



Charter School Annual Report 2017-2018

A Horace Mann Public Charter School

20 Warren Street
Brighton, MA 02135

Contact Information

Matt Holzer, Headmaster
mholzer@bostongreenacademy.org
Phone: (857) 210-5261
Fax: (617) 635-9868
www.bostongreenacademy.org

Table of Contents

Introduction to Boston Green Academy	2	
School Performance and Program Implementation		2
<i>Faithfulness to Charter</i>	2	
<i>Academic Program Success</i>	9	
<i>Organizational Viability</i>	9	
Accountability Plan Performance for 2017-2018		10
Recruitment and Retention Plan	12	
School and Student Data	17	
Additional Required Information	19	
Update on Probation Conditions	20	
Complaints	21	
Attachments	21	

Introduction to the School

Name of School Boston Green Academy			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann	Location of School (Municipality)	Boston
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	one
Year Opened	2011	Year(s) the Charter was Renewed (if applicable)	2016
Maximum Enrollment	595	Enrollment as of 7/30/2018	499
Chartered Grade Span	6-12	Current Grade Span	6-12
Number of Instructional Days per School Year	180	Students on Waitlist as of 7/30/2018	260
School Hours	8:00 - 3:00 (M, T, TH, F); 8:00 - 12:00 (W)	Age of School as of 2017-2018 School Year	Seven
Mission Statement: <i>Boston Green Academy welcomes diverse students of all abilities, educates and empowers them to succeed in college and career, and prepares them to lead in the sustainability of our community and world.</i>			

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

Boston Green Academy continued to make significant progress towards fulfilling our mission and key design elements in 2017-18. Specifically, we completed our second year as a fully enrolled 6-12 school, deepened our focus on instructional improvement and expanded resources devoted to it, continued to serve and support our at-risk students and our diverse general population, and continued to strengthen our green programming and opportunities. Specific evidence for this includes:

- Prepare students for success in college and career (mission statement, amended 2015).

In 2017-2018, students at BGA continued to demonstrate preparation for college and career. BGA's four-year graduation rate of 74.6% (DESE Profiles data) declined from the year before but this was due to an increase in students staying with us for a fifth year (22.4%) as well as the aging out of a larger than normal cohort of severely autistic students (who the state does not count as graduates- a decision we disagree with). BGA's five year adjusted graduation rate rose to 86.7%, an all-time high, and once again exceeded the Boston Public Schools average (82.6%). BGA's drop out rate was 3.8 % (DESE CHART data), inflated by the autistic students mentioned above being counted unfairly as dropouts and again besting the Boston Public School's dropout rate (4.4%). The percentage of BGA graduating students attending higher education was 61.1% (DESE Profiles Data, 2016), a decline from the previous year but still well above the 44% in the last year of Odyssey High School, the high school BGA 're-started' in 2011.

BGA continues to make progress in this mission-critical area. The graduating class of 2018 contained 14 students who scored 1000 or above on the SATs--the most in BGA's history. Twenty-eight students took at least one Advanced Placement class during their junior and/or senior year, and six students took 4 or more AP classes. The senior class used Project Week and their final trimester to engage in a wide variety of internships at Boston area organizations and businesses, including the Boys and Girls Club, Brighton Main Streets, Perfect Dental, Community Rowing, the Boston Police Department, and the Mayor's Office.

The class of 2018 received over 150 offers of admission from colleges, career programs and bridge programs, including Wellesley College, Brandeis University, and Howard University. In addition to a record number of college and career offers, the class of 2018 received more than one million dollars in scholarships and grants, including the prestigious Christian Herter Scholarship awarded by the state of Massachusetts, and the Northeastern Valedictorian Scholarship. There were 15 winners of the John and Abigail Adams Scholarships--the highest number of recipients in BGA history.

- 92% of Class of 2018 applied to college
- 14 students enrolled in 2-year or Community College
- 26 students enrolled in a 4-year college
- 2 students committed to a career or technical training program
- 1 student plans on getting a job
- 7 remain undecided
- 135 applications were submitted to public institutions across the country.
- 137 applications were submitted to private institutions across the country.

BGA made progress in this area in two additional ways. First, we instituted a new 'bridge' program for five Students with Disabilities to stay an additional fifth year after completing their graduation requirements. These students are taking dual enrollment classes at Bunker Hill Community College while receiving in-depth life skills support, such as travel training and continued literacy support from BGA staff. We expect these students to transition successfully to community college after their fifth year and exit BGA as graduates. This type of program does not exist in the Boston Public Schools, which usually discharges students upon completion of their graduation requirements even if they lack the life skills to succeed elsewhere. We believe this is a strong commitment to equity and college and career preparation.

Second, in 2017-18 BGA instituted a new Perkins Non-Chapter 74 Career/Vocational Program in Environmental Science with 20 9th grade students. This program, created with the support of the Boston Public Schools, will help our student experience more in-depth environmental science aligned with the

needs of employers in the green sector. This is a large step forward in our commitment to supporting our career-bound students. To go even further, we have submitted an application for a full Chapter 74 Career and Technical Education program in Environmental Science to DESE. If approved, up to 80 students in grades 9-12 would take in-depth college and career-preparatory courses in Environmental Science over four years with the opportunity to gain industry-standard certifications and earn college credit through a dual enrollment partnership with Quincy College. We are awaiting approval for approval from DESE for 2018-19. BGA would then become the first and only school with a CTE Environmental Science program in Boston. We look forward to this next important step in this mission-critical area.

- **Prepare students to be leaders in the sustainability of our community and world (mission statement, amended 2015 and charter application p. 2 and 6).**

BGA continues to develop and deepen its Green mission. With our growth plan fulfilled, we now have meaningful green experiences at every grade level. We continue to require a weekly green elective for all students in our middle grades (6-8) that builds a foundation of green awareness and experiences. As in past years, grades 6-11 engaged in major green exhibitions at the end of the year, while the 12th grade completed the six-week green internship that is a graduation requirement. Our fully articulated seven-year span of green experiences will be deepened in SY19 with the addition of a Perkins Grant (non-Chapter 74) Career and Technical Education (CTE) program in environmental science starting in the 9th grade (see above). The application process was completed on time with full support of an engaged and supportive industry advisory council, and we expect to receive approval over the summer. The Environmental Science courses have been created, an Environmental Sciences teacher assigned to the program, and an Early College partnership in the environmental sciences has been created with Quincy College. We also continue to partner with over 20 green organizations to provide field trips, speakers, mini-programs, and green resources for our students throughout the year in all areas of our curriculum. BGA also continues to engage in a widespread dissemination grant focused on green practices and sustainability, the Teaching Our Cities grant, which connects BGA to numerous regional schools with a sustainability focus and allows us to share our innovative work in this area. You can view an excellent video record of our grant participation [here](#). We continue to look for opportunities to build upon our Green focus and to support students in their pursuit of college and careers in the sustainable Green economy.

- **Welcome and enroll a diverse group of students (mission statement, amended 2015 and charter application p. 3)**

BGA continues to exceed the targets set in our original charter to enroll, attract and retain a diverse group of students that is reflective of the Boston community and the Boston Public Schools. As shown in our Recruitment and Retention plan analysis (below), BGA's enrollment of high needs students, diverse subgroups, economically disadvantaged and Special Education students all exceed state averages and comparative indicies to the point where BGA has no gap narrowing targets to meet. Enrollment of English Language Learners is the only area targeted for improvement (see Recruitment Plan below for details). However, our ELL enrollment increased this year due to our successful outreach efforts. The ELLs at BGA are diverse and successful, constituting the highest performing subgroup at BGA and who exceed BPS and state performance averages in many cases. We are proud of the students we enroll, their diverse heritages that are our strength, and their tremendous contributions to our school and citywide community. We will continue to welcome and serve them all.

BGA's attrition and churn rates also greatly improved in 2017-18 over the previous year, addressing a concern expressed in a previous DESE site visit. Now that BGA's student population has settled down following our move and expansion, we are pleased to see that over 85% of our 8th graders have decided to stay with us for high school. Also, the number of students leaving BGA for other schools in Boston

(including Commonwealth Charters) has decreased significantly. The most prolific reason for students to leave BGA is for their families to leave Boston altogether. While churn is inevitable in an urban setting, we are pleased with the increased stability of our student population at BGA.

- **Provide a trauma-sensitive school environment (charter application, p. 4)**

As detailed in our original charter, BGA is committed to serving high-needs and at-risk students and we have continued to do so. Based on state and BPS data, we continue to enroll one of the highest needs populations of any charter school in Massachusetts. To serve them well, we have invested in a robust Student Support Team (SST), consisting of a Director of Student Support, three full-time social workers, four Community Coordinators, an Outreach Coordinator, and five interns from the Boston College School of Social Work. These 13 people, along with a small army of itinerant support staff (psychologists and specialists), school partners, and over 40 staff members who serve as Advisors, provide support for students in a trauma-sensitive manner every day. In 2018, all staff participated in regular restorative justice practices training as part of school-wide professional development meetings, and BGA staff worked with DCF, DYS, and community partners on over 100 cases involving students with traumatic needs. BGA is committed to support the social-emotional needs of our students as envisioned by our charter and continues to drive resources towards this very important dimension of our student's lives.

BGA's community has also worked hard to address its suspension rate which, we are thrilled to report, is at its lowest rate of out-of-school suspensions, at 8.6%. We are aiming for further reductions and are making progress. We will continue to deepen our restorative justice practices for next year and expect a reduction in our suspension rate going forward. We look forward to continuing this trend.

Amendments to the Charter

BGA did not have any charter amendments in 2017-18. After consultation with the Charter School Office and BPS, we anticipate asking for several amendments in 2018-19. These include finalizing our MOU with the BPS, amending our educational program section of the charter, updating sections on enrollment due to updated regulations in 2017-18, and incorporating our new Ch. 74 CTE Environmental Science program once it is approved.

Date	Amendment Requested	Pending or Approved?
Fall 2018	MOU-A with Boston Public Schools (final version)	In process
Fall 2018	Educational Program section amendment	In process
Fall 2018	Enrollment Policy update	In Process
Fall 2018	Accountability Plan (approved by BGA Board, pending BPS/BTU approval)	In Process

Access and Equity

2016-17 discipline data for BGA (that latest available) can be found here:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04110000&orgtypecode=5&=04110000&>

Whole-school efforts to minimize referrals to student support and to increase intentionality around implementation of Restorative Justice Circles have helped BGA's growing sense of community and

resulted in a 44% decrease in out of school suspensions between SY16 and SY17 (DESE data). Subgroups saw decreases in suspensions as well from SY 16 to SY17: -52% Economically Disadvantaged; -44% Students With Disabilities, and -45% High Needs.

BGA's internal data for 2017-18 showed a similar decrease in calls to the Student Support Team, student incidents and suspensions:

BGA 2017-18 Behavior Indicators			
	Avg. SST Calls Per Day	Student Incidents	Suspensions
2016-17	20	162	73
2017-18	7.0	95	68
Change	-65%	-41.4%	-6.8%

We believe that continued focus on restorative justice practices for staff and positive culture building for students will continue our improvement in this area going forward.

Dissemination Efforts

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)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received funding to disseminate and if a grant report was written.)
Green School Best Practices: How to use your city as a sustainability teaching tool (for urban green schools)	Teaching Our Cities is a grant funded Green School Exchange with 5 other urban green schools in the New England Area. We used 5 formal meetings (at each others schools), Google forums and Facebook to communicate and share best practices.	Headmaster, Director of Green Programming, Science Facilitator, 8 th Grade Humanities Teacher, ELL Teacher, Environmental Science Teacher	Mission and Key Design Elements	Common Ground High School (New Haven, CT); CT River Academy (Hartford, CT); Green School (Greenwich, RI); Two Rivers Magnet High School (Hartford, CT); New Roots School (Ithaca, NY)	Results: We participated in a Green School Exchange with 5 other urban green schools that had two purposes: 1) Disseminate best practices at your school through a planned visit and 2) Receive support from these urban green schools on a Problem of Practice. Outcomes: 1) We were able to highlight our best practices and received support on our Green Cross-Curricular end of year Exhibitions; 2) Our culminating film can be found here ; Grant: Each school received a \$5,000 grant from Teaching Our Cities to support the exchanges and we report via blog and Facebook posts
Outdoor Leadership Practices	Yearly formal meeting, Facebook	Director of Green Programming, 2 Outdoor Leadership Club Leaders	Mission and Key Design Elements	Snowden International (Boston, MA)	Results: Shared leadership activities; Shared recruiting methods for high

		(Environmental Science Teacher, ELL Teacher)		Academy of the Pacific Rim (Boston, MA) Boston International High School (Boston, MA) Roxbury Prep Charter School (Boston, MA)	school youth; Grant: Youth Opportunities Programs receives funding for this program to support these 5 schools
Supports of Young Men of Color: Charles Hayden Foundation Boston Working Group	Monthly meetings with other schools	Headmaster	Access and Equity	Tech Boston Academy, Burke HS, Boston Community Leadership Academy, Charlestown HS, New Mission HS; Charter: Boston Prep, Boston Collegiate, Codman Academy; Independent: Christo Rey	Results: Collaboration across schools on the Young Man with a Plan Program (support for Young Men of Color) and sharing of best practices in charter and public sectors; monthly agendas and curriculum materials from YMWAP. Funded by the Hayden Foundation, grant report submitted yearly
Moral and Intellectual Curriculum Models: Facing History Innovative Schools Network	Yearly meeting of schools with similar core values and missions	Headmaster, three teachers	Access and Equity; Curriculum	List of schools in network can be found: here .	Results: sharing of best practices across schools, curriculum development, and classroom visits
Leadership Practices of Autonomous Schools: Boston Autonomous Schools Network	Convened by the Center for Collaborative Education, this is a group of Pilot, Innovation and Horace Mann Charter Schools in Boston that share best practices and advocate around common issues. BGA has been a member since 2011 and is very active in working with other schools to leverage autonomies to increase student achievement.	Headmaster, School	Leadership	All autonomous schools with BPS	Results: sharing of best practices across the network, collaboration between Headmasters, strong advocacy for autonomous schools
Social- Emotional Supports for Students: Boston University School of Social Work	BGA serves as the training ground for 4-6 full-time yearlong interns every year who support our trauma sensitivity work and directly serve our students. Our Director of Student Support serves as mentor and program coordinator to them, as well as adjunct faculty to share best practices	Director of Student Support Services	Social, Emotional and Health Needs	Boston University School of Social Work students and staff	Results: sharing of best practices with University community, researchers, and student interns
Successful strategies for supporting at risk learners: Boston University School of Education	Since 2013, BGA has partnered closely with the BU School of Education so that faculty and university students may research our school, share findings internally and externally, and engage in cycles of inquiry together to help BGA	Five teachers, Headmaster	Instruction, Curriculum	BU School of Education students and staff (Boston) and at BGA for school-based courses	Results: materials for courses used at BUSED to train new teachers, especially those seeking to work in urban schools; agendas from meetings, work produced by students as part of the course

	become a model urban public school. BU has designated BGA as their "lab school" for secondary education and now sends more than 20 pre-practicum and 5-10 practicum teachers every year to our school, in addition to BGA faculty helping to co-teach courses at BU and to participate in their professional development.				
Support for Off-Track Youth: Sharing of practices and data with other BPS schools	Participation in two key BPS-funded studies: Parthenon's follow-up report to the 10 year old examination of BPS high schools and off-track youth and Springpoint's report on BPS school practices that support off-track students.	Headmaster, Teachers, Student Support Team	Mission and Key Design Elements	Consultants from Springpoint spent a day at BGA for a site visit and interviews; BGA staff participated in Parthenon report focus groups	Results: both reports were shared widely with the BPS community to help accelerate reforms to BPS high schools to better serve off-track youth
Restorative Justice Best Practices: BPS Professional Development Network	PD Course offered to BPS staff district-wide on restorative justice practices, including close up on BGA's work in this area	Director of Teaching & Learning	Access and Equity	40 teachers from across the BPS, all 125 principals and Headmasters, and select central office staff	Results: course materials developed and shared over multi-week course for BPS

Academic Program Success

Student Performance

BGA's most recent School Report Card (overview) can be found on the Department website at:

<http://profiles.doe.mass.edu/general/general.aspx?topNavId=1&leftNavId=100&orgcode=04110000&orgtypecode=5>

Program Delivery

BGA continued to make progress in several key areas in 2017-18, our second year as a full 6-12 school and our first year ever that did not involve turning around a school, moving or expanding. Guided by our Action Plan (required and approved by DESE last year) and consistent with feedback from all parts of our community, we focused specifically on improving student outcomes by strengthening classroom instruction and school culture. We did this in many specific ways:

- School Wide Instructional Focus-** we increased our Director of Teaching & Learning position from 3 to 4 days per week (it will become full time in 2018-19), revamped and strengthened our teacher evaluation system so that all teachers were observed five times by the Teaching & Learning Director and given feedback twice by the Headmaster during the school year, and focused professional development around developing a sense of urgency in classes, increasing student engagement and increasing intellectual demand (as measured by Webb's Depth of Knowledge scale). We held six school-wide instructional rounds to assess if we were making progress in these instructional focus areas. Data collected showed a strong increase in both higher level tasks and student engagement across the school. We also instituted the school-wide use of STAR formative assessments in ELA and Math four times per year, with all teachers being required to use the data to adjust their instruction throughout the year. Data coaching from BPS

helped increase our staff's skills to analyze data to improve instruction. For 2018-19 our instructional focus will remain the same as we deepen our work in these key areas.

- **Middle Grades Program-** we changed the bell schedule to lengthen class periods and reduce transitions, added Advisory four times per week, and implemented weekly Restorative Justice circles in Advisory. We also held weekly tutoring sessions for 20 low-performing students in math, added a middle school Guidance Counselor (who supports attendance), and expanded our positive behavior incentive system (PBIS). We were also selected as a multi-year partner by Thompson Island Outward Bound and will be adding City Year in our middle school program in 2018-19.
- **High School Program-** we added targeted small-group math tutoring for struggling students, implemented restorative justice circles for all Advisories, expanded our exhibitions and service learning opportunities, added an additional AP class (Human Geography) and a Junior Seminar in addition to Senior Seminar to increase college advising and support, moved Biology to 10th grade for next year so students can be more successful on the MCAS, and added a Career and Technical Education program for Environmental Science which we hope to expand to a full Chapter 74 approved program next year (see above for details).
- **Student Support-** we added psychologists from external agencies to meet a growing demand for counseling services, continued and expanded our partnership with the Boston College School of Social Work to provide more interns, expanded restorative justice practices, added Intervention Teams in the MS and HS to better address high-needs students, and conducted a successful campaign to support teachers in lowering classroom management incidents.

While MCAS results for 2017-18 are still embargoed as of this writing, we are using MCAS data to drive additional instructional improvements for 2018-19 and look forward to improved and sustained outcomes for our students.

Organizational Viability

Organizational Structure of the School

The organizational chart for BGA remained essentially the same in SY2018. The Director of Teaching & Learning who was added in 2017 at part-time, 3 days/week, was expanded to 4 days per week. The Student Support Team's discipline unit now reports to the Assistant Headmaster. An updated organizational chart for 2018-19 is attached.

Teacher Evaluation

Boston Green Academy uses the Massachusetts Model System of Educator Evaluation as implemented by the Boston Public Schools through the online Educator Development and Feedback System (EDFS). This system meets all requirements set out by the Department and incorporates DESE rubrics and regulations. There were no changes in the process from the previous year. We would like to note that we increased support and evaluation resources for all staff this year, including having every classroom teacher observed at least five times by their evaluator and at least twice by the Headmaster, in addition to numerous other instruction-focus professional development support in keeping with our areas of instructional focus (increasing intellectual demand and engagement, urgency, and student as worker/teacher as coach). We are keeping the same focus areas and structure for 2018-19 and look forward to continued gains.

Budget and Finance

BGA continued our successful partnership with InSource Services in 2017-2018 to manage our budget and finance needs. The FY17 audit was submitted on time, was deemed free of any material weaknesses or concerns, and met all probationary and regulatory conditions.

BGA's required financial documents are attached. They include the unaudited FY18 income statement, balance sheet and the FY19 budget approved by the BGA Board of Trustees in January 2018. There are no BGA-funded capital projects anticipated for the coming year.

Additional Information

Appendix A

Accountability Plan Evidence 2017-2018

Faithfulness to Charter

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BGA will effectively prepare students for success in college and career		
Measure: Each year, all BGA seniors will successfully receive a grade of "pass" for a six-week internship with a culminating project as measured by the BGA Internship Rubric in June of their Senior Year.	Met (100%)	All seniors in the class of 2018 completed the internship requirement successfully.
Measure: All BGA seniors will successfully receive a grade of "pass" to complete the Junior Review exhibition (usually given in May of their Junior year) as measured by the BGA Junior Review Rubric.	Met (100%)	All seniors successfully completed the Junior Review exhibition by June 2018.
Measure: The number of BGA graduates attending institutions of higher education as measured by the National Student Clearinghouse Data will increase every year.	Not Met	Data from 2016 was 61.1%, reflecting a decline from the previous year (2015). We are confident that 2017 and 2018 will be much improved and attribute 2016's decline to the increase in career-bound students in that year's graduating class.
Objective: BGA will graduate students prepared to be leaders in sustainability of our community and world		
Measure: All BGA students will successfully complete a cross-curricular green project every year as measured by achievement of a passing score based on the rubric for each project.	Met (100%)	All BGA students successfully completed the Green Exhibition for grades 6-11 as measured by the rubric for each project.
Objective: BGA will provide a trauma-sensitive school environment where students feel safe and supported		
Measure: All BGA staff will undergo professional development training in trauma sensitive topics every year of at least eight hours.	Met (100%)	All BGA staff participated in monthly diversity/trauma sensitive training as part of all-staff PD.
Measure: Each year, over 90% of BGA students will report that they feel safe and supported at school	TBD	BPS School Climate Survey Data for 2017-18 has yet to be released as of this writing. We will update when available. Baseline for last year was a rating of 3.78 on a scale of 5 on the BPS Student Climate Survey.

Measure: BGA will enroll at least 50% student defined as ‘at-risk’ by the Boston Public Schools Leading and Lagging Indicators Report. BGA’s enrollment of ‘high needs’ students will also exceed 50% as defined by DESE enrollment reports in Profiles annually.	Met	In 2017-18, BGA enrolled 80.3% ‘high needs’ students as reported in DESE Profiles.
Measure: BGA’s graduation rates for ‘high needs’ students will be within 5% of those for all students.	Met	In 2017, the latest year for which data was available, BGA’s 4 year unadjusted graduation rate was 74.6% for all students and 72.1% for ‘high needs’ students as published in DESE Profiles.

Dissemination

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BGA will share its green programming best practices with other Massachusetts public schools		
Measure: BGA will participate in at least three sharing networks of green schools every year, including the Boston Public Schools.	Met	BGA participated in

Student Performance

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BGA will graduate students at rates that exceed the Boston Public Schools average		
Measure: BGA’s four- and five-year adjusted graduation rates will exceed the Boston Public Schools high school district average adjusted graduation rate as reported in DESE Profiles annually.	Met	For SY17, BGA’s 4-year graduation rate was 74.6% and 5-year rate was 82.8%, exceeding the BPS 4 year rate of 72.7% and 5-year rate of 78.4%
Measure: BGA’s annual drop-out rate will be lower than the Boston Public Schools average drop-out rate for high schools as reported in DESE Profiles annually.	Met	For 2017, BGA’s dropout rate (3.8%) was below the BPS rate of 4.4%.
Measure: Each year, BGA’s CPI in Math, Science, and ELA in 10th grade, 4- and 5- year graduation rates, and annual drop-out rate will exceed those of Odyssey High School, the school BGA replaced, in its final year 2010-2011	Met	For the 7 th straight year (every year on record), BGA’s performance exceeded that of Odyssey HS. For documentation and comparison, in 2011, Odyssey High School had a 59% 4 year adjusted graduation rate, a 67.9% 5 year adjusted graduation rate, a 13.7% drop-out rate for all students, and MCAS 10 th grade CPI of 79.4 (ELA), 61.9 (Math), and 48.3 (Science). In 2017, BGA’s graduation rates (4 year: 74.6%, 5-year: 82.8%), drop out rate (3.8%), and MCAS CPI (ELA 91.8, Math 73.7, and Science 73.1) all exceed Odyssey’s data.

Appendix B

Recruitment Plan 2018-2019

School Name: Boston Green Academy

2017-2018 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2017-2018 Recruitment Plan?

BGA had a successful year in terms of recruitment. We continue to enroll percentages of Students with Disabilities, High Needs Students, Low- Income Students, and all ethnic groups that equal or exceed BPS, charter school, and Massachusetts averages. We have no gap narrowing targets for any group except English Language Learners, which continues to be our focus moving forward for recruitment.

2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?

BPS tends to cluster ELLs in schools with language-specific programs. We are working with BPS Enrollment, as well as making outreach to ELL communities across Boston, to increase the awareness of BGA as an option and to enroll more ELLs. Our current percentage (13.8%) is improved from last year (13%) exceeds Massachusetts averages (10.2%), but is just below the comparison index (16.4%) and well below the BPS average (31.7%). We continue to provide an excellent program for ELLs (they outperform all subgroups at BGA) and are working to increase enrollment.

3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2018 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1st SIMS demographic information.

We believe that the incoming class of students will mirror all major subgroups in the past but we are hopeful for a slight increase in ELLs so we can meet our Gap Narrowing Target (14.7%). We would be happy to discuss with the Department strategies for recruiting ELLs in Boston if needed following submission of the October SIMS report.

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

General Recruitment Activities for 2018-2019:

Each year BGA engages in the following general recruitment practices:

- BPS City-Wide Showcase of Schools High School Fair
- Visits to all BPS K-5 schools (approx. 20)
- 6-8 site-based high school fairs at BPS middle schools
- Mass mailing to all rising 6th and 9th graders in Boston
- Outreach visits to 3-5 Allston/Brighton nonprofits and community organizations
- Outreach to city-wide Boston nonprofits (Boys & Girls Clubs, YMCA, etc.)
- Charter School Fairs (when invited)
- 3 information sessions at BGA prior to the lottery

- Hosting visits from 8-10 middle schools who send groups to us
- On-site tours as requested

Recruitment Plan – 2018-19 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
(a) CHART data School percentage: 32.3% GNT percentage: N/A% CI percentage: 14.5 % The school is <u>above</u> GNT percentages and <u>above</u> CI percentages	(b) Continued 2017-18 Strategies Met GNT/CI: no enhanced/additional strategies needed Director of Special Education and some special education staff attend school information nights both at the school and at district-wide recruitment events and reaches out to SPED families by phone.
	(c) 2018-2019 Additional Strategy(ies), if needed <input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
Limited English-proficient students/English learners	
(a) CHART data School percentage: 13.8% GNT percentage: 14.7% CI percentage: 16.4% The school is <u>below</u> GNT percentages and <u>below</u> CI percentages	(b) Continued 2017-18 Strategies <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed
	(c) 2018-2019 Additional Strategy(ies), if needed x Did not meet GNT/CI: additional and/or enhanced strategies below: While ELL enrollment has been mostly consistent over time, this is our area of focus for future recruitment. All recruitment and application materials continue to be translated into the predominant six major language groups for the Boston Public Schools. Bilingual staff will call families who need translated outreach. Several middle schools targeted for enrollment have above average LEP rates. We will reach out to community groups with ELLs in Brighton and other immigrant-rich neighborhoods in Boston to set up school visits and provide translators at recruitment events in the major BPS languages (starting with Spanish and Haitian Creole, the two largest language groups). The BGA web site will have translation capability for all languages and recruitment materials will be welcoming and translated into the major six languages. Additional Targeted Steps BGA is partnering with the BPS Office of English Language Learners to increase awareness of BGA as an option for ELLs and to increase ELL applicants to the lottery. We hope to increase ELL enrollment to meet the GNT for 2018-19. Over the next two years, we plan to also partner with local Allston/Brighton community groups to publicize BGA to ELLs and increase recruitment. BGA continues to post all recruitment materials in the six main language of the BPS, including Spanish and Haitian Creole, the two most dominant languages in the district.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
(a) CHART data School percentage: 66.7% CI percentage: 48.2% The school is <u>above</u> CI percentages	(b) Continued 2017-18 Strategies X Met GNT/CI: no enhanced/additional strategies needed Participate in school showcases. Reach out to BPS family resource centers. Visit middle school fairs. Give tours of the school. Call all students that have applied and check-in throughout application process.
	(c) 2018-2019 Additional Strategy(ies), if needed <input type="checkbox"/> Did not meet CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
<u>Students who are sub-proficient</u>	(d) 2018-2019 Strategies BGA enrolls students who are representative of the Boston Public Schools, which is in lowest 10% of districts on MCAS performance in the state. Enrollment of students with low MCAS scores and academic skills continues in great numbers. As measured by our incoming reading assessments (STAR 360), BGA students who enroll in 6 th and 9 th grade are, on average, 3 grade levels below in reading. We expect that to continue every year.
<u>Students at risk of dropping out of school</u>	(e) 2018-2019 Strategies BGA enrolls a population that is at very high risk of dropping out. 75% of our students in 2016-2017 were categorized as being “high needs” by DESE (CHART data) compared to a comparison index of 61.7. We continue to recruit at all middle school programs citywide and through all BPS venues, which continue to produce similar populations.
<u>Students who have dropped out of school</u>	(f) 2018-2019 Strategies BGA strives to re-engage students who have dropped out, either from BGA or other schools. We continue to backfill all seats in grades 9-11 and work closely with the BPS Family Resource centers to place students in need of a new school. We also had five students graduate in 2017-18 who were in their fifth or sixth year of high school, continuing a trend of retaining connections to students so they can finish. Our 5-year adjusted graduation rate of 86.7% is higher than the BPS average and reflects our success in this area.
OPTIONAL <u>Other subgroups of students who should be targeted to</u>	(g) 2018-2019 Strategies See above. BGA proudly enrolls all students.

eliminate the
achievement gap

Retention Plan 2018-2019

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2017-2018 Retention Plan.

2017-2018 Implementation Summary:

In 2017-2018, BGA's retention strategies included: Frequent assessment and modification of instruction; Individual check-ins and tutoring through advisory; and Counseling when needed through the Student Support Team and frequent parent outreach. All of these were implemented consistently for all students and for those who had challenges staying in school.

2017-18 saw a significant increase in BGA's stability rate from 61.7% to 82.8% and a decline in our attrition rate from 16.1% to 14.8%. BGA's churn rate also declined from 40.7% to 17.6%. These reflect successful implementation of retention plan strategies. While these numbers still exceed Boston and Massachusetts averages, we believe our school continues to stabilize following our move and expansion. Our dropout rate remained low at 3.8% while our 'extended engagement rate' of students who graduated or were still enrolled at BGA after 5 years was 90.1% (and almost 100% for Students with Disabilities and ELLs). While we still have work to do, we are pleased with our progress in this important area.

Overall Student Retention Goal

Annual goal for student
retention (percentage):

85%

Retention Plan –2018-19 Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage: 6.5%
Third Quartile: 15.9%

The school's attrition rate
is below third quartile
percentages.

(b) Continued 2017-18 Strategies

☐ Below third quartile: no enhanced/additional strategies needed

Regular check-ins with family by Advisor and Special Education Staff;
interventions as prescribed by IEP; mandatory conferences with all teachers if
needed on a quarterly basis; additional outreach by teachers; accommodations as
prescribed by IEP; review in weekly team meetings.

Limited English-proficient students/English learners

Limited English-proficient students

<p><u>(a) CHART data</u></p> <p>School percentage: 18.2%</p> <p>Third Quartile: 19.2%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><u>(b) Continued 2017-18 Strategies</u></p> <p>x Below third quartile: no enhanced/additional strategies needed</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <p>ELL coordinator analyzes data to ensure proper placement; regular communications prescribed by law and policy with families; outreach to ELL families throughout the year; progress reports and report cards; family conferences; weekly grade level meeting to review student data.</p>
<p>Students eligible for free or reduced lunch (low income/economically disadvantaged)</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 14.5%</p> <p>Third Quartile: 18.8%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><u>(b) Continued 2017-18 Strategies</u></p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <p>In accordance with our Title I schoolwide plan, we utilize school-wide interventions support our low-income students in literacy, math and student support. Approximately 85% of BGA students are eligible for free or reduced lunch under the old formula, 66.7% are categorized as 'economically disadvantaged' under the new one.</p>
<p><u>Students who are sub-proficient</u></p>	<p><u>(d) 2018-2019 Strategies</u></p> <p>Each student has an advisor who monitors their academic performance and coordinates interventions. Grade level teams also monitor MCAS scores and grades to determine who needs supports.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p><u>(e) 2018-2019 Strategies</u></p> <p>Our Student Support Team, along with advisors and teachers, monitor students who are at high risk of dropping out. Special plans are created for students who are in this category that include family involvement. The Credit Recovery Program is available to students who are eligible to make up credits, as well as support from the BPS Re-Engagement center.</p>
<p><u>Students who have dropped out of school</u></p>	<p><u>(f) 2018-2019 Strategies</u></p> <p>Our Student Support Team contacts all students who are long-term absentees and dropouts to re-engage them. The goal is to re-enroll them at BGA or in an alternative program within the BPS that can provide the needed supports.</p>
<p><u>OPTIONAL</u></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p><u>(g) 2018-2019 Strategies</u></p> <p>We review our CHART, DART, CPI and MCAS data regularly to assess what subgroups need particular support and to narrow achievement gaps. The Administrative Team sets targets for our school and grade level and content teams look at specific data to support subgroups. Occasionally, special programs are created for certain groups, such as ELLs and young men of color to support their development</p>

Appendix B

School and Student Data Tables

BGA's 2017-2018 demographic and subgroup data can be found at:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04110305&orgtypecode=6&leftNavId=300&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	240	50.3
Asian	11	2.3
Hispanic	180	37.6
Native American	2	0.4
White	34	7.2
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	17	3.6
Special education	154	32.3
Limited English proficient	66	13.8
Economically Disadvantaged	319	66.7

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Chamberlain Segrest, Director, Green Programming	Helps BGA achieve our mission of environmental sustainability	01/01/2013	
Brian Gonsalves, Director of Student Support Services	Responsible for the coordination and supervision of the Student Support Team	07/01/2011	
Jeffrey Becker, Assistant Headmaster	Assistant Building Administrator	09/15/2014	
Ryne Deckard, Director of Technology	Supports school-wide technology	10/01/2012	
Jennifer Rios, Head Staff Assistant	Provides and coordinates all clerical support activities for administrators and school staff	07/01/2017	
Matt Holzer, Headmaster	Head of School role and responsibilities	07/01/2011	
Jessica Madden-Fuoco, Director of Teaching and Learning	Chief Academic Officer	8/01/2016	

Jodi Then, High School Counselor	High School Guidance Counselor	07/01/2017	
Vanessa Brea, Middle School Counselor	Middle School Guidance Counselor	07/01/2017	
June Grunert, Coordinator of Special Education	Coordinator of Special Education	07/01/2017	
Andre Woodberry, Coordinator of Enrollment and Outreach	Supports student enrollment and family outreach	10/01/2017	

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR				
	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	40	1	7	See below
Other Staff	29.5	1	0	See below
<p>Staff Attrition Narrative: 9 staff members left BGA this year, a decrease over the previous year (13 in 2016-17). For teachers, one departed at the start of the school year to move to another state, and seven left at the end of the year (three positions were eliminated due to budget cuts, two moved out of state, one took a teaching job in a nearby community, and one moved to another BPS school). For non- teachers, one managerial employee left in October to join a family business and was replaced in November. All open positions for 2018-19 have been filled as of this writing.</p>				
BOARD MEMBER INFORMATION				
Number of commissioner approved board members as of August 1, 2018			12	
Minimum number of board members in approved by-laws			7	
Maximum number of board members in approved by-laws			No limit	

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election; expiration date available on DESE web site)
Ada Diaz	Trustee		2	6/29/12
Teresa Colon	Trustee/Parent Rep		1	January, 2017
Megan Wollak	Trustee/Teacher Rep	Academic	1	September, 2016

Ashley Zahlaway	Trustee/Teacher Rep	Academic	1	September, 2016
John Keller	Trustee	Finance/ Development	2	6/7/11
Martha Pierce	Trustee	Governance	2	12/16/14
James Cater	Trustee		1	June 2017
William Walker	Trustee	Governance	1	September 2016
Alex Chu	Trustee	Academic	1	January 2017
Amanda Downey	Trustee		1	September 2016
Molly Schen	Trustee	Development	3	2/28/11
Casel Walker	Trustee/Chair	Governance, Headmaster Support & Evaluation; Academic	2	2/28/11
Denni Barros	Student		1	September 2017
Benorlda Compte	Student		1	September 2017

Appendix D

Additional Required Information

Key Leadership Changes

Going forward to 2018-19 there is one change to our leadership structure:

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Alex Chu	New
Charter School Leader	Matt Holzer	No Change
Assistant Charter School Leader	Jeffrey Becker	No Change
Special Education Director	June Grunert	No Change
MCAS Test Coordinator	Jeffrey Becker	No Change
SIMS Coordinator	Ryne Deckard	No Change
English Language Learner Director	Jeffrey Becker	No Change
School Business Official	Elizabeth Stasiowski (Insource Services)	No Change
SIMS Contact	Ryne Deckard	No Change

Facilities

Location	Dates of Occupancy
20 Warren St., Brighton MA 02135 (former Taft Middle School building, owned by BPS)	September 1, 2014 to present

Enrollment

Action	2018-2019 School Year Date(s)
Student Application Deadline	February 15, 2019 (tentative)
Lottery	February 27, 2019 (tentative)

UPDATE ON PROBATION CONDITIONS

As has been previously detailed, Boston Green Academy was placed on probation by the Commissioner in October of 2014. BGA worked diligently and successfully to meet the conditions of probation over the next year and half. In February 2016, the Commissioner recommended, and the Board approved unanimously, that BGA receive a new five-year charter with extended probation. In February 2017, the Commissioner again recommended and the Board unanimously approved an updated, extended Probation to last until 2019 based on BGA's progress. The four current probation conditions are below along with our progress towards meeting them:

- **Until further notice, Boston Green Academy Horace Mann Charter School must submit to the Department, at charterschools@doe.mass.edu, board meeting agendas, materials, and minutes prior to each board meeting at the same time that these items are sent to the school's board members. Additionally, if board materials do not already include this information, the school must also submit monthly financial statements.**

Progress: BGA continues to submit all documentation as required.

- **The school must maintain the established escrow account to pay for any potential closing, legal, and audit expenses associated with closure, should that occur.**

Progress: BGA has established and funded the escrow account with the approval of the Department.

- **By June 30, 2017, BGA must submit to the Department a comprehensive evaluation of the school's mathematics, English language arts, and science programs including, but not limited to, whether and how such programs effectively create an environment conducive to learning, hold students to high expectations, and foster student engagement. Such comprehensive evaluation must be conducted by an external consultant(s) acceptable to and approved in advance by the Department. The external consultant(s) may be employed by Boston Public Schools if they are not also employees of BGA.**

Progress: BGA submitted the required evaluation, conducted by Mass Insight Education, on time, to the Department.

- **By July 31, 2017, BGA must submit an action plan to improve academic performance to the Department for approval. Such action plan must specify the strategies to improve mathematics, English language arts, and science performance for all student groups. The action plan must set clear and specific implementation benchmarks, with a clear timetable and deadlines for completion of key tasks, to allow the school's board of trustees and the Department to monitor implementation.**

Progress: BGA submitted the required action plan on time to the Department.

- **By December 31, 2019, the school must demonstrate continued significant and sustained academic improvement in mathematics, English language arts, and science.**

Progress: BGA is intensely focused on meeting this condition based on student achievement data for 2017, 2018 (currently embargoed), and 2019.

Complaints

Boston Green Academy Board of Trustees did not receive any official complaints as defined by State Charter School Regulations (603 CMR 1.09) in 2017-2018.

Attachments

The following attachments are included:

- Required financial documents including the unaudited FY18 income statement, FY18 balance sheet, and approved School Budget for FY19
- The 2017-2018 organizational chart

	<u>Jul '17 - Jun 18</u>
Ordinary Income/Expense	
Income	
43330 · Foundation and Trust Grants	65,000
43450 · Individ, Business Contributions	15,672
44520 · Federal Grants	644,987
45040 · Interest - Checking	95
46430 · Miscellaneous Revenue	
46431 · Other Income	6,658
46437 · Field Trip	14,696
Total 46430 · Miscellaneous Revenue	21,355
47200 · Program Income	
47250 · Tuition Revenue	4,953,474
47260 · In-Kind Tuition Revenue	2,467,777
Total 47200 · Program Income	7,421,251
Total Income	8,168,359
Expense	
50000 · Personnel Costs	
50005 · BPS Cost- Direct Salaries	4,993,986
50006 · Payroll Taxes	62,475
50007 · Fringe Benefits	1,118,636
50010 · Stipends	122,178
Total 50000 · Personnel Costs	6,297,274
50900 · Business Expenses	
50910 · BPS Purchased Services	247,154
Total 50900 · Business Expenses	247,154
52100 · Contract Services	
52110 · Accounting Fees	35,930
52111 · Audit Fee	30,634
52120 · Consultant	42,266
52130 · Fundraising Fees	4,614
52150 · Outside Contract Services	97,943
52170 · Honorarium	175
Total 52100 · Contract Services	211,562
Total 52800 · Facilities and Equipment	416,681
55000 · Operations	
55010 · Books, Subscriptions, Reference	38,048
55020 · Postage, Mailing Service	6,281
55030 · Printing and Copying	7,319
55040 · Office Supplies	6,885
55050 · Telephone, Telecommunications	600
55060 · Security	229
55070 · BPS Transportation Services	664,435

	<u>Jul '17 - Jun 18</u>
Total 55000 · Operations	723,796
55100 · Other Types of Expenses	
55110 · Advertising Expenses	1,857
55120 · Insurance - Liability, D and O	17,094
55150 · Memberships and Dues	2,640
55155 · Student Scholarships	750
55160 · Other Costs	4,310
55170 · Staff Development	5,414
55175 · Student Activities	125,041
55176 · Service Learning Trip	16,718
55180 · Other Entertainment	930
55181 · Catering Services	8,647
55185 · Bus Rental	14,608
55190 · Apparel	6,434
80500 · Bank Service Charge	546
Total 55100 · Other Types of Expenses	204,988
55178 · Sports	770
55200 · Depreciation Expense	28,600
Total 58300 · Travel and Meetings	19,319
Total Expense	8,150,144
Net Ordinary Income	18,216
Net Income	18,216

	<u>Jun 30, 18</u>
ASSETS	
Current Assets	
Total Checking/Savings	202,944
Total Accounts Receivable	176,355
Other Current Assets	
13000 · Prepaid Expenses	<u>19,442</u>
Total Other Current Assets	<u>19,442</u>
Total Current Assets	398,741
Fixed Assets	
15000 · Furniture and Equipment	120,997
17100 · Accum Depr - Furn and Equip	<u>(62,700)</u>
Total Fixed Assets	58,297
Other Assets	
18600 · Other Assets	2,102
19999 · Due from the Foundation	<u>11,592</u>
Total Other Assets	<u>13,694</u>
TOTAL ASSETS	<u>470,732</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Total Accounts Payable	1,136
Total Credit Cards	10,572
Other Current Liabilities	
24000 · Funds Held in Trust	1,045
24502 · Due to Foundation	<u>206,600</u>
Total Other Current Liabilities	<u>207,646</u>
Total Current Liabilities	<u>219,354</u>
Total Liabilities	219,354
Equity	
31500 · Temp. Restricted Net Assets	11,860
32000 · Unrestricted Net Assets	221,302
Net Income	<u>18,216</u>
Total Equity	<u>251,378</u>
TOTAL LIABILITIES & EQUITY	<u>470,732</u>

Boston Green Academy
FY19 Approved Budget

	FY19 Approved Budget
Ordinary Income/Expense	
Income	
43300 · Direct Public Grants	
43310 · Corporate and Business Grants	5,000
43330 · Foundation and Trust Grants	115,000
Total 43300 · Direct Public Grants	120,000
44520 · Federal Grants	598,558
47200 · Program Income	
47250 · Tuition Revenue	4,921,349
47260 · In-Kind Tuition Revenue	2,584,533
Total 47200 · Program Income	7,505,882
Total Income	8,224,440
Expense	
50000 · Personnel Costs	
50005 · BPS Cost- Direct Salaries	4,951,943
50006 · Payroll Taxes	64,375
50007 · Fringe Benefits	1,138,947
50007 · Benefits on grant-funded	13,452
50010 · Stipends	116,450
Total 50000 · Personnel Costs	6,285,167
50910 · BPS Purchased Services	255,496
52100 · Contract Services	
52110 · Accounting Fees	30,000
52111 · Audit Fee	25,000
52120 · Consultant	15,000
52130 · Fundraising Fees	56,000
Total 52100 · Contract Services	126,000
52800 · Facilities and Equipment	
52814 · IT Equipment & Software	39,750
52890 · Maintenance of B&G	376,515
52891 · Utilities	50,708
Total 52800 · Facilities and Equipment	466,973
55000 · Operations	
55010 · Instructional Supplies/Materials	36,220
55030 · Printing and Copying	1,000
55040 · Office Supplies	9,000
55070 · BPS Transportation Services	698,493
55170 · Staff Development	15,000

55175 · Student Electives & Special Projects	229,600
55176 · PuertoRico Trip	5,000
58340 · Field Trips	22,000
Total 55000 · Program Operations	1,016,313
55100 · Other Types of Expenses	
55110 · Recruitment Expenses	5,000
55120 · Insurance - Liability, D and O	22,000
55181 · Catering Services	4,000
55190 · Apparel	1,000
Total 55100 · Other Types of Expenses	32,000
55200 · Depreciation Expense	26,230
55300 · Administrative Expense	22,000
Total Expense	8,230,178
Net Ordinary Income	(5,738)
Net Income	(5,738)

Boston Green Academy

Organizational Chart

2017-18

Rev. 11.1.17

