

**Annual Report
School Year 2021-2022
Boston Renaissance Charter Public School**

The Commonwealth of Massachusetts
Department of Elementary and Secondary Education

Boston Renaissance Charter Public School

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Submitted to the MA Department of Elementary and Secondary Education on
July 28, 2022

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Table of Contents

I. INTRODUCTION TO BOSTON RENAISSANCE CHARTER PUBLIC SCHOOL	2
II. SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION	2
A. Faithfulness to Charter	2
1. Mission and Key Design Elements	2
2. Amendment to the Charter	5
3. Access and Equity: Discipline Data	5
4. Dissemination	6
B. Academic Programs Success	7
1. Student Performance	7
2. Academic Program	7
3. Curriculum	9
4. Instructional Model	9
5. Assessment Methods	10
6. Supports for All Learners	11
7. Assessment & Instruction	11
8. Whole-Child Programming	12
9. After School Acceleration Programming	12
III. ORGANIZATIONAL VIABILITY	13
A. Organizational Structure of the School	13
B. Budget and Finance	13
IV. ADDITIONAL INFORMATION REQUIRED BY CHARTER SCHOOL	14
Appendix A: Accountability Plan - School Year 2021-2022	14
Appendix B: Recruitment and Retention Plan 2022-23	18
Appendix C: School and Student Data Tables 2021-22	26
Appendix D: Additional Required Information 2021-22	30
Appendix E: Conditions, Complaints, and Attachments 2021-22	31
Appendix F: Budget and Finance	32
1. FY22 Unaudited Statement of Revenues	
2. FY22 Unaudited Statement of Net Assets	
3. BRCPS FY23 School Budget	
4. BRCPS FY23 Capital Plan	

I. INTRODUCTION TO BOSTON RENAISSANCE CHARTER PUBLIC SCHOOL

<i>Boston Renaissance Charter Public School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Boston
Regional or Non-Regional	Non-regional	Chartered Districts in Region (if applicable)	NA
Year Opened	1995	Year(s) the Charter was Renewed (if applicable)	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	944	Enrollment as of 6/1/22	930
Chartered Grade Span	PK-6	Current Grade Span	PK-6
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of 07/01/22	914
Number of Instructional Days during the 2021-22 School Year	180		
School Hours (ex: 8:30am-3:00pm M-F) (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)	7:25– 3:00	Age of School as of 2021-22 School Year	27
Mission Statement The mission of the Boston Renaissance Charter Public School is to nurture and develop academic, social, and emotional competence while building confidence, character, and citizenship among its students.			

II. SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

A. Faithfulness to Charter

1. Mission and Key Design Elements

The mission of Boston Renaissance Charter Public School (BRCPS) is to nurture and develop academic, social, and emotional competence while building confidence, character, and citizenship among its students. We pursue our mission through a whole-child approach to education, centered on providing quality instruction and targeted support to ensure each student develops the academic skills and knowledge outlined in the Massachusetts Curriculum Frameworks.

Key Design Element #1:

Whole-Child Model with programs and supports in place to nurture academic, social, emotional development.

At the end of last year, we moved from a remote model to a hybrid model, and integrated fully in person instruction this year; allowing us to fully return to our mission and whole-child model.

We created instructional schedules that built in “What I Need” (WIN) time and allowed for SEL/restorative practices as well. A SEL coach was utilized to support teachers with instruction.

This year, we began as members of the Inclusive Academy through DESE’s Multi-Tiered System of Supports (MTSS) initiative and programming. It is a three year commitment through which our staff received targeted professional development around Universal Design for Learning. Members of our community participated in training as well as a UDL graduate course. Participation in this academy and the MTSS Leadership Academy gave us support around completing our annual MTSS self-evaluation and reflecting/creating action steps. For example, tiering students based on their data for WIN instruction, to ensure that we are moving toward alignment with the MTSS frameworks.

SEL is incorporated into all aspects of the BRCPS school day, from structured curriculum-based SEL lessons to the ways teachers work with students in everyday interactions. Whether it be during recess or core academic instruction, our goal is to instill in students the school’s core values: courage, curiosity, integrity, kindness, perseverance, and respect. The core values are woven into our school and represented in our two core SEL programs: Second Step in Lower School (grades PreK-2) and revised SEL programming by developing units aligned with SEL competencies that incorporate Restorative Justice in Upper School (grades 3-6), both of which we continued to implement in SY22.

Our Lower School teachers design SEL lesson plans using Second Step curriculum materials, which integrate age-appropriate activities, games, and songs. The program is grounded in the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), which centers on five SEL core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. We have bi-weekly community meetings which embed our BRCPS Core Values and being an Upstander (listening, acting and uniting) into our community language. We select student leaders who embody these core values. Students participate in read aloud and activities linked to CASEL standards as well as equity and diversity.

In the Upper School, we continued to implement the BRCPS Restorative Justice program for the fourth consecutive year. The program is designed to promote positive social-emotional development, helping students build skills for leadership, conflict resolution, and peer relationships, while building trust and rapport between students and their teachers. Restorative Justice check-ins took place twice a week in grades 3 & 4 where more foundational social skills were lacking due to the pandemic; once a week in grades 5 & 6 and once a week at the homeroom level. In addition, weekly community meetings were held across multiple homerooms or across the entire Upper School community. We held monthly community meetings focusing on celebration of students showcasing specific school core values.

We implemented a smaller Restorative Justice model this school year, post remote learning. We found the smaller Restorative Justice meetings held at the homeroom level were an excellent venue to address issues and topics students were experiencing surrounding COVID-19 and racial justice.

The previously established Student Well-Being Team consists of a SEL coach, student support

staff, school psychologists and social workers, and teachers from across our grade span. Collaboratively, the team met regularly and established systems for communication and addressed concerns regarding student attendance or engagement that arose throughout the year. With the assistance of teachers, members of the Student Well-Being Team continued their work this school year on SEL skill-building activities and ways to further enhance their Second Step lessons and Restorative Justice activities.

BRCPS maintained our familial communication from our SY21 model; however, given the constraints of the pandemic we continued to establish safe ways to connect with families, utilizing tech platforms and email/phone communications. At the beginning of the school year we re-opened our Family Resource Center. Staffed by our Family Engagement Coordinator and Homeless Liaison, the center has many helpful resources including a computer workstation, printer, coffee maker, comfy chairs, extra school supplies and bean bag chairs and games for the little ones.

Key Design Element #2:

Flexible learning environments that effectively serve diverse groups of learners and provide targeted intervention, support, and enrichment.

The delivery of equitable services to diverse groups of learners continues to be among our highest priorities at BRCPS. Personalized, targeted interventions and supports are core to our standard in-person instructional model, and we maintained these services in SY22.

This year, we fully developed and improved upon our WIN schedule blocks in Lower and Upper schools, designed to provide students with targeted interventions, support, and enrichment. These blocks take place Monday through Friday and include SEL days. Our on-going, cyclical use of data allowed us flexibility in meeting the needs of diverse learners.

During WIN blocks, small learning groups of 4-6 students were created based on assessment data, taken every six weeks, as well as more frequent bi-weekly progress monitoring for Tier 2 and 3 students. Students met in groups, with reading specialists and math specialists, special education teachers, and core classroom teachers to focus on gaps in learning, identified in the assessment data. This targeted, small-group instruction time benefits all students while especially supporting students with disabilities (SWD) and English learners (ELs), as well as providing advanced learning opportunities for students who are achieving above grade level. This schedule block also leads to more effective data collection and allows us to equitably serve students.

This Key Design Element was also implemented through our expansive special education program for students with special needs, described in detail in Section B(6). *Academic Program Success; Support for All Learners.*

Key Design Element #3:

A teacher development model that builds each teacher's capacity to effectively serve all students.

As with previous years, BRCPS remains committed to providing teachers with relevant Professional development (PD) opportunities. Professional development takes many forms,

including regular ongoing observation and feedback, weekly and bi-weekly team meetings, with collaborative planning across instructional positions, planned PD sessions led by our coaches, facilitators, and administrators, often held on student half-days, and planned sessions with external trainers from partner organizations. All of these professional learning activities and support were maintained during SY22, both in-person PD held on a smaller, safer scale, and also large scale PD using the Zoom platform.

Teachers participated in on-going Universal Design for Learning professional development through the MTSS Academy. They were given feedback around their lesson planning from our MTSS liaison who also observed classrooms and provided leadership teams with feedback as well. Additionally, teachers were given training through our partnership with Keys to Literacy around the Science of Reading. Based on our strategic literacy plan, we provided staff members with Wilson Reading training which will continue into the new school year. Upper School teachers engaged in a PD series with the Boston Debate League to elevate student discourse and promote higher level tasks for students. Our ESL teachers participated in the MATSOL conference as well.

We continued sharing best practices via learning walks—peer observation/learning in each other’s classrooms—which generate the sharing of best-practices and cultivate a collaborative culture among teachers. We also continued to hold grade-level team meetings, coordinated by Lead Teachers and attended by a mix of instructional staff and leadership, giving BRCPS teachers opportunities for collaborative planning, review of data, assessing student work, and sharing instructional techniques. All grade levels participate in content grade level meetings and operational team meetings.

2. Amendment to the Charter

Not applicable; no charter amendments were requested in SY22.

3. Access and Equity: Discipline Data

- Please use this link to the MA Department of Elementary and Secondary Education website to find the most recent publicly available student discipline data for BRCPS: <https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04810000&orgtypecode=5&=04810000&>

- The table below displays the in and out of school suspension rates for BRCPS, as published on the Department’s website (for the aggregate and for subgroups).

- Student Discipline Systems and Processes:

Student Support Team - if there is an issue, this team responds with proactive, tiered levels of support. They push-in and do collaborative work with the Mental Health Team, Directors and families around next steps for individual students. This team inputs and monitors data using the PowerSchool platform. Additionally, they pull monthly reports for the purpose of action planning during our biweekly Student Well Being meetings.

- Student discipline systems and processes to reduce the use of in and out of school suspensions rates and address disparities of rates among subgroups:

2020-21 Student Discipline

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04810000&orgtypecode=5&=04810000&>

Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	965	0			
English Learner	109	0			
Economically Disadvantaged	625	0			
Students with Disabilities	114	0			
High Needs	707	0			
Female	498	0			
Male	467	0			
American Indian or Alaska Native	1	0			
Asian	1	0			
African American/Black	583	0			
Hispanic/Latino	332	0			
Multi-race, Non-Hispanic/Latino	33	0			
Native Hawaiian or Pacific Islander	0	0			
White	15	0			

4. Dissemination

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a

			districts)	grant report was written.)
Social-emotional benefits music and art provide	Opinion-editorial article outlining how arts and music play a role in teaching the whole child	BRCPS Director of Visual and Performing Arts	Article was published by Education Post, on educationpost.org	

B. Academic Programs Success

1. Student Performance

School Report Card: The most recent (2021), publicly available student performance data, can be found on the BRCPS “Report Card” on the DESE website: <https://reportcards.doe.mass.edu/2021/districtreportcard/04810000>

2. Academic Program

On the heels of our remote and hybrid school year, BRCPS focused on strategies to help students transition back to in person learning, academically, socially, and emotionally.

While we have prioritized student well-being and SEL skill growth based on student needs, we also began this year focusing on data collection that allowed us to identify student gaps in learning so that we could minimize gaps through Tier 1 and Tier 2/3 instruction.

Our master schedule prioritized inclusion of a WIN block and focused on the points in DESE’s Accelerated Learning Roadmap. Students participated in classroom, online platforms and in-person flexible learning that built off of the remote tools we had success with prior, while allowing us to return to the best practices of in-person instruction and learning. Our academic programming continued to provide robust, wrap-around services for diverse learners and English language learners. Translation services were improved upon to involve families more equitably in the academic experience at our school.

Schoolwide Assessment Data: I-Ready

Reading

The I-Ready Diagnostic Assessment is a CAT (Computer-Adaptive test) that measures a student’s skills in the following domains: Phonological Awareness (K-1), Phonics (K-4), High Frequency Words (K-2), Vocabulary (K-12), and Reading Comprehension both for literature and informational texts (K-12). This test is administered three times a year. Students in Grades 1-6 completed the I-Ready Reading Diagnostic in the Fall, Winter, and Spring. The tables below show the percentage of student scores that fell into Tier 1, 2, or 3 for the Fall, Winter, and Spring Diagnostics, as well as the overall change between Fall and Spring.

Overall Student Data

	Fall	Winter	Spring	Change
Tier 1	19%	33%	39%	20% increase
Tier 2	37%	38%	35%	2% decrease
Tier 3	43%	29%	26%	17% decrease

Special Education Students

	Fall	Winter	Spring	Change
Tier 1	3%	10%	11%	8% increase
Tier 2	17%	22%	22%	5% increase
Tier 3	80%	67%	67%	13% decrease

English Language Learners

	Fall	Winter	Spring	Change
Tier 1	4%	12%	22%	18% increase
Tier 2	45%	47%	46%	1% increase
Tier 3	51%	40%	33%	18% decrease

For the 2021-2022 school year, 52% of all students who took the Fall and Spring Reading Diagnostic assessments met their Annual Typical Growth target, as set by the iReady program. 36% of Students with Disabilities who took both assessments met their Annual Typical Growth target, and 87% of English Learner's met their Annual Typical Growth target.

Math

The I-Ready Math Diagnostic Assessment is a CAT (Computer-Adaptive test) that measures a student's skills in the following domains: Numbers and Operations (K-6), Algebra and Algebraic Thinking (K-6), Measurement and Data (K-6), and Geometry (K-6). This test is administered three times a year. Students in Grades K-6 completed the I-Ready Math Diagnostic in the Fall, Winter, and Spring. The tables below show the percentage of student scores that fell into Tier 1, 2, or 3 for the Fall, Winter, and Spring Diagnostics, as well as the overall change between Fall and Spring.

Overall Student Data

	Fall	Winter	Spring	Change
Tier 1	8%	19%	34%	26% increase
Tier 2	49%	53%	44%	5% decrease
Tier 3	42%	28%	22%	20% decrease

Special Education Students

	Fall	Winter	Spring	Change
Tier 1	1%	4%	7%	6% increase
Tier 2	23%	30%	35%	12% increase
Tier 3	76%	66%	58%	18% decrease

English Language Learners

	Fall	Winter	Spring	Change
Tier 1	2%	6%	15%	13% increase
Tier 2	45%	56%	57%	12% increase
Tier 3	53%	38%	28%	25% decrease

For the 2021-2022 school year, 44% of all students who took the Fall and Spring Math Diagnostic assessments met their Annual Typical Growth target, as set by the iReady program. 47% of Students with Disabilities who took both assessments met their Annual Typical Growth target, and 38% of English Learner's met their Annual Typical Growth target.

3. Curriculum

All BRCPS curricula are aligned with the MA Curriculum Frameworks and provide rigor and scaffolding to support all students. Our core curricula for grades K-6 are Eureka Math/EngageNY, Wonders ELA, Mystery Science, and Social Studies Alive. Our Pre-K grade level uses a separate curriculum from the rest of the school, published by Success for All. No significant changes were made to our curriculum in SY22.

In addition to our core curricula for grades K-6: Eureka Math/EngageNY, Wonders ELA, Mystery Science, and Social Studies Alive, a new science curriculum Project Lead the Way for grades 2-5 and OpenSciEd in grade 6 was implemented. Our Pre-K grade level uses a separate curriculum from the rest of the school, published by Success for All. No significant changes were made to our curriculum in SY22.

4. Instructional Model

BRCPS implements a highly collaborative instructional model, as general education teachers work closely with special education teachers, Reading Specialists, Math Specialists, Reading Support Teachers, and paraprofessionals to provide targeted instruction in full classroom and

small group settings. All BRCPS teachers continuously review data independently and in grade-level teams, and use collaborative planning time to develop strategies and lesson plans with a consistent focus on providing scaffolded learning opportunities for all learners. With great professionalism and collegiality, BRCPS teachers proactively shared effective practices and lessons learned with their colleagues and teams.

K1/K2 classrooms have a teacher/paraprofessional model; first and second have inclusion rooms and reading/math specialists supporting grade level general education classrooms. Second grade departmentalized for math and reading paired two classrooms to swap for those academic content blocks. One teacher focused on ELA instruction, one on Math instruction with the hopes of allowing a broader depth of knowledge and instructional planning time for teachers in a certain content area. They'd be able to plan for more specific needs in their specialty content area rather than planning for everything. Data looks promising as a result and this will continue into SY23.

Third through fifth grade departmentalized with paired classrooms, one teacher is dedicated to ELA and Social Studies, while the other is dedicated to Math. All teachers are responsible for science instruction. Sixth grade continues to be a middle school model where teachers are content specific and students switch between content. We continue to have reading and math specialists in grades 3 and 4, with push-in support from the academic team in grades 3 through 6 to support WIN instruction.

5. Assessment Methods

BRCPS teachers administer a full battery of evidence-based assessments on regular cycles throughout the school year; assessment data is evaluated on an ongoing basis by teachers, specialists, facilitators, and administrators.

In SY21-22 we returned to in person assessments with the supervision of school staff. In addition to other assessments, we assessed students using Aimsweb, a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment using brief, accurate measures of reading, math, spelling, and writing and is the most comprehensive K-12 assessment system that supports Response to Intervention (RTI) and tiered instruction. Aimsweb allowed us to monitor students in data cycles and benchmark access so we could track the data and move students around flexibly in WIN groups, based on their progress.

Another important assessment tool at our disposal is our curriculum-based assessments. We maintained schedules for regular assessments in ELA and Math, conducted every 2 weeks, covering two week curriculum units. Data for these two week assessments was on Illuminate, allowing us to look at data by modules. In addition to traditional assessments, students in grades 3-6 were given the opportunity to demonstrate learning of standards at the end of trimesters through culminating tasks.

Upper school continued culminating tasks at the end of each trimester, shifted assessments to align with pre and post cycles in ELA (3-4 weeks) and math utilized unit assessments ranging from 4-6 weeks.

6. Supports for All Learners

At BRCPS we continue to be deeply committed to serving all learners. We take pride in identifying best practices and researching quality programs and services for implementation for students with disabilities, those for whom English is a second and multi language, our advanced learners, and students from all cultural and socioeconomic backgrounds. Our commitment to all students is evidenced by the breadth of our services and the deep investments we make each year in personnel and programming designed to reach these subgroups.

The addition of our WIN blocks in the schedule are described under *Key Design Element 2*. In addition to this designated time in each student’s schedule, we also provide support for all learners during regular ELA, math, science and social studies blocks, utilizing our special education teachers, math specialists and reading specialists to work with students in small groups through push-in and pull-out services.

All students identified as English learners receive ESL services from an ESL licensed teacher and are placed in an SEI classroom. FEL students are monitored for four years after being reclassified. Students that do not make expected progress on the ACCESS test will be placed on an English Learner Success Plan with individualized language goals. BRCPS provides translation and interpretation services for all families who require it.

Ensuring physical safety for all students during in-person learning:

To meet the continued COVID-19 conditions of the 2021-2022 school year, BRCPS followed state guidance regarding COVID-19 safety protocols and policies. Based on consultations with the Boston Public Health Commission surrounding COVID protocols, we continued our mask mandate. All students and staff continued to wear masks while in the school building. We provided free masks to all students and staff members, sent test kits home with students, and continued our on-site pooled testing program as it has been successful in identifying cases and spreading within classrooms.

Plans to accelerate learning during the 2021-2022 school year:

Throughout the 2021-2022 school year, BRCPS implemented a comprehensive plan to accelerate student learning, as part of DESE’s Inclusive Academy targeted PD, coaching around Universal Design for Learning, being a part of ongoing leadership PD around MTSS, to support school-wide growth and development.

7. Assessment & Instruction

The BRCPS instructional model is built around the use of flexible student groupings and the collaboration of instructional staff to provide differentiated, targeted instruction to students, and in SY22 we fully leveraged and maximized this model. Utilizing the MTSS framework and expanding on the WIN blocks instituted in SY21.

We worked with students in whole-class, small group, and one-on-one instructional formats to meet their needs. We utilized a range of student assessments and our integrated data platforms to analyze and monitor each student’s progress. Acceleration programming was implemented for students at all grade levels, with slight differences between our Lower School (grades PreK-2) and Upper School (grades 3-6).

Acceleration strategies in SY23 will include:

BRCPS will integrate the following strategies for the SY23 school year:

- Adopting Theme/Project Based learning in K1-2.
- Updating literacy curricula to include Wonders 2020; Wilson Reading Systems and Heggerty.
- Piloting two math programs—Bridges and Illustrative Math.
- Adoption of Performance Matters platform—replacing Educlimber—as it streamlines better with PowerSchool.
- Utilizing Aimsweb for all grades to better progress, monitor/benchmark using this tool.
- SEL grant received for SEL tools and Panorama platform.

8. Whole-Child Programming

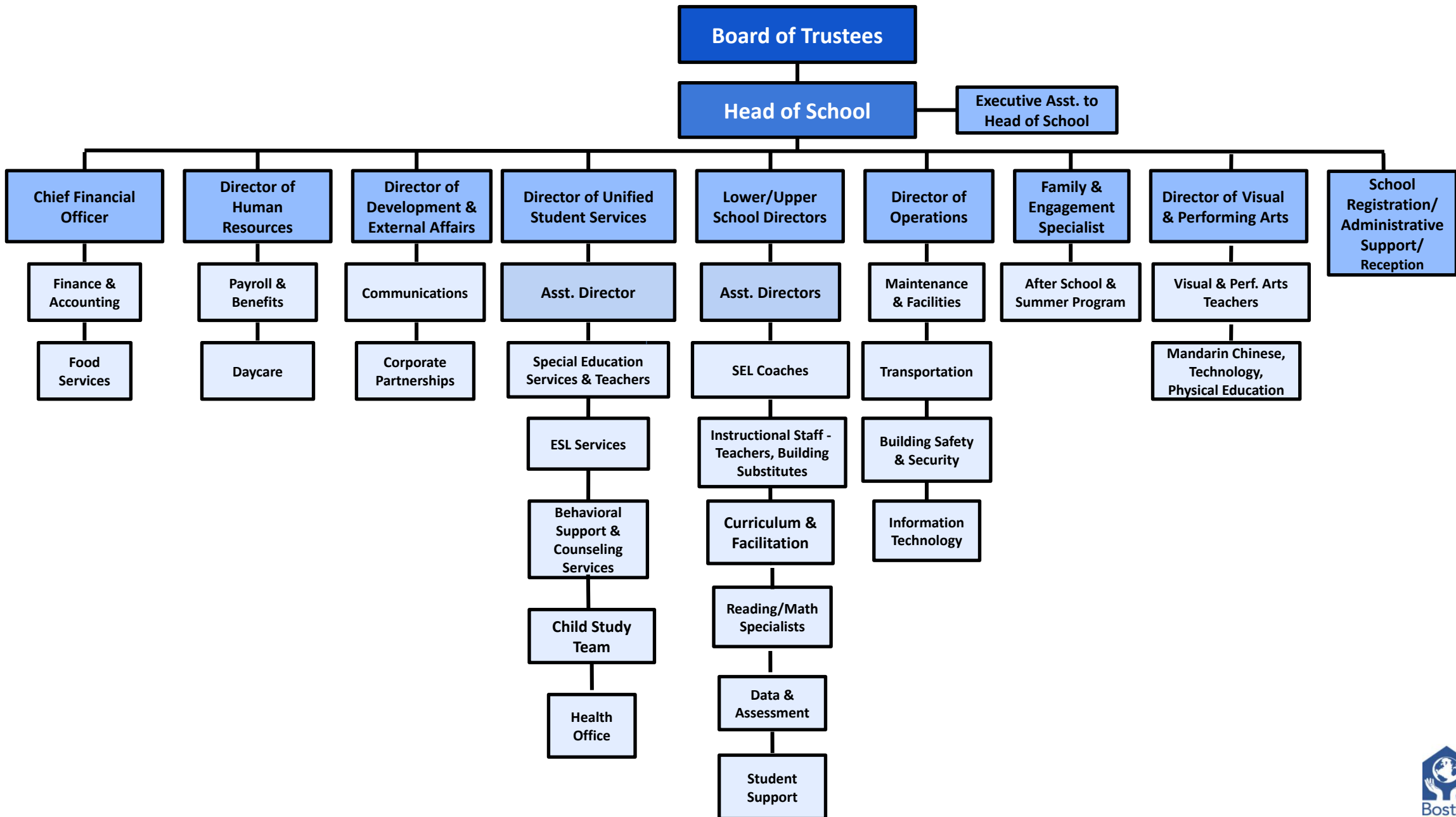
BRCPS will continue to place an emphasis on students' social-emotional development and mental health, and continue to utilize our Student Well-Being Team model established in SY21. This model allowed our administrators, SEL coaches, mental health staff, student support staff, and teachers to come together to implement policies and enact changes that support the whole child, inclusive of families and communities.

Never has there been a more important year to address needs around the whole child and our Student Well-Being Team allowed us to respond quickly in identifying students of high concern and triangulating supports at school and at home. This school year, our SEL data showed an increased need for enhanced support around the whole child. This team identified resources to support families while we support students with in-house school resources so they can focus on learning and achieving academic growth. We hold regularly scheduled staff meetings to review and discuss student progress and areas of concern, including detailed action steps for students who are struggling socially, emotionally, or academically to receive the support they need with clear metrics for progress. Additionally, we analyze data trends and provide support for classroom communities as needed.

9. After School Acceleration Programming

In SY21-22 we conducted our after school academic acceleration program, which provided academic support to students in grades 3-6, focusing on those students who scored in the lowest 25% on the 2021 MCAS. Students met three days per week from 3:45pm-5:15pm in the winter. The program coordinator and teachers used Number Worlds to develop the after school program curriculum and created lesson plans around math, specifically tailored toward students in the cohorts. Students were placed in groups of 6-8, with each group paired with a single teacher for targeted math instruction. The program was scheduled to have a second cycle for ELA. Unfortunately, due to a COVID-19 surge, we were unable to see it come to fruition.

Organizational Chart SY23



Effective July 1, 2022



III. ORGANIZATIONAL VIABILITY

A. Organizational Structure of the School

Boston Renaissance is governed by the Board of Trustees and operates under the leadership of the Head of School, who serves as the academic leader and chief executive. The school is structured to serve students in four departments: Lower School (grades PK-2), Upper School (grades 3-6), Unified Student Services (special education, English learner education, student support, mental health, nurses office), and Specialty (visual and performing arts, physical education, technology, library, and Chinese language instruction). Students are served across these four departments, each of which is led by a Director and Assistant Director (with the exception of the Specialty department, which has a Director but no Assistant Director). Administrative staff roles include human resources, finance, development and communications, facilities and operations, registration and enrollment, family engagement, and front desk reception.

No significant changes to the organizational structure are planned for SY22-23.

B. Budget and Finance

1. Unaudited FY22 statement of revenues, expenses, and changes in net assets (income statement) is attached to this report, Appendix F.
2. Unaudited FY22 statement of net assets (balance sheet) is attached to this report, Appendix F.
3. The BRCPS school budget for FY23, approved by vote of the Board of Trustees on May 18, 2022, is attached to this report, Appendix F.
4. The BRCPS capital plan for FY23 is attached to this report, Appendix F.

FY23 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	944
Number of students upon which FY23 budget tuition line is based	944
Number of expected students for FY23 first day of school	944
Please explain any variances: N/A	

IV. ADDITIONAL INFORMATION REQUIRED BY CHARTER SCHOOL

APPENDIX A: ACCOUNTABILITY PLAN - SCHOOL YEAR 2021-2022

Faithfulness to Charter

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BRCPS will implement an effective whole-child model that ensures students' academic growth and their social and emotional development		
<p>Measure: At least 50% of BRCPS students will meet or exceed their annual growth targets on iReady assessments in ELA and Mathematics each year</p>	<p>Reading Met Math Unmet</p>	<p>52% of students in grades 1-6 met their annual Growth Target in reading. 45% of students in grades K 2 - Grade 6 met their annual Growth Target in Math</p>
<p>Measure: Each year, at least 75% of teachers receiving targeted coaching and professional development for social-emotional learning will increase at least 30% between the pre and post assessments of implementing Second Step SEL Standards and Restorative Justice practices.</p>	<p>Not Met</p>	<p>Last year we were unable to gather both pre and post data due to the pandemic impacting student and teacher attendance. However, teachers received SEL-focused PD built around Second Step, Restorative Justice, and CASEL standards, measuring their confidence in their ability to support students' growth across the 5 CASEL SEL core competencies: Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making</p>
Objective (for KDE2): All BRCPS students will receive interventions, supports and enrichment in classroom environments that meet their individual learning needs		
<p>Measure: Each year, all BRCPS students, grades K-6, will have designated time each day in their schedules during which they receive targeted interventions, academic enrichment, and advanced learning opportunities; this targeted instruction will be determined by assessment data (ELA and Math) gathered and analyzed in regularly occurring assessment cycles taking place at least every 3-6 weeks.</p>	<p>Met</p>	<p>BRCPS developed and improved upon our WIN schedule blocks in Lower and Upper schools, designed to provide students with targeted interventions, support, and enrichment. These blocks take place Monday through Friday and include SEL days. We monitored students in data cycles and benchmark access using Aimsweb in an effort to track the</p>

		<p>data and move students around flexibly in WIN groups, based on their progress.</p> <p>Our curriculum-based assessments tool allowed us to maintain schedules for regular assessments in ELA and Math, conducted every 2 weeks, covering two week curriculum units. We tracked data using Illuminate, allowing us to look at data by modules. Students in grades 3-6 were given the opportunity to demonstrate learning of standards at the end of trimesters through culminating tasks.</p> <p>Upper school continued culminating tasks at the end of each trimester, shifted assessments to align with pre and post cycles in ELA (3-4 weeks) and math utilized unit assessments ranging from 4-6 weeks.</p> <p>This KDE was also implemented through our special education program.</p>
<p>Measure: Each year, the number of students with disabilities (SWD) who meet or exceed their typical annual growth targets on iReady ELA assessments will increase by at least 5% over the prior year, grades 1- 6. (SY19 serves as Year 1 baseline, 45%)</p>	<p>Not Met</p>	<p>36% of Students with Disabilities met their Annual Typical Growth target on iReady Reading/ELA assessments.</p>
<p>Measure: Each year, the number of English learners (ELs) who meet or exceed their typical annual growth targets on iReady ELA assessments will increase by at least 5% over the prior year, grades 1-6. (SY19 serves as Year 1 baseline, 61%).</p>	<p>Met</p>	<p>87% of English Learner’s met their Annual Typical Growth target on iReady/ELA assessments.</p>
<p>Objective(KDE 3): BRCPS will support teachers in developing the capacity to deliver and assess the impact of high-quality, targeted instruction for diverse learners.</p>		
<p>Measure: Each year, at least 80% of teachers participating in professional development focused on instructional practice will find that the training they received positively impacted</p>	<p>Met</p>	<p>PD feedback surveys saw a 97.14% response rate, with 91.43% of teachers responding positively. SY22 PD as follows:</p>

<p>their capacity to provide targeted instruction for diverse learners. Feedback on professional development will be gathered through post-session evaluations, completed at a minimum of 90% response rate.</p>		<p>Keys To Literacy PD for Lower School: <i>Keys to Beginning Reading offered to all Lower School staff</i></p> <p>Session 1 August 26th Session 2: September 3rd Session 3: October 1st</p> <p>Reflection/evaluation sent out in October to participating staff (26 teachers), 85% of teachers indicated the training they received positively impacted their capacity to provide targeted instruction for diverse learners.</p> <p>Universally Designed Instruction PD: <i>Multi-Tiered Systems of Support Academies (DESE)</i></p> <p>Session 1: October 15, 2021 from 12:00-3:00 <i>UDL 101</i> Session 2: November 19, 2021 from 12:00-3:00 <i>Creating a UDL lesson</i> Session 3: April-May 2022. Independent or with Grade level <i>Design a UDL lesson</i></p> <p>Boston Debate League</p> <ul style="list-style-type: none"> ● Debate inspired classrooms ● ILT: November 23, 2021 Think Pair Share Consensus ● Session 1: January 21, 2022 Class Challenge PD 1 Exit Ticket ● Session 2: February 18, 2022 Mini Debate PD 2 Exit Ticket ● Session 3: March 4, 2022 Evidence <i>Scavenger Hunt PD</i> 3 Exit Tickets
<p>Measure: Each year, in addition to 40 hours of collaborative planning time, 100% of BRCPS general education and special education teachers will participate in bi-weekly meetings focused on the use of data-driven, differentiated instruction for all learners, including SWD, English learners, and advanced learners.</p>	<p>Met</p>	<p>BRCPS Teachers attended a mix of collaborative planning, reviewing data, assessing student work, and sharing instructional techniques. In SY21-22 collaborative planning time took place as follows:</p>

		<p>ELA: 1hr weekly for grades 3 and 4; 1 hr bi-weekly for grades 5 and 6</p> <p>Math: 1hr weekly for grades 2, 3 and 4; 1 hr bi-weekly for grades K1, K2, 1, 5 and 6</p> <p>Science: 1hr ever third week for grades 3 and 4; 1hr weekly for grade 5 and 6 as needed; 1 hr biweekly for K1, K2, 1, and 2</p> <p>Social Studies: 1 hr bi-weekly for grades 5 and 6</p>
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Dissemination

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BRCPS will share its model for social-emotional development with other schools in Massachusetts over the course of the charter term		
<p>Measure: Each year, BRCPS will share elements of its school counseling and social-emotional learning model with at least one Massachusetts public school/district by hosting school representatives at BRCPS.</p>	Not Met	Invitations were extended to other Charter schools; however, all opportunities for direct school-to-school dissemination we attempted this year fell through due to the Pandemic.
<p>Measure: Each year, BRCPS will share elements of its school counseling and social-emotional learning model in a collaborative professional setting such as a conference, communities of practice, or similar convening of educators.</p>	Not Met	<p>BRCPS Mental Health Team participation in CoIIN (Collaborative Improvement and Innovation Network) meetings in which best practices were shared with a network of national and statewide school districts and other stakeholders.</p> <p>However, opportunities to meet were prevented due to continued COVID-19 restrictions.</p>

Reach Objectives and Measures (if applicable)

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: The Board of Trustees will provide active oversight of the school and its academic program to ensure that BRCPS is an academic success		
<p>Measure: The BRCPS Board of Trustees Academic Achievement Committee will meet to review</p>	Met	The BRCPS Board of Trustees' Academic Achievement Committee met to review

<p>academic data and discuss academic program delivery 5 times per year, each year of the charter term</p>		<p>academic data and discuss the school's academic program 5 times between 7/1/21 and 6/30/22, as evidenced by committee meeting minutes.</p>
<p>Measure: The BRCPS Board of Trustees Academic Achievement Committee will provide updates on academic initiatives and progress to the full Board of Trustees at each regularly scheduled Board of Trustees meeting, to be reported annually each year of the charter term</p>	<p>Met</p>	<p>The BRCPS Board of Trustees' Academic Achievement Committee provided updates on academic initiatives and progress to the full Board of Trustees at each regularly scheduled Board of Trustees meeting, as evidenced by Board meeting minutes.</p>

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2022-23

Recruitment Plan

<p style="text-align: center;">2021-22 Implementation Summary:</p> <p>SWD: In an effort to increase enrollment of students with disabilities, BRCPS will expand communication with the MA Department of Children & Families and MA Department of Transitional Assistance. Each of these public agencies serves families with young children, often families who are experiencing challenges or crises at home. Working through administrative channels, we will try to get information about BRCPS down to the caseworker level in each agency, so those who work directly with families will increasingly include BRCPS in their recommendations and referrals for clients.</p> <p>Multi Language Learners /EL: In an effort to increase enrollment of Multi Language learners and English learners, BRCPS will post enrollment and lottery information, including links to the Boston Charter Application, on our school Facebook and Instagram accounts in Spanish, Haitian Creole, Cape Verdean Creolo, and Portuguese. We will publish these social media posts throughout January and February 2022, leading up to the February 28th deadline.</p>

<p>Describe the school's general recruitment activities, i.e. those intended to reach all students.</p>
<p style="text-align: center;">General Recruitment Activities for 2020-2021:</p> <p>General recruitment activities will include outreach to community-based nonprofits located in the neighborhoods where many of our students tend to live; advertisements in newspapers, and advertising through the school's social media outlets. We see robust interest in our school each year and we keep our social media channels and website updated with information about the school. We have always offered guided tours of the facility to all interested families. We have also visited different community centers and family resource centers and shared information and services our school offers for families of second language learners and SWD.</p> <p>In SY22-23 we will continue our participation in the Boston Charter School Application, which has made the enrollment process at BRCPS very simple for families throughout the region. We will communicate the lottery date and application deadline to families of existing students, to make sure they are aware of the dates and can share the information with their friends, family members, co-workers, and neighbors.</p>

Recruitment Plan – 2022-23 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 10.1% GNT percentage: 15.7% CI percentage: 16.1%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2021-22 Strategies</p> <p>In an ongoing effort to recruit and retain a diverse community of families Boston Renaissance continues to engage in a variety of communication and activities through digital platforms and school based events. In our outreach to Head starts, Early Intervention sites, and nonprofit organizations, we will invite families to tour BRCPS in person and learn about our academic programs and special education services. We will announce two dates for tours, to take place during school hours in the weeks preceding the enrollment lottery to be led by the Student Services leadership and teachers.</p> <p>For the school year 2020/2021 we have engaged community partners through emails, school tours, sending out information flyers on programs and services in languages common to our student population. We will continue to use our social media platforms and engage our family community resources as a means of spreading the word about our services that support all students.</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>•</p> <hr/> <p align="center">(c) 2022-23 Additional Strategy(ies), if needed</p> <p><input checked="" 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> <p>Outreach to community-based nonprofits located in the neighborhoods where many of our students tend to live; advertisements in newspapers, and advertising through the school’s social media outlets. Keep our social media channels and website updated with information about the school. Guided tours of the facility to all interested families–keeping within guidelines of COVID safety protocols–this practice will resume. Visit different community centers and family resource centers sharing information and services our school offers for families of second language learners and SWD.</p> <p>Boston Renaissance will utilized the following techniques and events to ensure families are equal partners within the school community:</p> <ul style="list-style-type: none"> ● Internal Communications/Reminders ● External Communications/Reminders ● Annual Family Day ● Student-Led Conferences
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	<ul style="list-style-type: none"> ● Community Events ● Special Education Parental Advisory Committee (SEPAC) ● School Tours ● Summer Camp Program
Limited English-proficient students/English learners	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 13.1% GNT percentage: 26.7% CI percentage: 28.4%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2021-22 Strategies</p> <p>For our English learners, we continue with our efforts to recruit and retain a diverse community of families. We do this through a variety of community opportunities and digital platform activities as well as in-person school events. Similar to the students with disabilities section, BRCPS’s goal is to utilize the following techniques and events to ensure our limited English proficient families are equal partners within the school community:</p> <ul style="list-style-type: none"> ● Translation available for all major events, meetings and communications ● Internal and External Communications/Reminders ● Annual Family Day ● Student-Led Conferences ● Community Events ● English Learner Parental Advisory Committee (ELPAC) ● School Tours ● Summer Camp Program <p>Our model for limited English proficiency families includes similar best practices used for retention and recruitment of our students with disabilities. For the school year 2021/2022 we engaged community partners through emails, school tours, sending out information flyers on programs and services in languages common to our student population. We will continue to use our social media platforms and engage our family community resources as a means of spreading the word about our services that support all English learner students.</p> <p style="text-align: center;"><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Strategies copied from our SY20-21 Annual Report:</p> <ul style="list-style-type: none"> ● Our recruitment efforts shall include strategies to reach local residents who speak the languages most prevalent in the city of Boston – Spanish, Chinese, Crioulo, Haitian Creole, and Vietnamese. We will contact and build on our relationships with Boston-based organizations that provide ESL programming to these communities, as well as those that provide immigration support services. Through outreach by phone, email, and direct mailing, we will provide information to these organizations, and to the local residents to whom they provide services. ● These organizations shall include but not be limited to: Action for Boston Community Development (ABCD) – Citywide Boston Hispanic Center; La Alianza Hispana; Haitian Multi-Service Center; AFAB – the Association of Haitian Women in Boston; Action for Boston Community Development (ABCD) Immigrant Services; VietAID; City Life/Vida

	<p>Urbana; and Catholic Charities of Boston Refugee and Immigration Services.</p> <ul style="list-style-type: none"> ● We will provide lottery and enrollment information to these agencies and speak with the Program Directors about our school, programs, and enrollment policies. Because the vast majority of our students enroll when they are 4-years-old, we will target our outreach efforts to the parents of young children. We will contact organizations by phone and email them links to the joint Boston Charter School Application website. This online application, used for enrollment by BRCPS and most Commonwealth charter schools in Boston, will be fully translated in at least 8 languages. ● We will implement a media strategy with advertisements in local newspapers that are circulated widely in communities in Boston with large numbers of residents for whom English is a second language, including the <i>Hyde Park Bulletin</i>, <i>Jamaica Plain Gazette</i>, and <i>Dorchester Reporter</i>. We will also place ads in newspapers published in languages other than English, including <i>El Mundo</i>, <i>El Planeta</i>, <i>the World Journal</i>, and <i>Sanpan News</i>, and the <i>Boston Haitian Reporter</i>, a newspaper published by and for the local Haitian community. ● In addition, we will convene the BRCPS English Language Parent Advisory Council (ELPAC), established in accordance with the LOOK Act. The BRCPS ELPAC will be informed of our EL enrollment numbers, the comparison index, and gap-narrowing target, and will become involved in the development of new recruitment strategies.
	<p style="text-align: center;">(c) 2022-23 Additional Strategy(ies), if needed</p> <p><input checked="" 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> <p>In an effort to increase enrollment of Multi Language learners and English learners, BRCPS will post enrollment and lottery information, including links to the Boston Charter Application, on our school Facebook and Instagram accounts in Spanish, Haitian Creole, Cape Verdean Creole, and Portuguese. We will publish these social media posts throughout January and February 2023, leading up to the February 28th deadline.</p> <ul style="list-style-type: none"> ● BRCPS will host a family culture event in the Spring of 2023 and invite community partners that represent our multilingual community. ● The ELL Coordinator will participate in the kindergarten screening process to support families who have been identified as limited English proficient through the enrollment process. ● In our outreach to organizations providing ESL and immigration services, we will invite families to tour BRCPS in person and learn about our academic programs and English Learner services. We will announce two dates for tours, to take place during school hours in the weeks preceding the enrollment lottery and to be led by United Student

	Services leadership and teachers, including EL teachers and bilingual staff.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 71.8% GNT percentage: 58.2% CI percentage: 67.4%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2021-22 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Strategies copied from our SY20-21 Annual Report:</p> <p>Strategies for enrolling economically disadvantaged students are encapsulated in strategies to enroll students with disabilities, English Learners, and the general student population.</p>
	<p style="text-align: center;">(c) 2022-23 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet 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>
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2021-22 Strategies</p> <p>N/A (Our lottery is for students entering grades K1-4, with the vast majority of enrolling students entering K1, at age 4, therefore not identified as “sub-proficient”).</p>
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2021-22 Strategies</p> <p>BRCPS will seek to recruit and enroll students who may be at risk of dropping out of school through communication with service providers including Horizons for Homeless Children, the MA Department of Children and Families, and the MA Department of Transitional Assistance.</p>

Retention Plan

<p>Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-22 Retention Plan.</p>
<p style="text-align: center;">2021-22 Implementation Summary:</p> <p>Our retention plan is a fundamental and fully integrated aspect of our model, as we always work hard to help students succeed and make their families want to stay with us through 6th grade. Our approach to family and student engagement is centered around keeping all students enrolled and minimizing student attrition. We are tremendously successful in grades Pre-K – 4; attrition is concentrated in grades 5 and 6, as students move on to other schools, particularly those with grade spans extending to 12th grade. Attrition data as compared to the schools in our comparison index show BRCPS is successful in the retention of students across demographic backgrounds.</p>

Overall Student Retention Goal	
<i>The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.</i>	
Annual goal for student retention (percentage):	87%

Retention Plan – 2022-23 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p style="text-align: center;">School percentage: 10.6% Third Quartile: 17.5%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2021-22 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Strategies copied from our SY20-21 Annual Report:</p> <ul style="list-style-type: none"> ● Retention strategies for our special education students will include the continued implementation of strong special education and intervention programming to meet students' diverse learning and social/emotional needs. Analysis of special education [MCAS] data will drive the plan for targeted interventions. BRCPS will continue to implement our inclusion, resource, and self-contained classrooms, following a full-inclusion model for students who are not meeting grade-level proficiency benchmarks or are identified as having special needs. ● BRCPS will offer three Substantially Separate classrooms to accommodate our population of students needing all day small classroom instruction to meet their academic and social/emotional development. These classroom settings are for students with a range of disabilities including Intellectual Impairment and Social/Emotional disabilities. ● Targeted professional development for special education teachers will increase their abilities to address the varying needs of our special education population. Professional Development will include Do-the Math, Project Read, Wilson and i-Ready training to improve the delivery models of instruction in special education settings. ● In order to engage more parents of students with special needs in the special education process, a survey will again be distributed to measure parent satisfaction and gather feedback on the IEP meeting process. The surveys will be available online and a paper copy will be distributed to all families after IEP meetings. Survey results will be confidential to encourage participation. Results of these surveys will be utilized to improve the IEP process.
(c) 2022-23 Additional Strategy(ies), if needed	

	<input type="checkbox"/> Above third quartile: 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.
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Limited English-proficient students/English learners

<p style="text-align: center;"><u>(a) CHART data</u></p> <p style="text-align: center;">School percentage: 9.7% Third Quartile: 18.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2021-22 Strategies</p> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.
	<p>Strategies copied from our SY20-21 Annual Report:</p> <ul style="list-style-type: none"> • Retention strategies for our Limited English-Proficient students will include resources and training to ensure quality programming and instruction. BRCPS will continue the WIDA Standard Implementation Plan and continue to train teachers in the WIDA standards. • Four full-time ESL teachers will be employed to service Limited English-Proficient students throughout the year using varying models to meet their individual needs. ESL teachers will deliver targeted instruction in a co-teaching, push-in model or in a pull-out, small group model. The school will also continue to expand the availability of translation services to increase communication between school and home. • The ESL teachers will be available during all of our student-led conferences to meet with parents and to help with translation. • BRCPS has established an ELPAC to enhance parent engagement and promote community
	<p>(c) 2022-23 Additional Strategy(ies), if needed</p> <input type="checkbox"/> Above third quartile: 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.

Currently, we have a total of 152 ELs enrolled during the 2021-22 school year. No retention strategies needed.

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

<p style="text-align: center;"><u>(a) CHART data</u></p> <p style="text-align: center;">School percentage: 11.1% Third Quartile: 18.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2021-22 Strategies</p> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed
	<p>Strategies copied from our SY20-21 Annual Report:</p> <ul style="list-style-type: none"> • Retention strategies for students eligible for free or reduced lunch will focus on provision of programs and services for students and families to help eliminate all academic and non-academic barriers to learning.

	<ul style="list-style-type: none"> ● BRCPS will maintain and continually evaluate all support and intervention services, providing full-service or ‘wrap around’ services and programs. ● Our full-service model will continue to provide a continuum of school-based services, including a full-time nurse’s office to address physical ailments, an extensive school-based mental health counseling service model, vision and dental care services, and a Family Liaison to help families to access additional community support services. All of these programs are provided to all families on site at the school. <p style="text-align: center;">(c) 2022-23 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: 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>
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2021-22 Strategies</p> <p>Strategies copied from our SY20-21 Annual Report:</p> <ul style="list-style-type: none"> ● Retention strategies for students who are sub-proficient will focus on the provision of intervention programming. BRCPS will continually work to improve the consistency and quality of formative assessments and the effectiveness of data meetings to address the needs of students who are sub-proficient. ● We will use formative assessment data strategically when helping teachers develop lesson plans and instructional strategies, with administrators, instructional coaches, and grade-level lead teachers working with their teams to ensure students who are experiencing difficulty or testing below proficiency levels get targeted, effective support. ● BRCPS will also continue to employ reading specialists and math specialists to help provide targeted, small-group instruction in ELA and math blocks. ● We will frequently monitor the progress of all sub-proficient students, and strategically use our time and resources to raise achievement levels as much as we can.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2021-22 Strategies</p> <p>Strategies copied from our SY20-21 Annual Report:</p> <p>Our primary retention strategies for students who show risk factors for dropping out of school will be the continuation and refinement of our character development and leadership programs, as well as our college readiness and awareness programs. These programs prevent dropout because they help students develop a positive sense of identity, while building relationships that may reveal any deeper challenges the student faces outside of school that can be addressed.</p>

APPENDIX C: SCHOOL AND STUDENT DATA TABLES 2021-22

Student demographic information can be found on the DESE website can be found here:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04810000&orgtypecode=5&leftNavId=300&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-22	
SCHOOL YEAR	
Race/Ethnicity	% of School
African American	57.1
Asian	0.1
Hispanic	36.6
Native American	0.1
White	2.6
Native Hawaiian, Pacific Islander	0.1
Multi-race, non-Hispanic	3.4
Selected Populations	% of School
First Language not English	27.7
English Learner	13.1
Low-income	71.8
Students With Disabilities	10.1
High Needs	76.5

ADMINISTRATIVE ROSTER DURING THE 2021-22 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Alexandra Buckmire, Head of School	Exercises educational and managerial leadership of the school, reporting directly to the Board of Trustees. Ensures that curriculum and instructional practices are continuously aligned with Massachusetts Standards and that the highest academic expectations are maintained. Responsible for providing the instructional, operational, and administrative leadership for the Upper School, Lower School, and Unified Student Services, and Visual & Performing Arts departments.	7/1/16	N/A
Alexandra Emery, Chief Financial Officer	Manages Finance Department including budgeting and accounting, human resources, payroll. Oversees operational functioning of the school, including facility and grounds, maintenance, transportation, food service.	7/20/21	N/A

Kendra Lueken, Lower School Director	Assists in providing instructional, operational, and administrative leadership, overseeing grades K1-2.	7/1/16	N/A
Rachel Beck, Upper School Director	Assists in providing instructional, operational, and administrative leadership, overseeing grades 3-6	7/1/18	N/A
Dwayne Veale, Director of Operations	Responsible for the non-academic operations of the school including maintenance and security of the total physical plant, remodeling and new construction, vendor contracts, and facilities supervision. Coordinates building safety throughout the school and works in collaboration with the Head of School to establish appropriate regulations, procedures, and plans to ensure safe and secure school facilities.	7/1/17	N/A
Stacia Copeland, Director of Unified Student Services	Oversees the administrative and coordination of related and supplemental services: Special Education, 504, and Health Services.	7/1/16	N/A
Evelyn Lee, Director of Visual & Performing Arts	Provides administrative support in the coordination and implementation of all performing and visual arts classes and projects. Supervises and leads all arts, music, physical education, technology, and second language teachers.	7/1/99	N/A
Jack Moynihan, Director of Development and External Relations	Oversees all fundraising related initiatives and external relations with the City, neighbors and constituents. Oversees all communications and marketing efforts related to internal and external outreach.	7/2/20	N/A
Nerlande Mintor, Human Resources Director	Plan, coordinate, and supervise the operation of the Human Resources Office, to include working with schools legal counsel on personnel matters and CFO on payroll review. Develop and implement strategic goals in recruitment, selection, induction, deployment, and performance management.	2/22/21	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2021-22 SCHOOL YEAR				
	Number as of the last day of the 2021-22 school year	Departures during the 2021-22 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	77	11	6	14 Resignations 3 Non Renewal
Other Staff	19	14	9	13 Resignations 6 Non Renewal 4 Termination

Trends in Teacher/Staff Attrition:

Among those BRCPS staff members who made the decision to resign in SY22, a range of personal and professional reasons were given, with no discernible trends to which we can attribute their departures. Retention of teachers and staff is a top priority for our school. We work hard to create a positive staff culture and welcoming work environment, grounded in equity and respect. We provide quality professional development and leadership opportunities for all staff. These efforts have helped us build a strong sense of community among staff and contribute to relatively low rates of attrition at BRCPS.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members identified in the Board Member Management System as of August 1, 2022	10
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	18

BOARD MEMBERSHIP DURING THE 2021-22 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Brian Keith	Chair	Governance & Nominations, Finance	2	Elected to Board 11/17/17 elected to second term on 11/18/20 Elected as Chair on 5/19/21
Edwine Alphonse	Vice Chair	Finance, Academic Excellence	2	Elected to Board of Trustees on 12/9/15 Elected to second term on 7/17/19
Kelly Williamson	Trustee	Governance & Nominations, Facilities	3	Elected to Board of Trustees on 6/16/15 Elected to a second term on 7/16/18

				Elected to a third term on 1/19/22
Shaumba Yandje-Dibinga	Trustee		3	Elected to Board of Trustees on 12/9/15 Elected to second term on 7/17/19 Elected to third term on 5/18/22
Fred Lowery	Trustee	Governance & Nominations	1	Elected to Board of Trustees 1/17/18 resigned/Term ended 1/19/22
Marjorie Gardner	Clerk / Staff Rep	Academic Excellence	1	Elected to Board of Trustees on 9/18/19 Elected as clerk 6/16/21
Craig Engerman	Trustee	Facilities	2	Elected to the Board of Trustees on 11/14/18 Elected to second term on 5/18/22
Kevin Cherry	Trustee	Finance, Facilities	1	Elected to the Board of Trustees on 1/31/22
Rocklyn Clarke	Trustee, Parent Representative	Academic Excellence	1	Elected to the Board of Trustees on 9/18/19
Alexandra Buckmire	Trustee, Head of School	Academic Excellence, Finance	2	Elected to the Board of Trustees on 7/16/18

Please insert the school's 2022-23 board of trustee and committee meeting schedules below.

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-23 SCHOOL YEAR	
Date/Time	Location
September 14, 2022, 8:00 am	1415 Hyde Park Ave, Hyde Park, MA
November 16, 2022, 8:00am	1415 Hyde Park Ave, Hyde Park, MA
January 18, 2023, 8:00am	1415 Hyde Park Ave, Hyde Park, MA
March 15, 2023, 8:00am	1415 Hyde Park Ave, Hyde Park, MA
May 17, 2023, 8:00am	1415 Hyde Park Ave, Hyde Park, MA

COMMITTEE MEETING SCHEDULES FOR THE 2022-23 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance	September 13, 2022, 8:00am November 15, 2022, 8:00am January 17, 2023, 8:00am March 14, 2023, 8:00am May 16, 2023, 8:00am	1415 Hyde Park Ave. Hyde Park MA*
Academic Excellence	October 19, 2022, 9:00am December 14, 2022, 9:00am January 31, 2023, 9:00am March 22, 2023, 9:00am May 15, 2023, 9:00am	1415 Hyde Park Ave. Hyde Park MA*
Governance & Nominations	October 19, 2022, 9:00am December 14, 2022, 9:00am February 15, 2023, 9:00am April 12, 2023, 9:00am	1415 Hyde Park Ave. Hyde Park MA*
Facilities	October 19, 2022, 9:00am December 14, 2022, 9:00am February 15, 2023, 9:00am April 12, 2023, 9:00am	1415 Hyde Park Ave. Hyde Park MA*
		<i>*If the school building is closed, remote/online meeting will be held</i>

APPENDIX D: ADDITIONAL REQUIRED INFORMATION 2021-22

Key Leadership Changes for School Year 2021-22

Position	Name	Email Address	No Change/ New/Open Position for School Year 2022-23
Board of Trustees Chairperson	Brian Keith	bkeith@brcps.school	No change
Charter School Leader	Alexandra Buckmire	abuckmire@brcps.school	No change
Assistant Charter School Leader	N/A		
Special Education Director	Stacia Copeland	scopeland@brcps.school	No change
MCAS Test Coordinator	Christine Beckhusen	cbeckhusen@brcps.school	No change
SIMS Coordinator	Kaia Richards	krichards@brcps.school	No change
English Learner Program Director	Stacia Copeland	scopeland@brcps.school	No change
School Business Official	Alexandra Emery	aemery@brcps.school	NEW Chief Financial Officer

			effective July 19, 2021
SIMS Contact	Kaia Richards	krichards@brcps.school	No change
Admissions and Enrollment Coordinator	Kaia Richards	krichards@brcps.school	No change

Facilities

Boston Renaissance Charter Public School’s location and facilities have not changed since the purchase of the 1424 Hyde Park Ave. and 8 B St, Hyde Park property in February 2020. BRCPS continues to develop plans for how the 68,000 sq. ft. property will be utilized in the coming years.

Location	Dates of Occupancy
1415 Hyde Park Ave. Hyde Park, MA 02136	August 2010 – Current
1424 Hyde Park Ave., 8 B St. Hyde Park, MA 02136	February 2020 - Current

Enrollment

Action	2022-23 School Year Date(s)
Student Application Deadline	February 28, 2022
Lottery	March 9, 2022

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS 2021-22

1. Conditions

In December, 2019, the Commissioner of Elementary and Secondary Education granted BRCPS charter renewal for SY2021-SY2025, with two conditions:

Condition 1: By December 31, 2023, Boston Renaissance Charter Public School must demonstrate that it is an academic success by providing evidence that the school has demonstrated significant and sustained academic improvement in mathematics, English language arts, and science.

The academic condition and drive to continue providing our students with the best education possible led us to implement several positive changes for our teaching and learning. Our priority in SY21-22 was to focus on student growth data and assessment cycles. BRCPS hired a second data and assessment coordinator to support with these cycles. We also incorporated a What I Need Intervention (WIN) Block into our schedule. We began participating in DESE’s MTSS Inclusive Academy, which allowed teachers to begin Universal Design for Learning professional development and complete an MTSS Self-Assessment to drive our academic improvement plan.. Instructional coaches supported implementation into our classrooms. We began updating professional development around literacy to align with high quality, Science of Reading, best practices. We also built designated SEL blocks into our schedule and utilized Second Step curriculum. Student Well-Being meetings helped us individualize SEL support for students.

Condition 2: Until further notice, Boston Renaissance Charter Public School must submit on a quarterly basis to the Department of Elementary and Secondary Education (Department), at charterschools@doe.mass.edu or 75 Pleasant St., Malden, MA, 02148, board and committee meeting

materials and minutes documenting the board's efforts to ensure that the school is an academic success.

2. Complaints

No complaints were received by the BRCPS Board of Trustees during school year 2021-2022.

APPENDIX F: BUDGET AND FINANCE (next page)

(1)FY22 UNAUDITED STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS (INCOME STATEMENT); (2) FY22 UNAUDITED STATEMENT OF NET ASSETS (BALANCE SHEET); (3) BRCPS FY23 SCHOOL BUDGET; (4) BRCPS FY23 CAPITAL PLAN

Unaudited
June 30, 2022

Operating revenues:

Tuition	\$ 19,968,131
Federal and state grants	3,808,659
Medicaid	31,066
Food service	879,996
After school program	<u>182,314</u>

Total operating revenues 24,870,166

Operating expenses:

Salaries	12,609,679
Payroll taxes	571,214
Fringe benefits	1,986,783
Insurance	199,336
Contracted labor	485,220
Professional fees	119,327
Supplies	709,300
Computer	311,403
Field trips	1,145
Vehicles	6,392
Maintenance and operations	705,207
Staff development	60,939
Food service	601,220
Depreciation	1,148,693
Dues and fees	45,703
Interest	326,254
Miscellaneous	<u>6,590</u>

Total operating expenses 19,894,405

Net operating income/(loss) 4,975,761

Nonoperating revenues/(expenses):

Private grants and contributions	39,300
Contributions from/(to) related party	25,394
Interest income	17,129
Daycare revenue	303,788
Daycare expenses	(409,016)
Miscellaneous revenue	<u>103,418</u>

Total nonoperating (expenses)/revenues 80,013

Change in net position 5,055,774

Net position, beginning of the year 39,152,336

Net position, end of the year \$ 44,208,110

Unaudited
June 30, 2022

Assets

Current Assets:

Cash and cash equivalents	\$ 13,876,525
Grants and accounts receivable	1,745,557
Prepaid expenses	83,340
Designated cash for scholarship fund	<u>-</u>
Total current assets	<u>15,705,422</u>

Noncurrent Assets:

Capital assets, net	<u>37,354,263</u>
Total noncurrent assets	<u>37,354,263</u>
Total assets	<u><u>\$ 53,059,685</u></u>

Liabilities and Net Position

Current Liabilities:

Accounts payable	\$ 210,898
Accrued expenses	929,627
Deferred revenue	516,379
Termination benefits - current	30,790
Note payable - current	<u>-</u>
Total current liabilities	<u>1,687,694</u>

Noncurrent Liabilities:

Termination benefits	386,453
Note payable	<u>6,777,428</u>
Total noncurrent liabilities	<u>7,163,881</u>
Total liabilities	<u>8,851,575</u>

Net Position:

Net investment in capital assets	30,576,835
Unrestricted	13,605,108
Restricted	
Imputed interest	-
School programs	<u>26,167</u>
Total net position	<u>44,208,110</u>
Total liabilities and net position	<u><u>\$ 53,059,685</u></u>

	FY23 Budget
Enrollment	944
Tuition Rate	21,654
Tuition	20,441,795
Entitlement Grants/Other Fed	1,030,497
ESSER Grants	-
E-Rate Income	35,000
Nutrition	500,000
Medicaid	35,000
Afterschool & Summer Camp Revenue	279,350
Total Revenue	22,321,642
Staff Salaries	14,332,909
Stipends	237,250
Payroll Taxes	814,593
Fringe Benefits	2,329,921
Professional Development	120,000
Total Personnel Costs	17,834,673
Contracted Services - Instructional	57,000
Instructional Materials & Supplies	124,900
Instructional Technology	120,609
Pupil Services	199,000
Out of District Tuition	70,000
Equipment Lease/Printing	70,000
Nutrition Program	600,000
Total Instructional Costs	1,241,509
Networking & Communications	124,700
Utilities	341,400
Interest	340,000
Depreciation and Amortization	1,275,000
Maintenance of Bldg & Custodial	365,657
Total Occupancy Costs	2,446,757
Contracted Services	364,250
Dues, Fees, & Memberships	81,694
Insurance	216,030
Office Supplies & Equipment	30,000
Admin Technology	101,385
Other Admin	104,000
Total Administrative Costs	897,359
Total Operating Expenses	22,420,298
Total Operating Income/Loss	(98,656)
Non-Operating Income/Expenses:	
Private Grants/Contributions	100,000
Interest Income	20,000
Daycare Revenue	421,532
Daycare Expenses	(419,155)
Misc Revenue	-
Termination Benefits Expense	
Miscellaneous Expense	
Total Non-Operating Income/Loss	122,377
Change in Net Position	23,721
Change in Net Position w/out ESSER	23,721

**Boston Renaissance Charter Public School
Capital Plan
FY23 - FY25**

FISCAL YEAR	DESCRIPTION	CURRENT STATUS	ESTIMATED COMPLETION DATE	FUNDING SOURCE	ESTIMATED COST
2023	HVAC - improvements/overhaul	Planning	6/30/2023	ESSER	1,000,000
2023	Concrete repairs/replacements	Planning	6/30/2023	Internal	100,000
2023	Repairs to playground	Planning	6/30/2023	Internal	10,000
2023	B Street Shed Structure - Roof and Side Wall work	Planning	6/30/2023	Internal	20,000
2023	Gym and Dance Studio Flooring	Planning	6/30/2023	Internal	10,000
2023	Automatic Doors	In Process	7/15/2023	Internal	20,000
2023-2025	Technology hardware - staff and students	Planning	as needed by 9/20/24	ESSER	500,000