artistry and music education for urban youth.
Music education methods	Co-planning and teaching music rehearsals at Bridge Boston	Julie Davis, Music Director	Hosting other educators at the charter school	Boston Philharmonic Orchestra	Musicians of the Boston Philharmonic Orchestra planned and implemented group music lessons and rehearsals for students at Bridge Boston to strengthen skills and knowledge base of teaching artistry and music education for urban youth.
Music education methods	Co-creating an educational concert series	Julie Davis, Music Director	Hosting other educators at the charter school	Celebrity Series	The collaboration included several workshops and a public final concert featuring young musicians with professional artists.

## ACADEMIC PROGRAM SUCCESS

Most recent, publicly available student performance data:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?fycode=2017&orgcode=04170205&>

### Program Delivery

We focused on four new academic initiatives, and alignment was the common thread. First, the instructional leaders reviewed the Scopes and Sequences in every grade to ensure that the reading genre was aligned to the writing one. Teachers use the Lucy Calkins Reading Workshop model and curriculum and teachers created their writing curricula. Our continued focus on the Great Essay Project (a quarterly assessment) has significantly improved student writing at Bridge.

Also this year, in an effort to continue to align what we teach with what we test, teachers wrote their own quarterly assessments in math. It was a very valuable exercise for our math teachers to look at the new Massachusetts Frameworks and determine what conceptual knowledge students should be able to demonstrate at what point in the year. These assessments gave us useful information and have guided us to focus on areas where we need to improve.

Two years ago, we were selected as a Model Demonstration School specifically for our ELL program, which runs concurrent literacy blocks in the younger grades for our ELL learners. Working with consultants we determined that our students scored low in oral language which then impacts writing in later grades. We focused on building our students' oral language and academic language, through deliberate teaching, turn and talks, and instruction in academic language. We had outside coaches lead professional development in this area. They conducted observational rounds followed by whole group and smaller group debriefs. They noted the positives in classrooms and mentioned the deliberate vertical alignment they observed between K1 and 6th grade.

Finally, we invested in our middle school science program and were fully aligned with the Next Generation Science Standards in two grades. We accomplished this by using our well-equipped science lab, implementing our new evidence-based curriculum "Know Atom", and hiring an experienced science educator.

### Special Education

This year, we welcomed a new Director of Special Education and two additional teachers. The findings of a needs assessment noted that special education services were almost all "pull-out" and collaboration with the regular teachers was minimal. We made an immediate change to provide robust access to the general education curriculum by providing "push-in" services, co-teaching ELA and math services at two grade levels that had significant numbers of students with IEPs. IEPs were updated to this new model in which a special educator co-taught ELA and Math sections; in the other homeroom a behavioral coach provided support.

Our second programmatic change to a 3:1 model, involving our Occupational and Speech therapists, was research-based. It proved to be efficient and improve the generalization of skills to the general classroom setting.

In response to the high needs of several students with significant emotional impairments and autism, we contracted a Board Certified Behavior Analyst consultant to support our needs assessment and program development. We created a therapeutic class for several students experiencing difficulty during the end-of-day activities and we changed a special educator's schedule for her to be on duty during end-of-day enrichment activities. These small groups with a 3:1 staffing ratio made it possible for several students to safely and successfully finish the day.

In order to address our referral rate, we are implementing a school-wide Response to Intervention initiative along with the implementation of a math curriculum and phonics curriculum in the lower grades. Lead special educators are included on the adoption and implementation committee. Special educators are participating in joint training with other teachers.

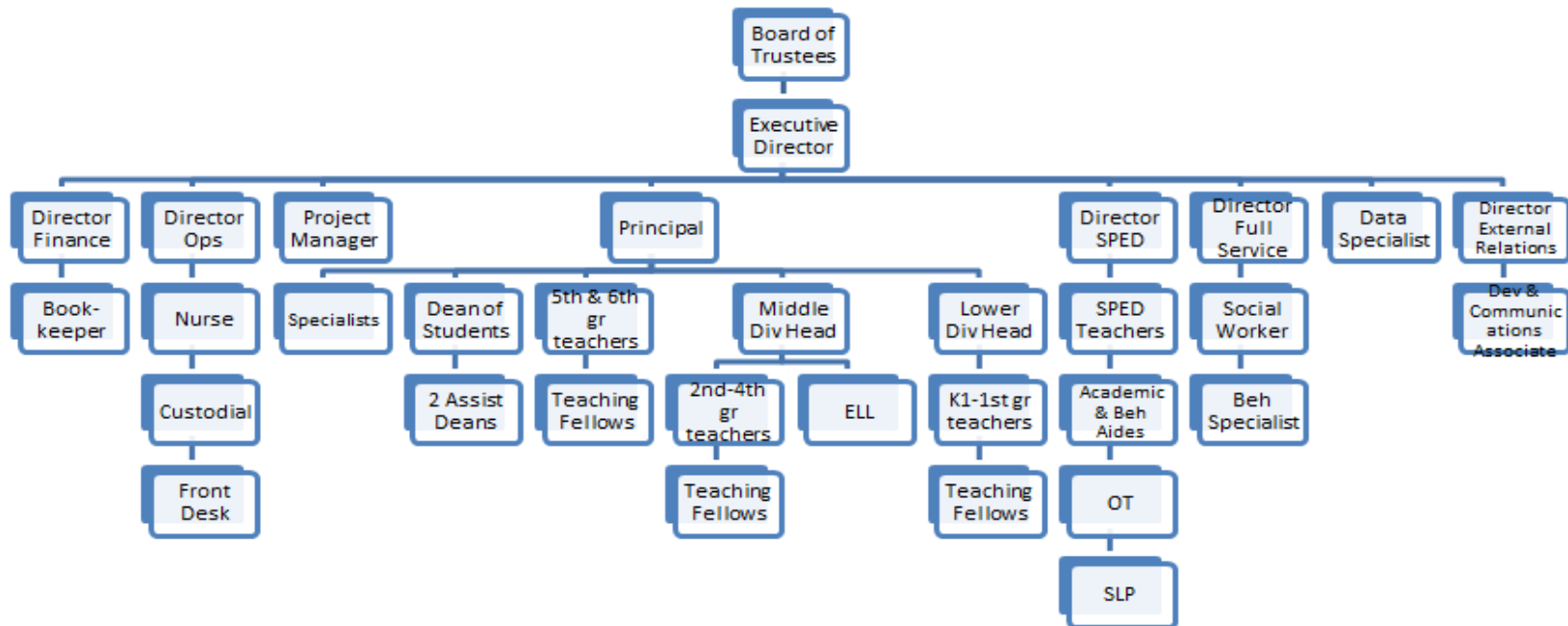
### **English Learner Program**

In spite of earlier successes, we determined that delivering most ESL instruction through a parallel literacy class was not the best model to serve the needs of individual students and the school as a whole. We made some changes this school year. Language diverse students in K1 received the language-rich curriculum to build an academic foundation in the general education setting with an SEI endorsed teacher. These students received the focused attention of the ELL team during weekly push-in services during academic and choice centers. In grades K2 through second, ELL students continued to receive their ESL instruction through a parallel ELL Literacy class taught by a licensed ELL teacher. Through this structure, ELL students received the same content as their non-ELL counterparts, with instructional delivery that builds students' background knowledge and vocabulary ensuring access to texts and content, and express their learning and thinking in English. The instructional focus of the ELL Literacy class was on developing students' oral language proficiency while building foundational literacy skills.

The major programmatic shift for the ELL Department occurred in third through sixth grades, where ELL students received English Language Development instruction from a licensed ELL teacher during an ELL Class, rather than through a parallel literacy class. The curriculum for the course is based on state and WIDA ESL curriculum standards, and builds students' academic English proficiency through creative oral language, reading and writing practice. Students work both independently and collaboratively to strengthen language skills they use in all academic content areas. The ELL team supported the teachers and students in these grades through consultation, push-in support, and collaborative planning. For some individual students, the ELL team worked closely with the Special Education team to determine a program model where needs were being met, often leading to small groups co-taught by ELL and special education teachers.

## Organizational Structure of the School

As Bridge Boston expanded to include sixth grade, we hired additional staff to support the middle school, including ELA, Social Studies, and Science teachers. In addition, given our growing size and growing demographic of students with special needs, we hired a senior Director of Special Education, Special Education teachers, a Literacy Specialist, additional behavioral aides, and administrative support staff.



## Teacher Evaluation

There have been no changes in the 2017-2018 school year. Bridge Boston uses a modified version of the Massachusetts Model System of Educator Evaluation. Teachers in their first four years are given the completed teacher evaluation 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 goals. Teachers who have been at the school longer than four years receive a narrative letter, which provides an overview of how the teacher is doing in the six 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

## Budget and Finance

Statement of net assets for FY 17 (balance sheet)

See below.

Unaudited FY17 statement of revenues, expenses, and changes in net assets (income statement) and Approved School Budget

See below.

**Statement of Financial Position**  
**June 30, 2018**  
**(unaudited)**

**Assets**

Current assets:

Cash	\$	3,340,138
Accounts Receivable		113,150
Prepaid Expenses		35,297
Due from related parties		-
Total current assets		<u>3,488,585</u>

Restricted cash		701,722
Bond receivable, net of discount		-
Deposit		7,350
Capital asset, net		<u>24,873,320</u>

Total assets	\$	<u>29,070,977</u>
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**Liabilities and Net Assets**

Current liabilities:

Accounts payable and accrued expenses	\$	1,036,962
Deferred revenue		10,110
Due to related party		-
Total current liabilities		<u>1,047,072</u>

Bond Payable, net of discount		15,823,163
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Total liabilities		<u>16,870,235</u>
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Net position:

Unrestricted:

Operating		11,499,097
Total unrestricted		<u>11,499,097</u>

Restricted:

Program Services		701,645
Capital expendibles		-
Total restricted		<u>701,645</u>

Total net position		12,200,742
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Total liabilities and net position	\$	<u>29,070,977</u>
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**Statement of Activities**  
**For the year ended June 30, 2017**

	Actual (Unaudited)	FY 19 (Budget)
<b>Unrestricted net position:</b>		
Operating revenue:		
Tuition	\$ 5,431,981	\$ 5,900,355
Grants	640,375	663,755
In-kind	1,115,930	1,200,000
Program fees	26,089	12,000
Total operating revenue	<u>7,214,375</u>	<u>7,776,110</u>
Operating expenses:		
Personnel and related costs:		
Salary and wages	3,756,979	4,774,115
Payroll taxes and fringe	417,310	541,484
Total personnel and related costs	<u>4,174,289</u>	<u>5,315,599</u>
Occupancy:		
Rent	60,000	-
Maintenance and utilities	213,491	235,474
Total occupancy	<u>273,491</u>	<u>235,474</u>
Direct student costs:		
Consultants and student services	532,538	608,516
In-kind transportation, goods and services	1,115,930	1,200,000
Supplies and materials	248,247	201,801
Total direct student costs	<u>1,896,715</u>	<u>2,010,317</u>



Other operating costs:		
Grants	-	-
Insurance	89,864	120,000
Conferences	-	-
Office and related	188,642	227,972
Fundraising and development	31,499	45,000
Contracted services	215,131	223,800
Total other operating costs	<u>525,136</u>	<u>616,772</u>
Depreciation	<u>591,347</u>	<u>720,000</u>
Total operating expenses	7,460,978	8,898,161
Changes in unrestricted net position from operations	<u>(246,603)</u>	<u>(1,122,051)</u>
General revenue (expenses)		
Contributions and grants	774,455	700,000
Investment income	669,779	663,618
Financing costs	(670,361)	(560,000)
Bond discount	-	-
Total general revenue (expense)	<u>773,873</u>	<u>803,618</u>
Changes in unrestricted program net position	<u>527,270</u>	<u>(318,433)</u>
<b>Restricted program net position:</b>		
Capital expenditures	75,000	-
Contributions and grants	206,400	100,000
Changes in restricted program net position	<u>281,400</u>	<u>100,000</u>
Changes in financial position	<u>808,670</u>	<u>(218,433)</u>
Net Changes in Restricted Program Net Positions	<u>517,629</u>	
<b>Net Position:</b>		
Beginning of year	<u>10,874,443</u>	
End of year	<u>\$ 12,200,742</u>	

**APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE 2017-2018**

**Faithfulness to Charter**

Measure	2017-18 Performance	Evidence
<p><b>Objective:</b> The school will build a nurturing community that honors the whole child (KDE 2)</p>		
<p>Annually, 80% of parents will rate the school a 4 or better (out of a 5-point scale) in terms of providing a nurturing environment; 80% of students in grades 4-8 will rate the school a 4 or better in terms of providing a supportive environment.</p>	<p>Partially Met</p>	<p>On our family survey, 89% of families agreed or strongly agreed that “The school provides a nurturing environment.” (Response rate = 80% of families.)</p> <p>On the student survey, 63% of students in grades 4-6 marked “Always true” or “Mostly true” on the statement, “Bridge Boston Charter School is a supportive place.” (Response rate = 99% of students in grades 4-6.)</p>
<p>Annually, 80% of parents will rate the school in terms of providing PE, art, music, and enriching opportunities on average a 4 or better (out of 5 point scale; 3 = somewhat agree, 4 = agree, 5 = highly agree) on annual survey.</p>	<p>Met</p>	<p>On our family survey, 92% of families agreed or strongly agreed that “My child is having a well-rounded school experience that includes Art, Music, and PE.” Over 87% of families agreed or strongly agreed that their child benefits from the Art, Music, and P.E. programs. (Response rate = 80% of families.)</p>
<p>Every student in 1<sup>st</sup>-8<sup>th</sup> grade will perform in at least two music performances and contribute to at least two art exhibitions each year.</p>	<p>Met</p>	<p>All students participated in concerts on Dec. 8, 2017 and June 15, 2018. Students in grades K1-2nd participated in an art exhibition on May 10, 2018 and students in grades 3-6 participated in an art exhibition on May 17, 2018.</p>

Measure	2017-18 Performance	Evidence
<b>Objective:</b> The school will provide a full service program that removes obstacles to children’s learning and meets their health and social-emotional needs. (KDE 3)		
Annually, at least 90% of parents/guardians surveyed will Agree or Strongly Agree that the Full Service program provides services or directs them to agencies that provide for their needs.	Not Met	On our family survey, 89% of families agreed or strongly agreed that “When I reached out to the school for help, the school was able to support my needs (this could include housing, food, clothing, social services, or counseling).” (Excludes families who marked “Does not apply to me” on this question. Response rate = 80% of families.)
Each year, 90% of students will have dental, vision, and asthma needs met. 100% of students with parental/guardian permission will receive dental and vision services on school premises.	Met	Of students whose parent or guardian gave consent for dental services on school premises, 100% received screening or treatment at least once during the year. 100% of students received vision screenings on school premises. Of students with asthma, 100% had an emergency plan on file with the school nurse and received care on school premises as needed.
Each year, 90% of parents will participate in one of the parent workshops/sessions offered during the year.	Met	This year, 96% of students had a parent/guardian attend one or more of the following: Orientation Barbecue, Back-to-School Night, January Parent-Administrator Dinner, or May Dinner & Art Exhibition.
On average 90% of parents will attend parent-teacher conferences through the year.	Met	This year, 98% of students had a parent/guardian attend one or more parent-teacher conferences during the year.

<p>Through advising and advisory program in conjunction with social-emotional curricula, students will pilot use of the PEAR Holistic Student Assessment</p>	<p>Met</p>	<p>Students in grades 3-6 took the PEAR Holistic Student Assessment at the beginning and end of the school year.</p>
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## Academic Success

Measure	2017-18 Performance	Evidence
<p><b>Objective:</b> The school will ensure that the academic program is both rigorous and engaging. (KDE 1)</p>		
<p>On BBCS academic benchmarks (which include assessment of student engagement), 75% of all students will meet 70% or more of their benchmarks each assessment period.</p>	<p><b>Met</b></p>	<p>In the fourth quarter, 79% of students in grades K1 through 4th met or exceeded at least 70% of their academic benchmarks (excluding benchmarks marked “Not Yet Covered”). 86% of 5th and 6th graders (who receive traditional A-F grades) received a final grade average of 70% or higher across academic courses.</p>
<p>On the DIBELS assessment, 75% of all students K2-6<sup>th</sup> grade will meet the grade-level benchmarks set by DIBELS by the end of each school year.</p>	<p><b>Not Met</b></p>	<p>This year our DIBELS assessment program was not administered in a comprehensive manner, due to complications with the move to the new building, scheduling, and staffing. Therefore the data is not valid. Next year the Literacy Specialist will ensure that DIBELS is administered appropriately to provide a complete set of accurate data.</p>
<p>On the Singapore assessment, 75% of K2-5<sup>th</sup> grade students will score 70% or higher by the end of each school year. Grades 6<sup>th</sup>-8<sup>th</sup> will score 65% or higher.</p>	<p><b>Met</b></p>	<p>80% of 1st-5th grade students scored an average of 70% or higher and 75% of 6th grade students scored an average of 65% or higher on Singapore tests given in the last quarter of the school year. (Note: This does not include K2 students, who do not take the test.) The following are the percent of students meeting this expectation in each grade.</p> <p>K2: Did not take Singapore assessments            1st: 97.5% scored on average of 70% or higher            2nd: 84% scored an average of 70% or higher            3rd: 73% scored an average of 70% or higher</p>

		<p>4th: 74% scored an average of 70% or higher  5th: 86% scored an average of 70% or higher  6th: 90% scored an average of 65% or higher</p>
<p>On Fountas &amp; Pinnell assessments, at least 75% of K2-5<sup>th</sup> grade students will meet the grade-level, instructional level set by F and P by the end of each school year.</p>	<p><b>Not met</b></p>	<p>On the Fountas &amp; Pinnell assessment given at the end of the school year, 65.8% of K2-5<sup>th</sup> grade students met the grade-level instructional level. The following are the percent of students who met the grade-level instructional level in each grade.</p> <p>K2: 68%  1st: 70%  2nd: 65%  3rd: 75%  4th: 75%  5th: 43%</p>
<p>Annually, on Achievement Network (ANet) assessment average scores in grades 2-8 will meet or exceed the ANet national network average.</p>	<p><b>Partially met</b></p>	<p>On the fourth quarter ANet ELA assessment, the average score in three grade levels exceeded the national average: grade 3 (+9 points), grade 4 (+2 points), and grade 6 (+11 points). The average score in two grade levels fell below the national average: grade 2 (-2 points) and grade 5 (-6 points).</p> <p>On the fourth quarter ANet math assessment, the average score in three grade levels met or exceeded the national average: grade 2 (met), grade 4 (+16 points), and grade 6 (+5 points). The average score in two grade levels fell below the national average: grade 3 (-2 points) and grade 5 (-8 points).</p>

**Dissemination**

Measure	2017-18 Performance	Evidence
<p><b>Objective:</b> BBCS will share its music and social-emotional programming best practices with other public schools in Massachusetts.</p>		
<p>At least 5 individuals, community groups, and/or public educators will come to Bridge annually to observe, partner with, and collaborate on El Sistema inspired music curriculum.</p>	<p>Met</p>	<p>The following organizations observed or collaborated with the Bridge Boston Music Department in 2017-2018:            Bay Chamber Music School – Rockport, ME            Berklee School of Music – Boston, MA            Black Violin – NY, NY            Boston College Arts and Mind Lab - Chestnut Hill, MA            Boston Latin Academy – Boston, MA            Boston Medical Center – Boston, MA            Boston Philharmonic Orchestra - Boston, MA            Boston University - Boston, MA            Boston Youth Philharmonic Orchestra - Boston, MA            Celebrity Series - Boston, MA            Conservatory Lab Charter School - Boston, MA            El Sistema Sweden – Gotenburg, Sweden            From the Top - Boston, MA            Hibernian Hall – Boston, MA            Johnsons String Instruments - Newton, MA            Massachusetts Cultural Council - Boston, MA            New England Conservatory - Boston, MA            Palaver Strings – Boston, MA            Salvation Army Kroc Center – Boston, MA            Soul Yatra Trio – Boston, MA</p>

<p>In collaboration with social-emotional nonprofit partner and partnering public schools, Bridge will develop trauma-informed practices and implementation of preventative curriculum that will be shared at annual workshop to which traditional public, charter, and other area schools will be invited.</p>	<p><b>Met</b></p>	<p>Bridge Boston hosted a round-table conference on social-emotional learning on June 4, 2018. We invited district, charter, and other area schools. The participants included Bill Atwood, Roma Hoyt, Mossik Haccobian (Higher Ground), Ben Seagall (pediatrician), Connie Forbes (GTNA), and Mina Kim (PEAR).</p>
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RECRUITMENT PLAN 2017-2018

School Name: Bridge Boston Charter School

Date: Updated July 31, 2018

**2017-2018 Implementation Summary:**

We continue to dedicate ourselves to finding those students and families who can most benefit from our full service and whole child milieu. In 2017-2018, our Director of Full Service and our Project Manager scheduled our recruitment efforts and met monthly to track progress towards timely implementation of strategies per subgroup as well as quantity of applications including breakdown by grade, the method of recruitment where applicable, by neighborhood, and by sibling status. This systematic approach allowed for the leadership team to focus additional or fewer resources on particular strategies or subgroups as the lottery application deadline approached, allowing for achievement of most goals despite some unexpected staffing changes mid-year. Of note, while these staffing shifts did mean the specifics of some of our subgroup recruitment were not completed, a deeper investment in a smaller number of similar agencies was achieved. For example, providing flyers at individual agencies such as those supporting children with a parent in prison was not completed, but we were able to have more intense partnership with other social service agencies who work with this population and support recruitment efforts.

As in past years, we utilized all of our relevant community partners to recruit on our behalf, such as Department of Children and Families, Home for Little Wanderers, and Southbay Community Services; in addition we had improvements in our use of our staff, our current families, and our intensive focus on two partner relationships. We had success involving a large number of staff in flyering key target locations, and in particular delivering applications to the neighborhoods surrounding our new permanent schoolhouse. We utilized a highly attended event, our Parent/Guardian-Admin Dinner, to directly explain to families our push to recruit students with a first language of Spanish or Haitian Creole, and requested individuals with capacity in those languages sign up that evening to achieve specific recruitment goals in their own networks. Our Martha Elliot Health Center (MEHC) relationship not only continued but expanded. We established connections much earlier in the school year with their social workers and health providers which allowed more months to engage with clients and patients about charter public schools, our requirement to provide IEP services, and Bridge's particular strength in supporting children and families with early learning challenges. We prioritized sending a bilingual member of our leadership team to the MEHC school fair. Here, she was able to individually discuss at length, in the native language of most families, how Bridge might be able to meet the unique needs of their child or their family. We revised our model of collaboration with Horizons for Homeless Children significantly based on learning from previous years' challenges. We found that; when the family liaisons at Horizons encouraged application to Bridge, the parent or guardian would sometimes not understand the process or trust Bridge enough to actually enroll their child even if they successfully received a seat from the lottery process. This year, we worked with the Next School Coordinator to set up a breakfast at each Horizons location around the city to

meet and chat directly with parents and guardians about Bridge- to learn their hopes for their child, their questions about charter public versus traditional public, and to share ways in which previous Horizons students and families have often found Bridge to be a natural transition and a supportive environment for those currently or previously experiencing homelessness.

While Bridge numbers regarding ELL enrollment have always been above the Gap Narrowing Target, they were additionally above the Comparison Index (CI) in 2015 and 2016. In 2017 and again in 2018, ELL numbers have been slightly below the CI. There are two pieces of additional relevant information: Bridge has shifted a practice in the qualification of students for this subgroup in reference to the K1 program, and we have had ever increasing numbers of siblings enrolled in our entry class and available seats in all grades. With the high sibling enrollment, even with shifted or strengthened recruitment strategies, some subgroups like ELL may not increase because the large sibling intake is representative of our previous makeup.

Bridge would like an opportunity to further discuss with the Department our Recruitment Plan once we have submitted our October 1st SIMS demographic information; we feel it is possible that our incoming class will bump us from meeting the GNT to also meeting the CI for our ELL population, particularly since we will be returning to our pre-2017 practices for qualifying K1 students for the subgroup. Our recruitment of Spanish and Haitian Creole speaking families was intentional and significant in 2017-2018; even with 21 of our incoming K1 students as siblings, we will be interested to see the overall status of our ELL subgroup at October 1st.

#### **General Recruitment Activities for 2018-2019:**

**Activity 1: Annual Community Outreach.** Annually, before the lottery, we will have faculty and staff visit homes and organizations (such as churches, YMCA, social service providers) in the adjacent neighborhoods to our permanent schoolhouse in Roxbury. The goal of this outreach is to provide lottery applications and simple promotional materials to as many families and organizations as possible in our surrounding neighborhoods and to share information and answer questions about our program with those whom we cross paths. In our community outreach, we will include Spanish and Haitian-Creole speaking staff and/or volunteers. Additionally, all promotional materials will explicitly state that the school serves all students, including those with IEPs and 504s and be printed in English, Spanish, and Haitian Creole. The application can be completed and submitted back to staff during community outreach, eliminating the need for applicants to use mail, fax, or hand deliver. (It can also be completed online with easy mobile access).

**Activity 2: Pre-School Outreach.** Annually, before the lottery, we will invite local childcare providers to visit our school to better understand the program we offer and how we might be a match for their clients; we will also visit the providers to host information sessions with the families at a location with which they are already familiar. The application can be completed and submitted back to staff during information sessions, eliminating the need for applicants to use mail, fax, or computer, or hand deliver. Utilizing the previously-established relationship between pre-school provider and family assists with recruitment; it can also be a tool for improved retention as several providers have family liaisons who continue to support the family after they have transitioned into Bridge.

**Activity 3: Childcare and School Fair.** While Bridge is not part of any charter-specific school

fairs, preferring to strengthen our efforts to reach those less frequently informed of educational choices, we annually attend a childcare and school fair at the Martha Elliot Health Center. Here, families learn about district public, charter public, and other pre-school and childcare opportunities. We have met many families in this process who have not yet had a child in any formal program, and of those many who have not heard of charter public schools. The application can be completed and submitted back to staff during the fair, eliminating the need for applicants to use mail, fax, or computer, or hand deliver.

**Activity 4: Information Session.** We host an information session prior to the application deadline to ensure that families have an opportunity to visit the school and ask questions of school leadership. The information session will be advertised on the school’s website, and will have Spanish and Haitian Creole translation available. The application can be completed and submitted back to staff during the information session, eliminating the need for applicants to use mail, fax, or computer, or hand deliver. Computer access will be provided at the information session for families who feel most comfortable completing the application online.

**Activity 5: Family-to-Family Outreach.** We will ask current families to distribute applications to friends, colleagues, and neighbors. We have found that our families are eager to get the word out to other families, and that this is an effective way to build strong relationships early on with new families. This recruitment strategy thus also benefits our retention efforts.

**Activity 6: Community Partner Collaboration.** We actively use many organizations to fulfill the full service programming at Bridge Boston. Such organizations, like Rosie’s Place, Home for Little Wanderers, Department of Children and Families, and Southbay Community Services, have staff who work part or full time within our actual school building. Once our applications are available, we provide those staff with copies and check back in with them frequently until the deadline to see if they have submissions from their other clients outside of Bridge. Again, this approach supports not only our recruitment, but our retention as well because families who come to us through these partner organizations may be more likely to take advantage of and thus benefit from these programs housed in their child’s school.

**Recruitment Plan: 2018-2019 Subgroup Strategies**

**Special education students/students with disabilities**

<b>(a) CHART data</b>	<b>(b) Continued 2017-2018 Strategies</b>
<p><b>School percentage:</b>22.4%</p> <p><b>GNT percentage:</b> 9.6%</p> <p><b>CI percentage:</b> 13.5%</p> <p>The school is <u>above</u> CI and GNT percentages</p>	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Expand the role of SEPAC and publish a statement written by a special education parent about Bridge as a school for special needs children</li> <li>● Contact an early learning center that does early ED plans</li> <li>● We will recruit at pre-school programs, such as Horizons and Children’s Services of Roxbury, which serve students with special needs. We will meet with staff at these programs to make them aware of our capacity and programs for serving students with disabilities.</li> <li>● We will meet with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g. the Department of Children and Families, Early Intervention Centers, Health Centers).</li> </ul>

	<p align="center"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
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**Limited English-proficient students/English learners**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b>23.7%</p> <p><b>GNT percentage:</b> 18.8%</p> <p><b>CI percentage:</b> 26.4%</p> <p>The school is <u>above</u> GNT percentage and below CI percentage</p>	<p align="center"><b>(b) Continued 2017-2018 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• All promotional materials and applications will be printed in three languages – English, Spanish, Haitian Creole - with applications also available in Portuguese and Vietnamese.</li> <li>• We will have Spanish and Haitian Creole-speaking staff and parent volunteers go door-to-door in low-income housing developments to recruit new families and participate in information sessions to ensure that native speakers can fully understand our program and application process.</li> <li>• Specifically at one of our Family Dinner evenings (previously Parent-Admin Dinner) we will gather interested Haitian and Latino families to distribute applications and formally request student recruitment support.</li> <li>• Partner with current families and St. Stephens church to recruit specifically in Villa Victoria housing development.</li> <li>• We will reach out to others in Roxbury near our permanent schoolhouse to determine if they can support efforts to recruit students who may be ELL: Rox Multiservice Health Center, ABCD, YMCA, Garrison Trotter, St. Mark’s Church.</li> </ul>
	<p align="center"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> <li>• Establish relationship with one or more Adult ESL classes and request opportunity to briefly present Bridge to the class and provide applications</li> </ul>

**Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b>58.8%</p> <p><b>GNT percentage:</b></p>	<p align="center"><b>(b) Continued 2017-2018 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Send out fellows to make contacts with and flyer WIC offices, methadone treatment centers, and parents-in-prison support programs</li> </ul>
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<p>NA%  <b>CI percentage:</b>  51.1%</p> <p>The school is <u>above</u>  CI percentage</p>	<p align="center"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:  Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>● We will be explicit in recruitment materials about how our programmatic elements (e.g. two teachers in all K1-4th classes, extended school day and year, and literacy and math grouping structures) are beneficial to students who have struggled academically and/or may need more intensive support.</li> <li>● Continue work with Smart from the Start and the Family Nurturing Center to make sure that these parents learn about our charter school and our efforts.</li> <li>● We will seek additional seats under our charter to allow for enrollment in older grades of students who may not have found matching supports for their needs in a previous school setting.</li> <li>● We have had students from substantially separate settings in other districts enroll in Bridge and successfully transition to an inclusion placement and can share information about why we believe this was successful with potential new families.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center"><b>(e) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>● We will seek to collaborate to make changes in existing policies that do not allow foster children to be considered for sibling preference in charter lotteries.</li> <li>● Encourage DCF caseworkers to apply students on their caseloads.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p align="center"><b>(f) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>● This demographic group is not applicable given that students in grades 1-8 are mandated to attend school.</li> </ul>
<p><b>OPTIONAL</b>  <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center"><b>(g) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>● Continue to grow the purpose and work of the Fathers Group</li> <li>● In middle school, continue and expand our Advisory Program, including work on identity to lead us to serve as a host for a diversity conference for middle school students.</li> </ul>

## Bridge Boston Retention Plan 2017-2018

### 2017-2018 Implementation Summary:

2017-2018 brought some significant changes to Bridge Boston, and these had the impact of improving retention for some while clarifying some challenges for others. Our beautiful and permanent schoolhouse validated those families hoping to enroll their child for the full ten years of an excellent long-lasting program. It also allowed space for creative programming, more school-based full service resources, and developmentally appropriate outdoor playspace. At the same time, though, we learned that we had not yet been approved for additional seats, due in large part to the lack of available data over multiple years for comparison; for some families this meant that they could not be confident that all of their children could utilize sibling priority to end up at Bridge. Twenty-five percent of students who left Bridge this past year departed to join siblings at other schools, most commonly at charters that do not offer a K1 program. We had an additional thirty percent of departing students move out of the city; while we recruit heavily students who face housing instability, this occasionally means once they are given housing opportunities away from the city that they choose to use those local public schools rather than enduring a lengthy commute to stay at Bridge. A small percentage of our departing students elected to enroll in the district public school system to further explore specific programming within that system such as a classroom serving a significant number of students with ASD.

We maintained our history of strong retention rates, reaching the mark of 94.3%, barely shy of our goal of 95%. Despite the departing siblings and those moving out of district, we retained an incredibly high percentage of our students for three primary reasons: (1) we ran a high quality and whole child educational program with intentional structures to support diverse learning needs and parents/guardians had very high satisfaction rates for this program (95% of families responded favorably to a survey question that their child is well-known by his/her teachers); (2) we built strong relationships with families through home visits, intentional advisor communication, frequent events at the school, and by structuring deeper support for teachers such that they could focus more on families (90% of families responded favorably to a survey question that Parent-Teacher conferences are helpful); (3) we provided full service programming inside the school building, making accessible resources for families and students like housing support, mental health services, laundry, clothing, food, and holiday meals and gifts (89% of families responded favorably to a survey question that when reaching out to the school for help, the school was able to meet their needs).

We successfully implemented several of the subgroup strategies outlined in our 2017-2018 Recruitment and Retention Plan, but will focus intentionally on the specifics again in 2018-2019 to ensure we do not see a further decrease, particularly for any subgroup. We did not increase our SEPAC presence this year, nor did we provide specific workshops about housing or finances; the Special Education and Full Service Departments are aware of the importance of these goals.

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

## Retention Plan – 2018-2019 Subgroup Strategies

### Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 7% <b>Third Quartile:</b> 19.3%</p> <p>The school is below median and third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2017-2018 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Work with advisors to help families focus on IEP goals rather than grade-level goals</li> <li>● Use SEPAC, which now has a strong president and members, to reach out to other parents of special education students.</li> </ul>
	<p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

### Limited English-proficient students/English learners

#### Limited English-proficient students

<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 4.3% <b>Third Quartile:</b> 20.6%</p> <p>The school is below median and third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2017-2018 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● At the Back to School Parent Night have a special workshop for ELL parents to explain ACCESS scores and individual service plans</li> <li>● Do home visits to parents with whom we are having trouble communicating</li> </ul>
	<p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

### Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 4.7% <b>Third Quartile:</b> 21%</p> <p>The school is below median and third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2017-2018 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Provide another workshop about housing security.</li> <li>● Do a parent workshop that targets financial saving and planning.</li> <li>● Offer a comprehensive full-service program which is staffed to provide services for the needs of our student and family population (e.g. a Dean, counselor, Director of Students and Families, and nurse).</li> <li>● Maintain frequent communication with parents and guardians</li> </ul>
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	<p>about their children’s development.</p> <p><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<u>Students who are sub-proficient</u>	<p><b>(d) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>• Saturday sessions for middle tier</li> <li>• Making revisions to our two-teacher model to effectively provide targeted tier one and two supports within our general education classrooms</li> </ul>
<u>Students at risk of dropping out of school</u>	<p><b>(e) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>• Continue advisor program to maintain frequent contact and strengthen relationships</li> <li>• Have at least 5 speakers to assemblies this year who discuss their vocations and how higher education played a critical part in their development</li> </ul>
<u>Students who have dropped out of school</u>	<p><b>(f) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p><b>(g) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>• Build and support Bridge Father’s Group</li> <li>• Maintain frequent contact with DCF workers such that if child moves foster homes, staying at Bridge Boston, and therefore local, remains a priority.</li> <li>• 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.</li> </ul>



**APPENDIX C: SCHOOL AND STUDENT DATA**

School Profile:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04170205&orgtypecode=6&>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
<b>Race/Ethnicity</b>	<b># of students</b>	<b>% of entire student body</b>
African-American	200	64.9
Asian	4	1.3
Hispanic	92	29.9
Native American	0	0
White	2	0.6
Native Hawaiian, Pacific Islander	1	0.3
Multi-race, non-Hispanic	9	2.9
Special education	69	22.4
Limited English proficient	73	23.7
Economically Disadvantaged	181	58.8

**ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR**

<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (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	7/31/18
Diana Lam, Interim Executive Director	The Interim Executive Director is responsible for leadership of the daily operation of the school and the search for a permanent Executive Director.	7/1/18	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

John Wallace, Director of Finance	The Director of Finance is responsible for monitoring and reporting on the financial position of the organization and for facilities management.	2/21/17	N/A
Joanna Rees Steffey, Director of Full Service	The Director of Full Service is responsible for developing, maintaining, and evaluating community partnerships and collaborating with families and staff to meet students' medical and social needs and families' extraordinary needs.	7/1/11	7/31/2018
Sila Rosario, Director of Operations	The Business Manager is responsible for purchasing, Human Resources, transportation, and food services.	6/15/15	N/A
Sarah Caputo, Director of External Relations	The Director of External Relations is responsible for development and communications.	8/1/17	N/A
Anna McTigue, Director of Special Education	The Director of Special Education is responsible for developing and administering the special education program.	8/1/17	N/A
Meryl Johnson, Middle Division Head, Director of ELL Program	The Middle Division Head provides leadership in curriculum and instruction in grades 2-4. Director of the ELL Program is responsible for developing and administering the service program for English learners.	8/18/14	7/31/18
Diane Cullen Moore, Lower Division Head	The Lower Division Head provides leadership in curriculum and instruction in grades K1-1.	8/1/11	N/A

<b>TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2017-2018 school year</b>	<b>Departures during the 2017-2018 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	26	2	5	Personal/ family, other job opportunity, or offer letter not renewed
Other Staff	61	12	10	Personal/ family, return to school or other job opportunity, completed fellowship term, or terminated
<b>BOARD MEMBER INFORMATION</b>				
Number of commissioner approved board members as of August 1, 2018			13	
Minimum number of board members in approved by-laws			3	
Maximum number of board members in approved by-laws			No maximum	

**BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR**

<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Michelle Caldeira	Trustee	Development Task	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
Jeri Cooper	Trustee		<1	9/1/17-9/1/20
Ryan Duffy	Treasurer	Finance, Teacher Staffing and Compensation Task Force	>1	9/1/15- 9/1/18 9/1/18-9/1/21
Steven Godfrey	Trustee	Community Engagement Task Force	>1	9/1/15 - 9/1/18 9/1/18 - 9/1/21
Beth Kressley Goldstein	President	Finance Committee, Committee on Trustees, Program Task Force, Strategy Task Force, Development, ED Evaluation Task Force	>1	3/28/14-9/1/17 9/1/18 - 9/1/21

Marina Hatsopoulos	Clerk	Finance, Teacher Staffing and Compensation Task Force	>2	1/10/13-9/1/15 and 9/1/15 - 9/1/18 9/1/18-9/1/21
Steven Hinds	Trustee		<1	9/1/17-9/1/20
Marjorie Janvier	Trustee	Committee on Trustees	>1	7/26/14-9/1/17 9/1/18-9/1/21
Amelia Lloyd McCarthy	Trustee	Development	1	9/1/15- 9/1/18
Tom Pappas	Vice President	Finance	>1	6/26/14-9/1/17 9/1/18-9/1/20
Ian Reynolds	Trustee	Finance, Strategy Task Force, ED Evaluation Task Force	>1	3/7/13-9/1/16 and 10/26/2016-9/1/2019
Gayl Crumps Swaby	Trustee	Program Task force, Parent Council Liaison	<1	9/1/16-9/1/19
Michelle Sanchez	Trustee		<1	9/1/17-9/1/20

**APPENDIX D: ADDITIONAL REQUIRED INFORMATION**

**Key Leadership Changes**

<b>Position</b>	<b>Name</b>	<b>No Change/ New/Open Position</b>
Board of Trustees Chairperson	Beth Kressley-Goldstein	No change
Charter School Leader	Yully Cha	No change
Assistant Charter School Leader	Jennifer Daly	No change
Special Education Director	Anna McTigue	New
MCAS Test Coordinator	Alison Tyler	No change
SIMS Coordinator	Alison Tyler	No change
English Language Learner Director	Meryl Johnson	No change
School Business Official	Sila Rosario	No change

**Facilities**

<b>Location</b>	<b>Dates of Occupancy</b>
435 Warren St., Roxbury MA 02119	08/01/2018 - present

## Enrollment

<b>Action</b>	<b>2018-2019 School Year Date(s)</b>
Student Application Deadline	March 4, 2019
Lottery	March 8, 2019