



Bentley Academy Charter School Annual Report 2015-2016

25 Memorial Drive
Salem, MA 01970
Phone: 978-740-1260
Fax: 978-740-1164
www.bentleyacademy.org

Marlena Afonso, Head of School
marlenaafonso@bentleyacademy.org
July 13, 2016

Table of Contents

Introduction

School Performance and Program Implementation
Faithfulness to Charter
Mission and Key Design Elements

Amendments to the Charter
Dissemination Efforts

Academic Program Success
Student Performance
Program Delivery
Social, Emotional, and Health Needs

Organizational Viability
Organizational Structure of the School
Teacher Evaluation
Budget and Finance

Appendices
Appendix A: Accountability Plan Evidence
Appendix B: Recruitment and Retention Plan
Appendix C: School and Student Data
Appendix D: Additional Required Information

<i>Name of School : Bentley Academy Charter School</i>			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann	Location of School (Municipality)	Salem, MA
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region (if applicable)	
Year Opened	August 24, 2015	Year(s) in which the Charter was Renewed (if applicable)	N/A
Maximum Enrollment	275 (2015-2016) 300 (2016-2017) 325 (2017-2018) 350 (2018-2019)	Current Enrollment	246
Chartered Grade Span	K-5	Current Grade Span	K-5
# of Instructional Days per school year	190 (Gr. 1-5) 185 (Kindergarten)	Students on Waitlist	20 Students
School Hours	7:30-3:30	Age of School	1 year
<p>Mission Statement</p> <p>Bentley Academy Charter School prepares all of its students for personal and academic success to get to and through college. Through a combination of high academic standards, data-derived instructional methods, and community supports and partnerships, Bentley Academy Charter School establishes the critical foundation necessary for students to thrive as they advance in their academic careers.</p>			

School Performance and Program Implementation

Faithfulness to Charter

The mission of the Bentley Academy Charter School (BACS) is to prepare all students for personal and academic success to get to and through college. The vision of BACS is that BACS students will achieve at the same high levels regardless of socioeconomic status, race, or other element of privilege or challenge. By applying our key design elements and with vigorous reinforcement of our core values, BACS will eliminate the achievement gap and graduate students with the academic skills and personal mindset to succeed in middle and high school so that a wide range of post- secondary options are available to them.

In order to achieve this mission and vision, the school has six key design elements:

1. Creating a culture of achievement that encourages and supports scholars to reach higher and achieve more. It is a culture of clear, consistent, and high expectations for all based around our five core values: grit, integrity, discipline, collaboration, and zest and on achieving our mission.
2. Teachers and staff develop and implement a rigorous curricula for all scholars.
3. Consistently using data for differentiation and to refine instruction for students based on their needs.
4. Attaining and developing excellence in leadership and teaching through frequent observation, coaching, collaboration, and professional development.
5. An expanded learning day and year that allows scholars to have additional time for instruction, remediation, and enrichment.
6. A commitment to engaging and partnering with families in the educational experience of their scholar(s).

Through the first year of its charter, BACS has focused on these key design elements in the daily work. The year began by having focused professional development for all staff around these priorities. BACS teachers began developing their curriculums during this professional development and continually refined this work throughout the year in grade level common planning, data meetings, and individual coaching sessions. Teachers came together in grade level and content teams at least four times per year to review scholar data and create plans to adapt their instruction based on this plan. The teachers would then meet again after enacting the plan to determine the effectiveness of the changes they had made to their instruction.

Scholars participated in weekly Town Hall celebrations focused on celebrating their accomplishments and exposing them to college. During these celebrations, scholars performed their college cheers and received “Super Roostar” rewards for demonstrating core values. Fourth grade scholars visited Tufts University while our fifth graders visited Harvard University.

BACS teachers received professional development on developing strong relationships with families and conducted various home visits and parent teacher conferences. Teachers and staff conducted over 100 home visits. Parents and families were invited and attended various school wide events and celebrations throughout the year. These successes along with promising improvements on interim assessments show that BACS has laid the groundwork for the fulfillment of its mission and vision.

Amendments to Charter

Date	Amendment Requested	Approved?
1/11/16	Schedule amendment to include half-day PDs	Yes (1/26/16)

Dissemination Efforts

BACS seeks to share information about its model and best practices with other schools. BACS has an open door policy and welcomes visitors from other schools to visit and attend professional development. BACS administrators attend Salem Public School District Leadership Team Meetings and have had the opportunity to collaborate with other leaders as well as share some of the work that is happening at the school.

BACS has collaborated and shared information about its model with many schools through partnerships with various organizations, including; Teach For America, Teach Plus, 1647, Achievement Network, and Blueprint.

Academic Program Success

Student Performance

a. *Performance on MCAS*

http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=35110205&orgtypecode=6&

b. *Performance on Interim Assessments*

BACS scholars in grades 2-5 participate in the Achievement Network's interim assessments in reading and math. In all grades, scholars have in the aggregate scored higher than the network (the average of the other schools participating in the interim assessments). Fourth and fifth grade scholars in mathematics had the second highest scores in the network of 155 schools.

Program Delivery

During school year 2015-2016, BACS did not use AVID .

Organizational Viability

Organizational Structure of the School



Teacher Evaluation

Bentley Academy Charter School uses the Massachusetts Model System for Educator Evaluation. We currently use the TeachPoint system to track evaluations.

Budget and Finance

A. Profit and Loss

Ordinary Income/Expense	Jul '15 - Jun 16
Income	
4001 · Tuition - District	2,441,499.96
4002 · Tuition - In Kind	935,864.43
4150 · Grants - Federal	230,115.05
4180 · Grants - Private	7,050.00
4450 · Contributions	40.00

4900 · Other Income	1,013.29
	<hr/>
Total Income	3,615,582.73
	<hr/>
Gross Profit	3,615,582.73
Expense	
5010 · Salaries	2,104,047.13
5225 · Fringe Benefits	241,965.42
5235 · Payable to MTRS	6,172.00
5245 · Taxes	27,352.66
5300 · Accounting	18,550.84
5311 · IT Services	3,300.49
5312 · Contracted Services	97,599.92
5314 · Math Fellows	31,896.00
5320 · Instructional Supplies & Materi	50,610.16
5402 · Professional Development	17,128.07
5452 · Classroom IT	6,185.24
5514 · Maintenance of Buildings and Gr	181,590.00
5554 · Utilities	24,467.16
5773 · Student Transportation (to and	337,182.12
5791 · Travel Expenses for Staff/Board	29.00
5811 · SPS Purchased Services	123,307.08
5835 · Staff Culture Program	38.96
5836 · Student Culture PProgram	396.73
5837 · Field Trips	1,775.00
5841 · Recruitment/Advertising	5,889.06
5962 · Staff Stipends	152,053.51
5990 · Misc Operating	1,325.00

64900 · Office Supplies	6,553.10
	<hr/>
Total Expense	3,439,414.65
	<hr/>
Net Ordinary Income	176,168.08
	<hr/>
Net Income	176,168.08
	<hr/>

B. Statement of net assets for FY16(balance sheet)

	Jun 30, 16
	<hr/>
ASSETS	
Current Assets	
Checking/Savings	
1000 · Operating Cash - 6776	109,453.43
1030 · State/Federal Grants - 6842	50.00
	<hr/>
Total Checking/Savings	109,503.43
Accounts Receivable	
1120 · Grants Receivable - Federal	46,298.64
1250 · Due To/From - SPS	20,586.01
	<hr/>
Total Accounts Receivable	66,884.65
	<hr/>
Total Current Assets	176,388.08
	<hr/>
TOTAL ASSETS	176,388.08
	<hr/>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 · Accounts Payable	200.00
	<hr/>
Total Accounts Payable	200.00

Total Current Liabilities	200.00
Total Liabilities	200.00
Equity	
3200 · Retained Earnings	20.00
Net Income	176,168.08
Total Equity	176,188.08
TOTAL LIABILITIES & EQUITY	176,388.08

C. Approved School Budget for FY17

FY: 2017

Charter School: Bentley Academy Charter School

Year 1

2017

TOTAL REVENUE

3,014,381

TOTAL EXPENSE

2,800,483

SURPLUS/(DEFICIT)

213,898

MAJOR ASSUMPTIONS

Per Pupil Tuition

9,681

<u>Student Enrollment</u>		<u>300</u>
<u>Facility Size (square footage)</u>		<u>89,592</u>
<u>Staff FTE:</u> (1.0 FTE =	<u>1640 hours</u>	
<u>Administrative (Professional)</u>		<u>5.5</u>
<u>Administrative (Support/Clerical)</u>		<u>1.0</u>
<u>Instructional: Teachers</u>		<u>34.0</u>
<u>Instructional: Other (Professional) Fellows</u>		<u>1.0</u>
<u>Instructional: Paraprofessionals</u>		<u>8.0</u>
<u>Other Student Services</u>		<u>2.0</u>
<u>Staff FTE:</u>	<u>Subtotal:</u>	<u>51.5</u>

OPERATING REVENUES

<u>Tuition</u>		<u>2,904,381</u>
<u>Grants - State</u>		
<u>Grants - Federal</u>		<u>110,000 (anticipated)</u>
<u>TOTAL OPERATING REVENUES</u>		<u>3,014,381</u>

OPERATING EXPENDITURES

<u>Administration</u>		
<u>Salaries - Administrative (Professional)</u>		<u>455,500</u>
<u>Salaries - Administrative (Support/Clerical)</u>		<u>35,000</u>
<u>Accounting-Audit</u>		<u>43,000</u>

<u>HMIII Directors Insurance</u>	<u>2,500</u>
<u>Other Professional Services</u>	<u>148,890</u>
<u>Information Management and Technology</u>	<u>3,300</u>
<u>Office Supplies and Materials</u>	<u>4,000</u>
<u>Professional Development, Administrative/Board</u>	<u>6,000</u>
<u>Signage/Branding, Community Events</u>	<u>4,000</u>
<u>Recruitment/Advertising</u>	<u>3,000</u>
<u>Subtotal:</u>	<u>705,190</u>

	<u>General Education</u>	<u>Special Education</u>
<u>Instructional Services</u>		
<u>Salaries - Teachers</u>	<u>1,185,004</u>	<u>393,027</u>
<u>Salaries - Paraprofessionals</u>		<u>216,000</u>
<u>Instructional Technology in Classrooms</u>		<u>5,000</u>
<u>Instructional Supplies & Materials</u>	<u>60,000</u>	
<u>Professional Development, Instructional</u>		<u>10,000</u>
<u>Staff Stipends in addition to base salary</u>	<u>44,900</u>	
<u>Other:</u> <u>Math Fellows</u>	<u>21,000</u>	
<u>Subtotal:</u>	<u>1,541,904</u>	<u>393,027</u>

<u>Other Student Services</u>	
<u>Salaries - Other Student Services</u>	<u>118,662</u>
<u>Other:</u> <u>Saturday academies (N/I stipends)</u>	<u>14,000</u>

<u>Other:</u>	<u>Acceleration Academies (N/I stipends)</u>	<u>12,000</u>
	<u>Subtotal:</u>	<u>144,662</u>

<u>Fixed Charges</u>		
<u>Fringe Benefits</u>		<u>5,700</u>
	<u>Subtotal:</u>	<u>5,700</u>

<u>Contingency Fund</u>		<u>10,000</u>
-------------------------	--	---------------

<u>TOTAL OPERATING EXPENDITURES</u>		<u>2,800,483</u>
-------------------------------------	--	------------------

<u>SURPLUS/(DEFICIT)</u>		<u>213,898</u>
--------------------------	--	----------------

Appendix A

Accountability Plan Evidence 2015-2016

Please note: Accountability Plan is pending approval from DESE.

Faithfulness to Charter

	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence
Objective: <i>BACS scholars will show core values and be on the pathway to college acceptance. (KDE #1 Culture of Achievement)</i>		
Measure: Each year, 80% of BACS 5th graders will be rated proficient, as determined by the Common Core State Standard writing rubric for personal narrative, on their end of year capstone project.	Not Met	5 th graders completed the end of year project but were not graded on the personal narrative rubric. This is a new measure to be put in place for the 2016 school year.
Measure: All BACS students will self report on grade specific BACS Core Value Rubric at least twice per year and conference with their teacher to review their progress and set goals.	Not Met	Core value rubrics are currently being created by Dean of Student Success and teacher teams.
Measure: Each year, 90% of BACS scholars will reach their BACS Core Value Rubric goals by the end of the school year.	Not Met	Core value rubrics are currently being created by Dean of Student Success and teacher teams.
Objective: <i>BACS scholars will engage with a rigorous tailored curriculum based on data that prepares them for success in middle school and eventually college. (KDE #2 Rigorous and comprehensive curricula and KDE #3 Differentiated instruction)</i>		
Measure: Each year, 85% of BACS 5th grade students will demonstrate proficiency (above 75%) on BACS grade level power standards on their end of year assessment.	Not Met	This is a new measure to be put in place for the 2016 school year.
Measure: Each year, teachers will complete at least 4 data action plans (based on internal or external assessments) per year and 75% of those each teachers' data action plans will	Not Met	Teachers created data action plans and received feedback. This is a new measure to be put in place for the 2016 school year.

show a clear adjustment to practice as measured by the BACS data action plan performance rubric.		
Measure: Each year, 80% of data action plan post-assessments will demonstrate improvement over the initial assessment by moving at least 20% of scholars up one performance level (warning, needs improvement, proficient, advanced)	Not Met	Teachers completed data action plan reflections but did not record the data in this fashion. This is a new measure to be put in place for the 2016 school year.
Objective: <i>BACS will provide consistent opportunities for teachers to collaborate in multiple types of team planning to further vertical, content, and grade-level collaboration and consistency. (KDE #4 Excellence in leadership and instruction)</i>		
Measure: Each year, teacher teams (grade level or content teams) will assess their own performance 2 times per school year on the <u>Power of Teacher Teams</u> “A Framework for Evaluating the Effectiveness of Teams” ¹ rubric. All teacher teams will be observed and rated by Deans at least “developing” in all categories by June.	Not Met	This is a new measure to be put in place for the 2016 school year.
Objective: <i>BACS will form meaningful partnerships with families of students in order to support students in achieving personal and academic growth. KDE #5 Partnership)</i>		
Measure: Each year, 70% of families will receive at least 1 home visit.	Not Met	51% of families received a home visit this year.
Measure: Each year, 80% of families will attend parent teacher conferences twice per year.	Not Met	This is a new measure to be put in place for the 2016 school year.
Measure: Each year, as reflected in a staff survey, 90% of teachers will see family engagement as positively contributing to their students’ academic performance and engagement and motivation in their classroom.	Not Met	This year only 20% of teachers took the survey.
Objective: Bentley Academy Charter School will plan for and will share its promising practices with other schools in Salem		
Measure: By the end of the school’s second year of operation, BACS will have identified 2 school developed best practices that could be disseminated to	Not Met	This measure is for year 2 of operation.

visitors and other schools in Salem.		
Measure: Bentley Academy Charter School will have an open door policy and will encourage visitors. The school will host at least one visiting group each year.	Partially Met	The school has the policy in place. However, no data was kept on the number of visitors that came.
Measure: In years 4 and 5, BACS will engage in at least 2 dissemination activities where the school will share best practices with other Salem Schools.	Not Met	This measure is for years 4 and 5.

Appendix B

Charter School Recruitment and Retention Plan Template

School Name: Bentley Academy Charter School
Date: July 13, 2016

2015-2016 Implementation Summary:

For the 2015-2016 school year, we will be increasing our enrollment to up to 300 scholars. As a result, we have had three lotteries and plan on having two additional lotteries in August and one in September. In total, we have had 147 applicants for the lottery. We have have 20 students on the waiting list.

We are still in the process of registering and enrolling these new scholars and as a result do not yet have the demographic data available for them. We believe this new class of students will have demographic data similar to that of our current student populations. Our recruitment efforts were done in both English and Spanish as this is the most prevalent language spoken by our families. Portuguese materials were also available for the those families who needed it. We focused on giving information to families about our program and model through various open house events that were advertised throughout the city.

General Recruitment Activities for 2016-2017:

All recruitment efforts will target Salem residents. We will advertise in at least one citywide publication. We will send out a mailing to all Salem Public Schools students entering grades K-5 through a 3rd party mail house and the list provided by the district. This package will be in both English and Spanish and include a letter about the school, application process and open house schedule, a fact sheet, and application. The application and fact sheet will be posted to our school website and will be available in English, Spanish, and Portuguese.

We will have signs throughout the city advertising our open house events. These will take place twice per week during the months of January and February on Tuesdays and Thursdays. These will be in both English and Spanish. We will also have Portuguese translation available as needed for families.

We will send home a letter to current families asking them to reach out to friends and relatives about the process along with a copy of the application. Additional copies will be available in the front office for families to share. We will go to apartment buildings around the city and leave our application and materials for families to take.

Recruitment Plan –Strategies	
Demographic Group	Strategies

<p>Special education students</p>	<p>According to CHART, BACS has a higher percentage of special education students (19.7%) than that of the state (17.2%) and lower percentage than that of the Salem (21.5%).. CHART did not have comparison index for BACS.</p> <p>In order to ensure that we continue to have a comparative representation of scholars who receive special education services BACS will do the following:</p> <p>All application materials will state that students with special needs are welcome at the Bentley Academy Charter Schools and will share information about the special education programs offered at Bentley.</p> <p>Have our special education team represented at open house events. We will also try to have a current parent of a scholar receiving special education services attend at least two session to answer the questions of prospective parents and families.</p> <p>Continue to focus on recruiting students attending the Early Childhood Center located at the Bentley. Each family will receive a letter and application that will be taken home.</p>
<p>Limited English-proficient students</p>	<p>According to CHART, BACS has a higher percentage of Limited English-proficient students (12.6%) than that of the state (9%) and lower percentage than that of Salem (13.7%). CHART did not have comparison index for BACS.</p> <p>BACS will have information about our ELL program available in all printed material.</p> <p>A representative of the ELL department will be present at recruitment events throughout the fall and winter.</p> <p>BACS will continue to have multiple lotteries into the summer to allow families who arrive to the country over the summer the opportunity to enter the lottery.</p> <p>BACS will invite prospective families and community members to our Heritage Night that will highlight the cultures of our current students.</p> <p>BACS will have parents of students who are ELLs communicate with prospective parents during our recruitment efforts.</p> <p>BACS will continue to host adult ESL classes from the House of Gables and will provide recruitment materials to these students for their families.</p>
<p>Students eligible for free or reduced lunch^[1]</p>	<p>According to CHART, BACS has a higher percentage of students that are economically disadvantaged (59.4%) than both the state (27.4%) and Salem district (43.6%). CHART did not have comparison index for BACS.</p> <p>BACS will hand deliver applications and flyers about the school to various apartment buildings across the city.</p> <p>BACS will continue to partner with Head Start (both in the building itself and other locations) to offer students information about the school and the program.</p> <p>BACS will leave applications at different agencies that may serve families that are economically disadvantage; including Department of Children and families, the</p>

	<p>Department of Transitional Assistance, the WIC Offices, the Department of Mental Health, and the local Mass Health office.</p> <p>BACS will continue to provide all school supplies to all scholars and will ensure that field trips continue to be free. BACS will also continue to offer low-cost uniforms. This will be advertised in recruitment materials.</p>
Students who are sub-proficient	<p>BACS will advertise its additional time initiatives including Saturday Scholars Program and the February and April vacation week Acceleration programs in recruitment efforts.</p> <p>BACS will advertise that students at all proficient levels are invited to attend BACS in its recruitment information.</p> <p>BACS will continue to advertise the WIN (What Ever I Need) intervention block to families.</p>
Students at risk of dropping out of school	<p>BACS will encourage students who may be at risk of dropping out of school to attend BACS by highlighting the additional time available for those students who may be struggling. This support is offered through in school intervention time as well as Saturday and school vacation academies.</p>

Retention Plan 2016-2017

Please provide a brief narrative report on implementation of retention strategies from last year's plan.
<p style="text-align: center;">2015-2016 Implementation Summary:</p> <p>Because the school was in its first year there was no attrition rate provided in CHART. Based on our current information we are currently at about a 93.9% retention rate. (This may change as scholars have not yet returned from summer vacation.) Of the students we know that are leaving 6 of them are leaving for the school because they are moving out of the district, 1 are leaving to attend another district school that is closer to their home or has a sibling, 4 are leaving to be in specialized program at another district school, and 2 have left because of dissatisfaction with the school program.</p> <p>This year we had various retentions strategies including implementing a Response to Intervention system that allowed teachers to create and implement plans for scholars that were struggling. We also hired a Dean of Student Success who was able to support student with behavioral challenges and provide scholars with positive behavior reinforcements. We continue to develop strong relationships with families through our home visiting program and monthly communication with families. We also continued to have our weekly family newsletter. We hosted numerous family events through the year and had celebrations of scholars weekly during our Town Hall. We continued to offer opportunities for scholars to have additional time with our free Saturday Scholars program and vacation Acceleration Academies.</p>

--

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

Retention Plan –Strategies List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<p>We will create opportunities for scholars with special needs to be recognized for their achievements including at our Town Hall events.</p> <p>We will work on increasing the school's parent presence at the Salem Public Schools DPAC and provide information to parents about these meetings.</p>
Limited English-proficient students	<p>We will host a cultural night in the fall to highlight the cultures of our scholars and the languages that they speak outside of school. For the 2016-2017 school year, we are adding a Spanish class elective for all students.</p>
Students eligible for free or reduced lunch[2]	<p>We will continue to offer all school supplies to all scholars. We will offer more low-cost uniform options to our families.</p>
Students who are sub-proficient	<p>We are structuring our intervention blocks to be back-to-back. This means scholars will receive one hour of intervention that can be used for one subject. This way if a scholar is struggling in reading they can have 1 hour of intervention instead of the 30 minutes of intervention they currently receive.</p>
Students at risk of dropping out of school	<p>We will have presentations on colleges and how to apply for and attend college. We will look for presenters that may have been at risk of dropping out to share their journeys.</p>

Appendix C

School and Student Data Tables

Enrollment by Race/Ethnicity (2015-16)		
Race	% of School	% of State
African American	10.6	8.8
Asian	3.1	6.5
Hispanic	44.1	18.6
Native American	0.0	0.2
White	39.0	62.7
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	3.1	3.2

Title	% of School	% of State
First Language not English	28.3	19.0
English Language Learner	12.6	9.0
Students With Disabilities	19.7	17.2

High Needs	74.8	43.5
Economically Disadvantaged	59.4	27.4

ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Justin Vernon, Head of School	Charter School Leader	July 1st, 2015	May 20, 2016
Hai Son, Head of Operations	Assistant Charter School Leader	July 1st, 2015	June 30, 2016
Marlena Afonso, Dean of Curriculum and Instruction	Curriculum and Instructions	July 1st, 2015	
Victoria Crisp, Head of Student Support and Services	Special Education Administrator	July 1st, 2015	June 30, 2016
Brenda Pena, Head of Family and Community Engagement	Family and Community Engagement	July 1st, 2015	February 12, 2016
Jenna Cripps, Dean of Student Success	School Culture/Discipline		

*Add additional rows as necessary

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	7	5	1 short commute 3 family issues 2 other opportunities within district 1 left district 5 Non-renewals
Paraprofessionals	7	2	2	2 other job opportunities 2 family issues
Fellows	1	1	1 1	2 other job opportunities 1 End of Fellowship

Other Staff	2	0	1	1 Non-renewal
-------------	---	---	---	---------------

BOARD MEMBERS FOR THE 2015-2016 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Ryan Lovell	Chair	HR, Development, Governance	2	7/1/16-6/30/19 7/1/15-6/30/16
John Casey	Treasurer	HR, Finance	2	7/1/16-6/30/19 7/1/15-6/30/16
Christine Sullivan	Vice-Chair	Education, Development	2	7/1/16-6/30/19 7/1/15-6/30/16
Sarah Toce	Secretary	Governance	2	7/1/16-6/30/19 7/1/15-6/30/16
Rachel Hunt	Member	Education, Governance	1	7/1/15-6/30/16
Richard Pabich	Member	Development	1	7/1/15-6/30/18
Angel Donahue-Rodriguez	Member	Finance, Education	1	7/1/15-6/30/18
Marie Belony	Member	HR	1	7/1/15-6/30/18
Kristine Wilson	Member	Education	1	7/1/15-6/30/18

Appendix D
Additional Required Information

Position	Name
Board of Trustees Chairperson	
Charter School Leader	Marlena Afonso
Assistant Charter School Leader	TBA
Special Education Director	Lauren Giroux
MCAS Test Coordinator	
SIMS Coordinator	
English Language Learner Director	
[Title - other]	

Facilities

Has your school relocated or acquired a new facility within your charter school's current municipality? (Please note: if you are relocating or acquiring a facility outside of your charter school's current municipality, this requires Commissioner approval. Please see the Amendment Guidelines for further details: <http://www.doe.mass.edu/charter/governance/?section=amendments>).

Location	Dates of Occupancy
N/A	

Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2016-2017 school year? Please be reminded of the following regulatory requirements: “Charter schools may not set any principal application deadlines or hold any enrollment lotteries for student admissions for the upcoming school year until after January 1st. Every charter school shall conclude its principal enrollment process no later than March 15th of each year” (603 CMR 1.05 (3)(c)).

Action	Date(s)
Student Application Deadline	Tuesday, March 6, 2016 Tuesday, April 12, 2016 Tuesday, June 21, 2016 Monday, August 15, 2016
Lottery	Thursday, March 8, 2016 Thursday, April 14, 2016, Thursday, June 23, 2016 Tuesday, August 16, 2016