

Excel Academy Charter School



ANNUAL REPORT 2025-2026

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Introduction to the School

Excel Academy Charter School

Mission Statement: The mission of Excel Academy Charter School is to prepare students to succeed in high school and college, apply their learning to solve relevant problems, and engage productively in their communities.

School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	58 Moore Street, East Boston, MA 02128 180 2nd Street, Chelsea, MA 02150 375 Bremen Street, East Boston, MA 02128 401 Bremen Street, East Boston, MA 02128
Regional or Non-Regional	Regional
Districts in Region	Boston, Chelsea
Year Opened	2003
Year(s) Renewed	2008, 2013, 2018, 2023
Maximum Enrollment	1400
Chartered Grade Span	5-12

School Performance and Program Implementation

Faithfulness to Charter

Criterion 1: Mission and Key Design Elements

Mission

Excel Academy Charter School steadfastly adheres to its mission of preparing students for success in high school and college, and beyond. Since our inception, we have grown from a single middle school to a network of campuses that includes three middle schools and a high school. This growth reflects our commitment to providing a college-preparatory education that empowers students to apply their learning to solve relevant problems and engage productively in their communities. Starting in the 24-25

school year, we launched our multi-year plan to center ‘Excellent Teaching’ at the center of our priorities, our support for leaders and teachers, and the lens by which we view our curriculum.

Our dedication to rigorous academic standards remains unwavering. We implement a standards-based curriculum that not only delivers content-specific knowledge but also develops essential academic and non-academic skills. Our curriculum is designed to foster critical thinking and conceptual understanding, preparing students for the challenges of higher education and their future careers. By integrating opportunities for students to engage in hands-on learning and real-world problem-solving, we ensure that their education is both relevant and impactful. Regular curricular audits and aligned assessments ensure that our materials are aligned with grade-level expectations, and targeted support programs provide additional help for students who need it.

Excel Academy is committed to providing a culturally responsive education that celebrates and explores students' identities while maintaining high academic expectations. Through carefully selected texts and STEM projects that address current issues, we encourage students to apply classroom skills to analyze, discuss, and evaluate these topics. Our assessment strategies challenge students to demonstrate their mastery by tackling novel problems and authentic real-world scenarios. This approach reinforces their academic skills and promotes a deeper understanding of their role in a diverse and dynamic society.

Excel Academy fosters community and responsibility through initiatives that are integral parts of our school culture, including athletic teams, affinity groups, competitive academic teams, and volunteer associations. These activities are designed to instill a sense of unity and pride among our students, fostering a strong sense of responsibility and active contribution to their school and broader community. Our dedicated teachers and staff engage in open discussions with students, helping them understand how their efforts within Excel Academy extend beyond the school environment. By participating in these programs, students learn to navigate their own paths while contributing meaningfully to the communities around them, embodying the mission of Excel Academy both within and beyond our walls.

Key Design Elements

Excel Academy provides a rigorous academic program to prepare students to succeed in high school and college, apply their learning to solve relevant problems, and engage productively in their communities. This learning environment is not possible without excellent teachers and staff or a commitment to diversity, equity and inclusion. Therefore, we focus on developing our staff to ensure our teachers are equipped with the tools they need. In order to meet these ambitious goals, our model is centered around five mission-aligned key design elements.

1. Post-Secondary Awareness, Support, and Completion

Excel Academy supports students to pursue meaningful career or college opportunities. Excel Academy students begin building post-secondary awareness as soon as they join our network in Middle School as fifth graders. This begins with activities designed to

help students learn about college as an option in their future - including career exploration events, panel discussions with Excel Academy alumni now in college, individualized support for summer programming, and trips to local colleges and universities. This type of support continues through ninth and tenth grade.

Excel Academy juniors and seniors take a weekly seminar to support them in building college and career access knowledge, in which they receive support and preparation for the PSAT and SAT exams, college and career visits, college and career applications and interviews, and financial aid applications. Excel Academy's (College and Post-Secondary Support (CAPS) team provides counseling and support to each Excel High School graduate for up to six years as they matriculate to and navigate post-high school opportunities. These programs are reinforced by a school culture that celebrates each student in their journey to their chosen productive post-secondary-school plan.

2. Rigorous, Vertically Aligned, Accessible Curriculum

Excel Academy's academic program is based on the fundamental idea that students must master core skills and content to achieve long-term success as learners. They must also develop the conceptual thinking abilities needed in higher-level academics. The schools' rigorous academic program is designed to ensure students can ask thoughtful questions; research, analyze, and synthesize information; solve novel problems; and draw insightful conclusions. These foundational skills ensure that our students are able to succeed through middle school and are prepared for a wide variety of high school Advanced Placement (AP) courses.

To ensure that students can build more sophisticated skills each year, Excel Academy aligns curriculum priorities and skills across middle school and high school. Our instructional teams conduct regular curricular audits to ensure that students have appropriate, grade-level materials. We make the curriculum accessible and meet the needs of all learners through student support structures such as targeted acceleration, intervention, and individualized programs. We consistently collect data on student achievement and gaps, then use that data to place all middle school students in a specific intervention group based on their growth areas during dedicated support blocks. In high school, targeted study halls and intervention periods provide additional support for students who are still developing foundational skills.

3. Socio-Emotional Learning and Support

Excel Academy focuses on socio-emotional learning at all grade levels. At both middle school and high school levels, our schools implement a consistent behavior management system allowing students to earn rewards for meeting or exceeding school expectations and implementing consequences when students do not meet expectations. Teachers implement the behavior support system in all classrooms to provide the foundation of a safe and positive classroom environment in which learning and relationships can flourish. We support student growth by providing frequent feedback, whereby students have the opportunity to reflect on their choices and grow in their ability to contribute to the school community. In our middle schools, each family receives a weekly report to summarize their student's behavior, attendance, homework completion, and academic grades.

This support is augmented by time in advisories, where students have individualized check-in with advisors, participate in a structured SEL curriculum supported by their beginning of year Panorama data which identifies for each student areas of strength and concern.

4. Professional Development

Excel Academy invests heavily in professional development for our teachers and staff. At the network level, Excel Academy provides professional development during our annual August Staff Summit. At the school level, staff have co-planning time after dismissal at least one day a week and weekly professional development after early dismissal on Fridays. At the individual level, every teacher at Excel Academy has both a manager who serves as their primary teacher coach as well as a Department Head who provides additional content-focused instructional coaching. Excel Academy aims to ensure that every teacher grows and develops in their craft. As a part of our strategic priorities, we launched our first observational rubric to evaluate and coach instruction, and supported it with an arc of the year strategy that centered professional development on clear observational metrics.

5. Equity and Inclusion Driven

Excel Academy is committed to providing an educational environment where all students will thrive, regardless of race, gender, sexuality, or economic status. A key component of that work is the school environment. Excel Academy developed affinity groups for students and staff and is committed to providing them with resources. Furthermore, professional development is offered on all aspects of diversity, equity, and inclusion (DEI) work, including staff communication, working with students across lines of differences, and holding high expectations and beliefs for all students. Excel Academy also practices data transparency on issues of diversity and inclusion by surveying staff and students on their experience and sharing this information.

Criterion 2: Access and Equity

- [Enrollment by Race/Ethnicity \(2025-26\)](#)
- [Selected Populations \(2025-26\)](#)
- [2024-25 Student Discipline Data Report](#)

Criterion 4: Dissemination

Dissemination Activities to Public Schools (that are not charter schools) *in* the District Where the School Is Located 2025-26

Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
25-26	Continuous instructional improvement through student-centered, mastery-based instruction, reflection, student voice, and data-informed refinement of teaching practice	Keynote presentation, <i>Shoot Your Shot: Continuous Instructional Improvement Through Risk-Taking, Reflection, & Student Voice</i> , DESE Sharing for Success Dissemination Fair, Devens, MA	9th Grade World History Teacher, Grade Level Team Chair, & National Honor Society Coordinator	Educators and public school leaders from across MA, including participants from local districts	Delivered the conference keynote highlighting Excel's culture of continuous instructional improvement and sharing a replicable approach to student-centered, mastery-based instruction. Encouraged educators to use reflection, student voice, and data to continuously refine instructional practice, and shared presentation resources to support implementation in participants' schools.
25-26	Data-driven instructional improvement and academic data systems	Presentation at the DESE Sharing for Success Dissemination Fair, May 20,	Director of Data and Assessment	DESE staff, educators, and public school leaders from across MA, including	Shared practical strategies for using clear metrics, progress monitoring, and action planning to drive continuous instructional improvement. Participants explored Excel's

		2026, Devens, MA		participants from local districts	approach to using academic data to inform instructional decision-making and support improved student outcomes.
25-26	Postsecondary coaching strategies and systems to prevent “summer melt” and support successful college matriculation	Presentation at the Success Boston Coaches Meeting	Senior Director of Postsecondary Support	Postsecondary coaches from nonprofit organizations, Boston-area colleges, and K-12 schools	Shared Excel Academy's approach to preventing summer melt through relationship-based coaching and systems that support students as they transition to their postsecondary plans. Participants learned practical strategies to strengthen college matriculation efforts within their own organizations.
25-26	Enrollment and family engagement best practices and information	In-person discussion at the East Boston School Showcase on 11/15/25 at Mario Umana Academy	Director of Student Recruitment & Enrollment	Boston Public Schools administrators	Addressed common misconceptions about charter schools, shared Excel's approach to family engagement and student recruitment and enrollment, strengthened mutual understanding, and equipped administrators with accurate information to better support families exploring school options.
25-26	Developing a common instructional vision through a teacher	Presentation, <i>Honing Teacher & Leader Development to</i>	Director of Academic Leadership & Diversity,	DESE and public school district leaders from across MA,	Shared Excel's teacher observation rubric, teacher and leader development framework, and

	observation rubric and "Arcs of the Year" teacher and leader development model to strengthen instructional coaching and improve student outcomes	<i>Drive Student Outcomes</i> , DESE Celebrating Academic Success Conference, December 2, 2025, Marlborough, MA	Equity, & Inclusion	including participants from local districts	implementation resources with public school leaders. The presentation highlighted a replicable approach to establishing a common instructional vision, strengthening instructional coaching, and aligning teacher development to improve student outcomes. DESE distributed the presentation materials and supporting resources following the conference, and attendees expressed interest in applying the strategies in their own schools.
25-26	Excel's organizational learning framework and academic data systems to support continuous improvement	Virtual presentation to the District Data Leaders Network (DDLN) of Massachusetts	Director of Data and Assessment	District data leaders from across MA, including participants from local districts	Shared Excel's organizational learning framework, academic dashboards, and data-driven improvement strategies for MCAS, ACCESS, and MTSS. The presentation demonstrated how Excel aligns data systems to support instructional decision-making and continuous improvement. Several district leaders requested follow-up one-on-one conversations to learn more about Excel's approach.

25-26	School safety protocols, family support practices related to immigration enforcement, and charter school operations	Campus visit and discussion with representatives from the City of Boston	Director of Development & Governance, Development & Governance Associate, Director of Student Recruitment & Enrollment	Representatives from the City of Boston Mayor's Office, including the East Boston Neighborhood Liaison	Shared Excel Academy's school safety protocols, staff guidance, family resources related to immigration, and overview of the charter school model. The visit increased awareness of school-based practices designed to support students and families while fostering coordination with municipal partners.
25-26	Charter school governance, educational model, and student support practices, including college access and postsecondary success, family engagement, and enrollment	Campus visit and discussion at Excel Academy Charter High School	Chief Executive Officer, Director of Development & Governance, Development & Governance Associate, Dean of College Access & Post-Secondary Success, Director of Student Recruitment & Enrollment, High School Learning Specialist	Boston City Councilor and members of the City Councilor's staff	Hosted a campus visit and discussion to share Excel Academy's educational model, governance structure, college access and postsecondary success programming, family engagement, and enrollment practices. The visit fostered dialogue with city leaders about the charter school model and strategies for supporting students and families.

25-26	Data-driven instructional practices and Excel Academy's Organizational Learning Triad, including the use of clear metrics, progress monitoring, and action planning to improve instructional outcomes	Presentation at the Massachusetts Department of Elementary and Secondary Education (DESE) Sharing for Success Dissemination Fair	Director of Data and Assessment	Massachusetts Department of Elementary and Secondary Education (DESE) staff, educators, and school and district leaders from across Massachusetts, including Boston Public Schools	Presented framework for using data to support continuous instructional improvement, highlighting practical strategies for setting measurable goals, monitoring student progress, and responding to data through instructional planning. Participants explored a case study on MCAS improvement and gained actionable tools for implementing data-informed practices within their own schools and districts
25-26	Approaches to parent consent forms, mental health/SEL screenings, and school-based mental health referrals	Virtual grant coaching and networking meeting	Director of Development & Governance	District leaders from Boston, Watertown, Winthrop, Gloucester, Taunton, and other districts	Shared Excel's approach to parent consent forms, implementation of mental health/SEL screenings, and negotiation of services with an outside mental health referral provider. Contributed practical implementation experiences and lessons learned to support participating districts' planning.

Dissemination Activities *Beyond* the District Where the School Is Located 2025-26

Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
25-26	School culture, instructional practices, and continuous improvement strategies supporting strong academic outcomes	Campus visit, classroom observations, and discussion following a school-wide assembly recognizing the 2025-26 Milken Educator Award	School leadership and instructional staff	Massachusetts Commissioner of Elementary and Secondary Education, Secretary of Education, DESE leadership, elected officials, and other education stakeholders	Hosted classroom observations and discussions highlighting Excel's instructional model, school culture, and practices supporting strong academic outcomes. Provided state education leaders and other stakeholders with an opportunity to observe effective practices in action and engage with school leaders about their implementation.
25-26	Student-centered instructional practices that combine high expectations, literacy, student ownership, and strong relationships to improve student outcomes	Presentation to the Massachusetts Board of Elementary and Secondary Education, April 28, 2026	9th Grade World History Teacher, Grade Level Team Chair, & National Honor Society Coordinator	Massachusetts Board of Elementary and Secondary Education, DESE leadership, and public attendees	Shared Excel's approach to rigorous, student-centered instruction, including self-paced learning, structured collaboration, literacy intervention, and project-based learning. Highlighted how high expectations and strong relationships can support improved student outcomes and prepare students for college, careers, and civic engagement.

25-26	Competency determination policies and implementation guidelines	Direct consultation and sharing of implementation resources	Chair, Academic Oversight Committee	Salem Public Schools administrators	Shared Excel's competency determination policies and implementation guidelines. Salem Public Schools used Excel's materials as a reference in developing its own competency determination guidance.
25-26	Excel Academy's College & Career Counseling model, including strategies for supporting students' postsecondary planning and success	Guest presentation, Boston College School Counseling Practicum	Director and Program Chair, College & Career Counseling	Graduate students in the Boston College School Counseling Department preparing to become school counselors	Shared Excel's College & Career Counseling model with future counselors, providing practical strategies for supporting students' postsecondary planning and best practices participants can apply in their future schools and counseling programs.
25-26	Student-led science discussions through visible discussion goals, planning tools, and structured student reflection	Presentation, "Making Discussion Goals Visible to Students," OSE Spring Community Day (March 3, 2026)	MS Science Curriculum Manager & Department Head; MS 5th & 6th Grade Science Teacher & Team Lead	MA educators participating in OSE Spring Community Day	Shared practical tools and implementation strategies for making discussion goals visible to students, including student planning documents, discussion rubrics, and reflection protocols that support student ownership, equitable participation, and productive academic discussion.
25-26	Family resource coordination and crisis response practices	Numerous regional convenings in MA and in RI and subsequent	Director of Development & Governance, Development & Governance	School and nonprofit leaders from Massachusetts and Rhode Island	Collaborated with schools, nonprofit organizations, and community partners to develop and share consolidated family resource guides, including

		resource sharing and consultation	Associate, Director of Student Recruitment & Enrollment		information on food assistance, financial support, and other community services. Contributed to a broad, cross-sector effort to share resources and connect families affected by the SNAP benefits crisis with critical support services.
25-26	School safety and family support practices	Individual consultations and resource sharing	Director of Development & Governance	Leaders from charter public schools across the United States	Developed and shared updated school safety, family support, and crisis response resources, policies, and implementation guidance with charter school leaders through individual consultations, emails, phone calls, and in-person meetings.
25-26	Postsecondary student support practices related to FERPA authorization and information sharing	Consultation with University of Massachusetts Boston Student Affairs leadership	Associate Director of Postsecondary Support	University of Massachusetts Boston Student Affairs leadership	Shared Excel's approach to supporting students through FERPA authorization and information-sharing processes. Provided recommendations to improve the university's FERPA forms and guidance, and university leadership indicated they would revise student instructions to reduce confusion and improve access to coordinated student support.
25-26	Relationship-based college, career, and	Conference presentation, <i>Caso Cerrado: A</i>	Senior Director of Postsecondary	Educators, higher education professionals,	Shared Excel's relationship-based approach to college, career, and postsecondary advising, including

	postsecondary support model for Latino/e and first-generation students	<i>Relationship-Based Model for Latino/e Student Success</i> , at the College Board Prepare: Educating Latinos for the Future of America Conference	Support and Associate Director of College and Career Counseling	and nonprofit leaders from across the country	culturally responsive family engagement, financial aid advising, and postsecondary transition planning. Participants received practical strategies and implementation resources that could be adapted to strengthen college access, persistence, and student support within their own organizations.
25-26	Middle school instructional practices and new teacher coaching strategies that support teacher development and student achievement	Classroom observations and discussion with Teach For America Massachusetts	Leadership Coach	Teach For America Massachusetts and their philanthropic partners	Hosted classroom observations highlighting instructional practices and new teacher coaching through Teach For America corps members at Excel. Shared strategies for developing early-career teachers and supporting strong instructional practice in a high-performing school environment.
25-26	Continuous instructional improvement through reflection, student-centered teaching, strong relationships, and a growth mindset	Conference session, <i>Expectations vs. Reality: Teaching Edition</i> , Bridgewater State University Conference (March 2026)	9th Grade World History Teacher	Educators attending the Bridgewater State University Conference	Shared practical strategies for building student-centered classrooms through reflection, strong relationships, and continuous instructional improvement. Encouraged educators to embrace a growth mindset, learn from challenges, and foster student engagement through responsive teaching practices.

25-26	Postsecondary advising practices that support immigrant students and families in accessing postsecondary opportunities and navigating complex transition processes	Presentation, <i>DREAMing of Success: A Case Study of How a Charter School's College and Career Department Supports Its Liminal Status Students Access Postsecondary Opportunities</i> , Boston University Wheelock College of Education & Human Development	Dean of College Access & Postsecondary Success	Boston University graduate students and faculty	Presented a case study of Excel Academy's approach to supporting immigrant students and families through the college access and postsecondary success process. Shared practical strategies for expanding postsecondary access and supporting students as they navigate the transition to college and careers.
25-26	Teacher observation and instructional coaching practices, including Excel Academy's vision for teaching and coaching	In-person meeting	Chief Schools Officer and Leadership Coach	Leadership team from Steplab (United Kingdom-based)	Shared Excel's teacher observation rubric, instructional coaching approach, and vision for excellent teaching. The discussion provided insight into instructional leadership and coaching within U.S. charter schools, helping inform Steplab's work supporting schools in the United States.
25-26	Self-paced Google Classroom	Conference presentation at	Director of College & Career	School counselors, community-based	Shared Excel Academy's use of self-paced Google Classroom resources to support college and

	strategies to support college and career counseling	the NEACAC Conference	Counseling and Senior Director of College & Career Counseling	organization staff, and college admissions professionals	career counseling. Participants learned practical strategies for organizing advisory resources and providing students with flexible access to college and career planning materials.
25-26	Community partnerships and family engagement	Community resource fair	Director of Student Recruitment & Enrollment	Community organizations, service providers, families, and education partners	Convened 30+ community orgs. and service providers at Excel's high school campus to connect hundreds of families with legal, healthcare, food, and other support services. Demonstrated how school facilities can serve as community hubs by bringing together public agencies, nonprofit organizations, and families to improve access to critical services.
25-26	Instructional, operational, governance, and student support practices that contribute to effective school implementation	Campus visits, classroom observations, and discussions at Excel Academy campuses	Multiple members of the school's leadership team	~70 educators, community leaders, nonprofit partners, higher education representatives, public officials, and other education stakeholders	Hosted approximately 15 campus visits during the school year, providing visitors opportunities to observe classrooms, student culture, instructional practices, and school operations while engaging in discussions about implementation and continuous improvement.

Dissemination Activities with Charter Public Schools 2025-26

In addition to the dissemination activities reported above, Excel Academy's Accountability Plan (Appendix A) includes goals related to sharing best practices with other charter public schools. The following examples highlight additional dissemination activities that are not reflected in the preceding tables but are an important component of Excel's overall commitment to collaboration, continuous improvement, and strengthening public education through shared learning.

Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
25-26	Student recruitment and community partnership strategies	Presentation, <i>The Partnership Playbook: How Excel Academy Turns Community Relationships into a Pipeline of Future Scholars</i> , at the Charter School Growth Fund Enrollment & Marketing Leader Convening	Director of Student Recruitment & Enrollment	Charter school enrollment and marketing leaders from across the United States	Shared Excel Academy's student recruitment strategies, tools, and partnership framework with charter school enrollment leaders from across the country. Participants reported that the resources were immediately applicable to their own recruitment efforts and planned to implement them within their schools. In recognition of this presentation and Estevan's broader leadership in supporting peers through presentations, webinars, and coaching, Charter School Growth Fund recognized Excel Academy with its Proven Practices award for advancing enrollment best practices across its national network.

25-26	School leadership and instructional coaching practices	Campus visit and debrief	Head of School, Dean of Curriculum & Instruction, and Deputy Chief Schools Officer	17 charter public school leaders from schools participating in BES	Shared best practices for improving student growth and academic achievement, including Excel Academy's teacher observation rubric, instructional coaching model, and school leadership case study.
25-26	Student growth and instructional leadership practices	Campus visit	Chief Schools Officer, Deputy Chief Schools Officer, and Head of School	20 senior academic leaders from Boston-area charter public schools	Shared best practices for teacher development, curriculum implementation, and data-informed instruction that contributed to strong student growth.
25-26	Finance team structure and organizational design	Virtual meeting	Managing Director of Finance	Finance leadership, Summit Public Schools	Collaborated with Summit Public Schools on finance team organizational structure, sharing approaches to team design and supporting a problem-of-practice discussion on finance operations.
25-26	Family engagement and advocacy strategies	"Spark" seminar presentation at a Charter School Growth Fund conference	Director of Development & Governance	Leaders from approximately 40 charter public schools across the United States	Led a seminar and discussion on family engagement, advocacy, local partnerships, and cross-functional coordination with charter school leaders from across the country.
25-26	Family-centered communications strategies	"Spark" seminar presentation at a Charter School Growth Fund conference	Director of Marketing & Communications	Leaders from approximately 40 charter public schools	Led a seminar and discussion on family-centered communications strategies with charter school leaders from across the country.

				across the United States	
25-26	Instructional leadership practices	Campus visit and leadership workshop	Leadership Coach	Brooke Charter Schools aspiring leaders	Shared best practices for instructional leadership and effective school leadership with a cohort of aspiring leaders from Brooke Charter Schools.
25-26	College counseling and career advising strategies	Virtual meeting of the Boston Charter School Consortium	Associate Director of College and Career Counseling	College and career counselors from Boston charter public schools	Shared best practices for supporting students applying through Early Decision and Early Action, along with resources and advising strategies for career-bound students.
25-26	Advanced Placement achievement strategies	Virtual meeting and email	Chief Executive Officer	CEO of Brooke Charter Schools	Shared Excel Academy's innovative approach to improving Advanced Placement outcomes, including data analysis methods used to identify opportunities for increasing student success and tailoring classroom strategies.
25-26	Instructional coaching and academic growth strategies	Virtual presentation to Charter School Growth Fund network leaders	Chief Schools Officer	Leaders from high-performing Charter School Growth Fund portfolio schools	Shared Excel Academy's instructional coaching model, including the Arc of the Year framework, teacher observation rubric, and other strategies that contributed to strong academic growth. Participants learned practical approaches for strengthening instructional

					leadership and improving student outcomes.
25-26	Curriculum alignment and data-driven instructional strategies	Phone call	Chief Executive Officer	Executive Director, KIPP Massachusetts	Shared Excel Academy's approach to curriculum alignment, assessment analysis, and data-driven instructional planning to support strong academic growth and student achievement.
25-26	High school instructional leadership strategies	Campus visit and debrief meeting	Chief Schools Officer and High School Leadership Team	Intrepid College Prep leaders	Shared Excel Academy's high school instructional practices and leadership strategies for increasing academic rigor and student achievement.
25-26	Student growth and instructional leadership strategies	School visit and instructional walkthrough	Deputy Chief Schools Officer	UP Academy senior leadership team	Shared best practices for improving student growth, conducted classroom walkthroughs, and provided instructional feedback to the school's senior leadership team.
25-26	Budget management and financial planning practices	Virtual meeting	Managing Director of Finance	Finance leadership, Mastery Charter Schools (Pennsylvania)	Shared Excel Academy's approach to budget management and the use of Edstruments to support financial planning and decision-making.
25-26	Math instructional coaching and data-driven improvement strategies	Virtual presentation	Director of Middle School Math	Math leaders from Charter School Growth Fund portfolio schools	Shared Excel Academy's approach to math instructional coaching, data analysis, and the strategic use of instructional

					technology to improve student math outcomes.
25-26	Governance operations and board management practices	Roundtable discussion at a conference	Director of Development & Governance	Charter public school leaders from across the United States	Shared Excel Academy's approach to scaling governance operations, including board management processes, software evaluation, implementation of BoardOnTrack, and lessons learned from different governance support models.
25-26	Middle school instructional practices and student engagement	Campus visit, discussion, and emails	Leadership Coach, Development & Governance Associate	Academic Dean, Alma del Mar Charter School	Hosted classroom observations and discussions highlighting instructional practices that promote rigorous, highly engaging learning experiences for middle school students.
25-26	Board composition and governance practices	Email correspondence, resource sharing, and virtual meetings	Director of Development & Governance, Chief Executive Officer, and Board Chair	Charter School Growth Fund portfolio schools	Shared sample materials and best practices related to board composition, recruitment, and orientation that informed the development of governance resources shared with charter public schools across the country.
25-26	Science curriculum and instructional practices	Campus visit, meetings, and resource sharing	Chief Schools Officer and Director of Curriculum & Instruction	Brooke Charter Schools	Collaborated on science curriculum, observed classroom instruction, and exchanged instructional resources and best practices to strengthen science teaching and learning.

Academic Program Success

Criterion 5: Student Performance

2025 School Report Card

Criterion 6: Program Delivery

Excel Academy's rigorous, standards-aligned curriculum ensures students gain grade-level academic skills and that they develop advanced skills that allow them access to college and career success. When students enter our high school, they participate in a college-preparatory curriculum that supports students to remain on track to complete a college education.

Excel's academic program for the 2025-2026 school year remained relatively consistent with our previous work, largely iterating and engaging in internal improvements rather than wholesale change.

Our academic program is built on the understanding that students learn best and better retain core skills and content when they apply those skills and content to relevant, meaningful situations that offer a broader context for learning. Excel Academy's program promotes the development of higher-order thinking skills and provides students with the opportunity to apply learning from standard academic curricula to complex, authentic issues. Students are encouraged to find personal relevance in their coursework and to make connections among academic disciplines.

All curricular elements across grade levels and subject areas at Excel Academy are designed to be in alignment with Massachusetts state standards according to the curriculum framework provided by the Department of Education. After a regular review of student performance and curriculum in 2021, our middle schools piloted a new, standards-aligned external curriculum across some grade-levels and content areas. Beginning in the 2022-2023 academic year, our middle schools began implementing 5th-8th grade level aligned external curriculum for Math (Illustrative/Open Up Math), English Language Arts (EL Education), and Science (Open Sci-Ed and Great Minds, Ph.D). The 5th-8th grade Social Studies curriculum is transitioning to a hybrid of DESE's Investigating History curriculum and internally created curriculum by an in-house Social Studies content expert. We've continued to evaluate our adoption of this curriculum with new structures for shared observation and feedback, along with an increased focus on data-tracking and assessments. We've also prioritized implementing the components of the new curriculum which provide support for EL (English Learner) students, and have increased opportunities for collaborative planning between EL Specialists and content teachers at the unit level to ensure that WIDA Language Frameworks and Standards are included purposefully within the curriculum. In 2024-2025, we introduced the WIDA MODEL assessment as an interim measure to evaluate performance on MLL development.

Further, beginning in Fall 2022 Excel middle schools implemented the NWEA Measures of Academic Progress (MAP) assessment in order to measure growth and mastery for all students on Massachusetts State standards. Panorama's SEL assessment was also used to screen student mental health and provide social skills support or mental health

support for students identified as at risk. We've continued our use of these screeners for this school year and have provided professional development in the use of these assessments and in progress monitoring and goal setting around it. In 2024–2025, we also introduced interim assessments in ELA and Math at the middle school level, built from released MCAS items, to provide aligned, rigorous benchmarks of student progress across the year.

Additionally, since the 2020-2021 school year, the middle school schedule has been configured to include 1-2 intervention or enrichment blocks each day. Students are placed in the appropriate WIN (What I Need) period based on new student testing data and unit assessment data. In 2023–2024, we also transitioned our WIN programming in ELA and Math to use targeted intervention curricula—such as HD Word for ELA and Corrective Math for Math—and introduced additional diagnostics, including Really Great Reading and Corrective Math screeners, to ensure student needs are identified and addressed more precisely. Excel Academy will continue to employ Learning Specialists and ELL Specialists (about 1 per every 16 EL students in middle school and 1 per every 30 EL students in high school). Specialists spend the majority of their time supporting an inclusion model of instruction by consulting with teachers or directly co-teaching SEI content courses. In addition, Excel operates a WIN block at its middle schools, which is daily small group instruction that ensures all students who need interventions as indicated by universal screening assessments, receive ones specifically targeted toward their needs including learning acceleration, extension, and SEL support. WIN provides an avenue for students to feel successful and to not just see but also celebrate their growth as students.

At the high school level, instructional leaders and department heads routinely use internal and external assessment data to review and enhance curricula to address sophisticated content and higher-order skills that more fully prepare Excel students for success at competitive colleges and/or meaningful careers. These additional standards are based on the SAT and the College Board's standards for pre-AP and AP-level curricula. When designing curricula, teachers emphasize both the academic and non-academic skills indicated above and the specific skills related to their content area. When possible, teachers make a conscious effort to design curricula that are student-driven, rather than teacher-driven. Teachers design their curricula to be rigorous and standards-based, and they engage in regular and meaningful collaboration with their colleagues to ensure alignment with our mission across grade levels and subject areas. One hallmark of Excel Academy's instructional practices at all grade levels is an explicit emphasis on classroom participation, dialogue, and collaboration as a key element in equipping students with the skills necessary to succeed in high school and college. Instructional practices are student-driven. This approach is rooted in the idea that when students are required to carry the cognitive load, both course rigor and content retention increases. Teachers at Excel Academy use varied approaches, such as direct instruction and partner- and small-group work, and constantly assess student engagement and understanding.

Teachers at Excel Academy assess students using a variety of methods related to both grade level and subject area. Their aim is to determine student mastery by requiring students to demonstrate competency and accuracy in more than one manner. To that

end, teachers routinely utilize both formative and summative standards-aligned written assessments of multiple choice, short answer, open response, and essay questions. They also employ other methods of assessment, including non-written means such as debates, presentations, and projects. When applicable, assessments require students to apply their knowledge and skills to novel problems, texts, and scenarios, thereby indicating to teachers whether or not students' skills are transferable. Teachers use the data generated from assessments to make whole-class decisions related to curriculum, instruction, and pacing and smaller-scale decisions based on individual students' needs.

Student Supports

Excel Academy uses high quality Tier 1 Curriculum to anchor our Multi-tiered System of Supports and to provide a curriculum that supports all students, and allows for students in need of intervention to still access a grade-level appropriate curriculum... g. At the start of each academic year educators use NWEA/MAP and diagnostic testing data to identify students who are below a certain threshold and create “What I Need” (WIN) programming offerings that are responsive to those needs. Examples of programming include rules-based phonics direct instruction, reading comprehension supported by Lexia, numeracy intervention, and math acceleration supported by IXL, as well as the implementation of specific intervention curricula such as HD Words and Corrective Math.. WIN programming effectiveness is monitored by each school's administrative team and students are moved flexibly in or out of groups throughout the year based on progress monitoring data. If a student is not making progress despite interventions, they may be referred for an individualized RTI plan via the Child Study Team (CST) process. During this structured process the team collects more frequent data on the student's response to specific interventions and may increase the intensity or frequency of the interventions. At Excel High School, the CST Process also includes structured data collection and interventions, but since most students have developed age and grade-level appropriate academic skills by this time the interventions are more individualized such as tutoring with content teachers or study hall. If the team suspects that the student has a disability, they will refer the student for a CORE evaluation or evaluation by the Educational Psychologist.

Excel Academy's Student Support Team (SST) meets regularly to discuss how best to support students identified by teachers or parents as needing more intensive support such as social or emotional care, crisis response care, or interdisciplinary care within and outside of the school setting. The SST communicates regularly with teachers to ensure students are supported to reach high academic standards while receiving the support they need. Members of the SST include the school counselor, the nurse, the Dean of Students, and the special education administrator. Excel also employs counselors who meet with students individually on a long- or short-term basis to provide counseling as needed.

All members of the Learning Support Team (LST) participate regularly in inclusion teaching, pull-out teaching, and explicit time for learning acceleration and/or English Language Development (ELD) instruction during a daily “What I Need” (WIN) period for students on their caseload. Specialist schedules are updated frequently based on multiple factors such as: recommended and required minutes of instruction as per a

student IEP or WIDA level, student grades and other achievement data, and content class plans. Students with IEPs and 504 plans also have access to additional support at the start of each school day with a Preview period, during which learning specialists can prepare students for the day's lessons or review the previous night's homework. Students receive various related services including occupational therapy, physical therapy, speech therapy, and reading services on a regular basis, as dictated by the provisions of their IEPs or 504 plans.

Students who are designated as English Learners also receive ELD instruction as well as content support from the ELL Specialist throughout the day – during the morning Preview period and during WIN. They receive content support from content teachers, all of whom are expected to earn their SEI endorsement within their first year of employment, with both direct and consult support from the ELL Specialist. The setting for an amount of ELD instruction is determined by the recommendations from the Department of Education and by student ELL level as measured by ACCESS scores or the WIDA Screener. Excel has become a provider of the RETELL course to ensure all of our teachers have the opportunity to meet the state requirement for SEI Endorsement. Additionally, all content teachers are required to host a Unit Launch collaborative meeting where they collaborate with their ELL Specialist to plan for the inclusion of WIDA ELD Frameworks in their plans, ensuring that EL students receive high-quality sheltered English instruction. We evaluate the success of our program annually based on how many EL students meet their language benchmarks and how many are reclassified as Former English Learners.

Organizational Viability

Criterion 10: Finance

Income Statement FY26

Excel Academy Charter School

Unaudited FY'26 Income Statement

MA Schools

Ordinary Income / Expense

Income

Tuition	35,254,295
Entitlements	1,897,472
Reimbursements & In-Kind Revenue	1,193,683
Fundraising (Unrestricted & Events)	603,301
Grants Released from Restrictions	
Services Provided to Schools	
Interest and Misc.	641,109

Total Income	39,589,860
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Expense

Salaries & Benefits	22,262,693
Programmatic Expenses	2,777,534
Reimbursable & In-Kind Expenses	1,032,307
Operational Expenses	1,635,578
Facility	3,940,251
Other	674,168
Network Expense	4,793,181

Total Expense	37,115,713
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Net Ordinary Income	2,474,148
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Other Income

Other Income	0
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Other Expense	0
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Net Other Income	0
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Net Income	2,474,148
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Statement of Net Assets FY26

Excel Academy Charter School

Unaudited FY'26 Balance Sheet

Assets		
Current Assets		
Checking/Savings	15,500,144	
Accounts Receivable	10,595	
Pledge Receivable		
Other Receivable	861,960	
Due to/from other entities	273,950	
Capital Lease Receivable		
Notes Receivable		
Other	339,383	
Total Current Assets	16,986,033	
Fixed Assets		
Fixed Assets	2,244,423	
Total Fixed Assets	2,244,423	
Other Assets		
Other Assets	28,538,972	
Total Other Assets	28,538,972	
Total Assets	47,769,428	
Liabilities & Equity		
Liabilities		
Current Liabilities		
Accounts Payable	1,060,257	
Other Payables	146,176	
Accrued Expenses	2,698,476	
Deferred Revenue	6,225	
Due to/from other entities	0	
Total Current Liabilities	3,911,134	
Long-Term Liabilities		
2011 Bond (QZAB)		
2015 Bond		
2019 Bond		
Capital Lease & Long-Term Lease	29,463,290	
Total Long-Term Liabilities	29,463,290	
Total Liabilities	33,374,423	
Equity		
Unrestricted Net Assets	11,920,857	
Investment in Fixed Assets	0	
Net Income	2,474,148	
Total Equity	14,395,004	
Total Liabilities & Equity	47,769,428	

Approved School Budget FY27

Excel Academy Charter School Approved Operating and Capital Budget for FY27

Revenue	Amt
Tuition	36,259,564
Entitlements	1,422,146
Reimbursements	1,248,970
Interest and Misc	605,412
Total Ordinary Operating Income	39,536,092
Cash Operating Expenses	
Salaries and Benefits	\$24,419,684
Programatic Expenses	2,122,570
Reimbursible Expenses	1,005,480
Operational Expenses	1,478,034
Facilities Expenses	3,511,090
Regional Expenses	194,800
Contingency	574,934
Network Expenses	\$4,769,008
Total Ordinary Cash Operating Expenses	38,075,600
Operating Cash Flow	1,460,492
CapEx	\$381,231
Total Non-Operating Cash Outflow	381,231
Total Cash Flow Before Fundraising	1,079,261
Fundraising	\$693,500
Net Change in Cash after Fundraising	1,772,761
Right to Use Amortization Expense	(\$1,446,883)
Depreciation	(\$218,665)
Non P+L Cash Inflows (Outflows)	\$1,529,342
Net Income	1,636,555

Budget Approved by Board on June 12, 2026

FY27 Enrollment

Question	School Response
What is the number of students pre-enrolled via March 13, 2026, submission?	1400
What is the number of students upon which FY27 budget tuition line is based?	1368
What is the number of expected students for FY27 first day of school?	1375
What is the explanation for any variances?	We budget conservatively each year for 5-10 fewer students than expected.

Current or Future Capital Plans

Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Masonry Repointing at 58 Moore St	Planned	6/30/2030	\$50,000	Excel Capital Reserves
Renew Expansion Joints at 58 Moore St	Planned	6/30/2030	\$27,000	Excel Capital Reserves
Replace Restroom Fixtures and Pipes at 58 Moore St.	Planned	6/30/2030	\$23,000	Excel Capital Reserves
Replace Flooring at 58 Moore St.	Planned	6/30/2030	\$87,000	Excel Capital Reserves
Retrofit VAV HVAC System to Heat Pumps at 58 Moore St.	Planned	6/30/2030	\$165,000	Excel Capital Reserves and State Incentives

Elevator Replacement	Planned	6/30/2030	\$153,000	Excel Capital Reserves
Retaining Wall Survey and Repair at 375 Bremen St.	Planned	6/30/2030	\$10,000	Excel Capital Reserves
Upgrade BiDirectional Amplifier system at 375 Bremen St.	Planned	6/30/2027	\$26,000	Excel Capital Reserves
HVAC Rooftop Unit replacement at 180 2nd St.	Planned	6/30/2027	\$28,000	Excel Capital Reserves
HVAC Rooftop Unit replacement at 180 2nd St.	Planned	6/30/2030	\$29,000	Excel Capital Reserves
Retaining Wall Survey and Repair at 401 Bremen St.	Planned	6/30/2030	\$10,000	Excel Capital Reserves
Replace facade and paint exterior	Planned	6/30/2031	\$110,000	Excel Capital Reserves
Replace outdoor fixed assets	Planned	6/30/2031	\$29,000	Excel Capital Reserves
Roof repairs at 401 Bremen St.	Planned	6/30/2029	\$12,500	Excel Capital Reserves
Replace Restroom Fixtures and Repair Pipes at 401 Bremen St.	Planned	6/30/2028	\$65,000	Excel Capital Reserves
Upgrade BiDirectional Amplifier system at 401 Bremen St.	Planned	6/30/2027	\$26,000	Excel Capital Reserves

Appendix A: Accountability Plan Evidence 2025-26

Faithfulness to Charter

Objective

- Excel Academy Charter School will support our students and alumni to set and achieve clear and specific goal-aligned post-secondary plans.

Measure

- Measure: Each year, 90% of graduates will enroll in a program or become employed, according to their goal-aligned Post-Secondary Support plan. PSS plans include 2- or 4-year college enrollment, military, vocational or trade program, employment in lifetime/springboard jobs

Evidence Summary

2026: Not Met

138 of 157 graduates of the class of 2025 (88%) enrolled in a program or became employed, according to their PSS plans.

Our priority in the coming year is to continue to work with graduating students to identify barriers for their enrollment in their PSS plans and also maintain communication between Excel counselors and students as they exit Excel.

Measure

- 70% of alumni will accomplish their goal-aligned PSS plan by the end of their fourth year of graduating Excel Academy High School.

Evidence Summary

2026: Not Met

As of January 2026, 50% of alumni from the class of 2022 had attained their PSS plan. Our preliminary analysis suggests that the most important step is ensuring that students have a clear plan every year for achieving their goals and that they feel supported in developing and progressing towards those plans, which is a priority for Excel as we work to support students in the upcoming classes.

Objective

- Excel Academy Charter School will implement a highly rigorous and vertically aligned curriculum from grade 5-12 that is accessible to all students.

Measure

- Across each grade level, the growth in RIT scores in ELA and math testing from the beginning of the year to the end of the year will exceed the national median* as determined by NWEA/MAP.
*NWEA switched to reporting score averages instead of median scores. The data reported represent averages, not the median

Evidence Summary

2025-26: Met

Excel students demonstrated strong academic growth in both mathematics and English Language Arts (ELA) during the 2025–26 school year. The following table demonstrates the growth that Excel students made from 5th to 7th grade.

Math				
	BOY	EOY	Growth	Avg. Nat Growth
5	204	221	+17	+10
6	215	225	+9	+10
7	224	234	+10	+7

ELA / Reading				
	BOY	EOY	Growth	Avg. Nat Growth
5	200	208	+8	+4
6	208	215	+7	+3
7	212	220	+8	+3

Measure

- Excel students will earn at least a 3, 4, or 5 on 50% of all AP assessments administered in a given school year

Evidence Summary

2025-26: Met

The overall pass rate was 61%. The following is the pass rate per course.

AP Exam Name	#	Average Score	Pass Rate
2-D Art and Design	5	2.80	60%
3-D Art and Design	1	3.00	100%
African-American History	8	2.50	50%
Biology	67	2.22	36%
Calculus AB	40	3.13	58%
Chemistry	29	2.69	59%
Computer Science A	10	2.70	60%
Computer Science Principles	16	2.75	50%
English Language and Composition - 11	65	3.12	80%
English Language and Composition - 12	87	2.07	32%
English Literature and Composition	64	2.88	66%
Macroeconomics	28	2.75	50%
Physics C: Mechanics	11	2.09	36%
Pre-Calculus	78	3.29	82%
Psychology	48	2.81	52%
Spanish Language and Culture	112	3.56	86%
Statistics	45	1.93	31%
United States Government and Politics	17	3.35	65%
United States History	42	2.71	57%
World History: Modern	75	3.31	72%

Measure

- Over 50% of Excel students will enroll and complete at least one AP course and assessment in a given school year.

Evidence Summary

2025-26: Met

389 out of 669 students took an AP exam, for a participation rate of 58.1%.

Objective

- Excel Academy Charter students will feel supported in making consistent, academic-enhancing behavioral choices and feel a strong sense of belonging and value at Excel Academy Charter School.

Measure

- Fewer than 6% of students will receive in-school or out-of school suspensions across each Excel campus.

Evidence Summary

2025-26: Not Met

Across Excel academy, 6.6% students received an in school or out-of school suspension, a decrease from the previous year at 7.6%.

Campus	# Students Enrolled throughout the year	# Suspended Students	Suspension Rate
XLC	244	28	12%
XLEB	243	24	10%
XLGW	245	10	4%
XLHS	724	33	5%

We believe our current strategy of focusing on student engagement with school and academic rigor is supporting the continued decline of our organizational suspension numbers. Additionally, this year revealed some need for continual socio-emotional education for our middle school students that will be a focus of our work moving forward.

Measure

- In our annual student survey, at least 50% of students will provide positive responses to questions related to Sense of Belonging or Valuing of School. At least 90% of students will respond to the survey.

Evidence Summary

2025-26: Not Met

The student survey achieved an 84% participation rate, with 1,145 enrolled students completing the survey.

The student engagement survey found that 48% of students reported an overall sense of belonging at Excel. Students also reported an overall Valuing of School score of 51%.

When asked about specific aspects of their school experience,

- 60% of students reported that adults at the school provide them with support, while 48% indicated that they feel they belong at school overall.
- Additionally, 46% of students reported feeling respected by their peers, and 40% felt that people at the school understand them as individuals.

These results highlight areas of strength in adult-student relationships while also identifying opportunities to further strengthen students' sense of connection and belonging within the school community.

In terms of 'Valuing of School':

- A strong majority (79%) indicated that it is important to them to do well in their classes, and 64% believe that school will be useful to them in the future.
- However, fewer students reported finding their coursework interesting (35%) or regularly applying what they learn in school to their daily lives (26%).
- These results suggest that while students recognize the importance and long-term value of education, there are opportunities to increase classroom engagement and strengthen connections between learning and real-world experiences.

Our plan to improve on this goal for next year is to continue doing the work noted in the previous section and ensure that we have full participation in our student survey.

Measure

- In our annual student survey, at least 65% of students will provide positive responses to questions related to School Safety. At least 90% of students will respond to the survey.

Evidence Summary

2025-26: Not Met

A total of 1,145 students, representing 84% of enrolled students, completed the student survey.

Overall, 68% of students reported favorable perceptions of school safety.

- The strongest results were related to physical safety, with 86% of students indicating that physical fights are infrequent at school, 77% reporting that they are unlikely to experience cyberbullying, and 77% indicating that they do not frequently worry about violence at school.
- Additionally, 67% of students reported that a student who is bullied would be able to get help from an adult at school.

- The survey also identified an opportunity for continued growth in fostering a respectful school environment, with 45% of students reporting favorable perceptions regarding how often people are respectful to one another at school.

These findings will continue to inform the school's efforts to strengthen school culture, promote respectful interactions, and ensure that all students feel safe and supported.

Our plan to improve on this goal for next year is to continue doing the work noted in the previous section and ensure that we have full participation in our student survey.

Objective:

- Excel Academy Charter School will provide high-quality, ongoing professional development for teachers

Measure

- At least 80% of staff feel supported and prepared in their transition to Excel at New Staff Orientation with no disparities based on previous years of teaching experience. At least 80% of participants in New Staff Orientation will respond to the survey.

Evidence Summary

2025-26: Not Met

A total of 30 new staff members, representing 76% of all new staff, completed the New Staff Survey.

Survey results indicated that 100% of respondents agreed that the experiences and training provided during New Staff Orientation (NSO) prepared them to be successful at the start of the school year. This positive feedback demonstrates that new staff felt well-supported and equipped as they began their roles at Excel.

To ensure that this goal is met moving forward, we will be revamping our survey mechanisms during new staff orientation to ensure a higher rate of survey compliance.

Measure

- In our annual teacher survey, at least 60% of staff will provide positive responses to questions related to their experience in Feedback and Coaching. At least 80% of staff members will respond to teacher surveys.

Evidence Summary

2025-26: Not Met

A total of 228 staff members, representing 90% of all staff, completed the annual

staff survey.

Overall, 59% of respondents reported favorable perceptions of feedback and coaching.

- The strongest area was the usefulness of the feedback received, with 70% of staff indicating that the feedback they receive helps improve their performance. Additionally, 60% of staff reported that they receive feedback regularly.
- Survey results also identified opportunities to strengthen the school's coaching and evaluation practices. Fifty-seven percent of staff indicated that the feedback they receive is thorough and addresses all aspects of their role, 53% felt they receive an adequate amount of feedback, and 52% reported learning from the evaluation process.

These results will inform the school's continued efforts to strengthen coaching systems, provide meaningful feedback, and support professional growth for all staff members.

Objective:

- Excel Academy Charter School will have a diverse working-environment that centers closing equity gaps in student academic achievement across multiple lines of difference, including race, gender, language, and learning differences

Measure

- In our annual teacher survey, at least 60% of staff will provide positive responses to questions related to their practices and mindsets with Cultural Awareness. At least 80% of staff members will respond to teacher surveys.

Evidence Summary

2025-26: Met

Out of the staff invited to participate, 228 staff members answered the survey, representing a 90% response rate.

The survey asked staff a series of questions about their comfort, confidence, and knowledge in handling cultural diversity in the classroom. Below are the percentage of staff who responded positively to each question:

- Ease interacting with students from different cultural backgrounds: 95%
- Comfort incorporating new material about different backgrounds into curriculum: 92%
- Knowledge of where to find resources for students with unique learning needs: 76%
- Comfort intervening if students from different backgrounds struggled to get along: 81%
- Ease teaching a class with students from very different religions: 95%

- Comfort discussing race with students in response to world events: 73%
- Ability to think of strategies for addressing sensitive diversity issues: 74%

Measure

- At least 40% of students across the following identifiable subgroups will enroll in at least one AP course and participate in the AP examination for that course:
 - Race and Ethnicity (Black or African American, Hispanic or Latino, White, Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander)
 - Gender (Male and Female)
 - FELL and/or ELL status

Evidence Summary

2025-26: Met

Race/Ethnicity

Black/African American: 30 students, 17 in AP (57%)

Hispanic/Latino: 544 students, 314 in AP (58%)

White: 79 students, 50 in AP (63%)

Asian: 7 students, 4 in AP (57%)

Gender

Male: 327 students, 179 in AP (55%)

Female: 342 students, 209 in AP (61%)

Language Status

FELL/ELL: 72 students, 32 in AP (44%)

Dissemination

Objective

- Excel Academy will actively seek to collaborate with peer institutions by sharing academic best practices through site visits, a clear articulation of the academic and social program of Excel on its website, and by participation in forums by school and network leaders.

Measure

- Excel Academy will host visitors from at least ten schools, school districts, or charter organizations throughout a calendar year, including a debrief conversation.

Evidence Summary

2025-26: Met

Excel Academy exceeded this measure during the 2025-26 school year by hosting approximately 15 campus visits involving school districts, charter public schools, higher education institutions, nonprofit organizations, public officials, and other education stakeholders. Visitors participated in classroom observations, campus tours, and debrief discussions with school leaders. See Criterion 4: Dissemination for examples.

Measure

- Excel Academy staff will share best practices or problems of practices at more than five local, regional, or national forums dedicated to educational issues.

Evidence Summary

2025-26: Met

Excel Academy exceeded this measure during the 2025-26 school year. Staff shared best practices through presentations, conferences, campus visits, consultations, and networking discussions with educators, school leaders, higher education institutions, government partners, and charter public schools at the local, regional, national, and international levels. See Criterion 4: Dissemination for examples.

Appendix B: Recruitment and Retention Plan 2026-27

Recruitment Plan 2026-27

2025-26 Implementation Summary

Successes:

We continued to leverage strong community partnerships to maintain a visible presence across the communities we serve through farmers markets, health fairs, cultural festivals, and other local events. These opportunities remain one of our most effective recruitment strategies, generating high-quality leads while allowing us to build relationships with families and demonstrate how Excel can meet the needs of a diverse range of learners.

Our word-of-mouth strategy also expanded our reach by equipping trusted community partners to share Excel's recruitment materials within their own networks. This increased awareness and strengthened family confidence by introducing Excel through established community relationships.

In addition, our partnership with a new digital advertising vendor enhanced our multilingual marketing efforts, increased community visibility, and generated a higher volume of leads through more targeted outreach.

East Boston and Chelsea continued to produce our highest enrollment yield, with East Boston achieving our strongest recruitment results to date. Approximately 37% of East Boston's 4th grade population applied to Excel Academy, representing our highest estimated market share on record.

Challenges:

Population shifts continue to reduce the pool of eligible applicants, particularly in East Boston, where the local 4th grade population declined, and in Chelsea, where economic and political factors continue to influence family mobility.

Persistent misconceptions about charter schools also remain a barrier to recruitment. Families often believe charter schools do not adequately serve students with disabilities or that students receiving special education services are less likely to be admitted. Addressing these misconceptions through proactive family education remains a key priority.

Finally, much of the recruitment season occurs during the winter months, limiting opportunities for outdoor canvassing and community outreach. While grassroots engagement remains one of our most effective recruitment strategies, weather can reduce its consistency during critical recruitment periods.

General Recruitment Strategies for 2026-27

- **Community-Based Outreach:** Partner with trusted community organizations, local businesses, and neighborhood events to promote enrollment through flyers, newsletters, tabling, and community presentations.

- **Direct Neighborhood Engagement:** Conduct targeted door-to-door outreach and distribute recruitment materials in historically high-yield neighborhoods surrounding our campuses.
- **Family and Student Ambassadors:** Leverage current families, students, and staff through referral incentives, open houses, school tours, and peer-to-peer outreach that highlights authentic school experiences.
- **Digital Marketing:** Use targeted social media advertising, Google Ads, search engine optimization (SEO), and multilingual digital campaigns to reach prospective families online.
- **Brand Visibility Campaigns:** Increase community awareness through strategically placed advertising, including transit advertising and partnerships with local businesses for promotional material distribution.
- **Multilingual Recruitment Materials:** Ensure recruitment materials and communications are professionally translated into the primary languages spoken by families in the communities we serve, including Spanish, Haitian Creole, Chinese, Crioulo, Vietnamese, Portuguese, and Arabic.

Recruitment Strategies for 2026-27 for Specific Student Groups

Students with Disabilities

- School percentage: 19%
- Comparison Index percentage: 20.3%
- The percentage of **students with disabilities** enrolled at the school is below the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- **Strengthen partnerships with special education advocacy organizations** to increase awareness of Excel Academy's inclusive educational model and build trusted referral pathways for prospective families.
- **Continue providing personalized recruitment support for families of students with disabilities** by connecting them with special education teachers, Student Support Teams, and the Director of Special Services during open houses and one-on-one consultations.
- **Expand family-facing communications that highlight Excel Academy's commitment to serving students with disabilities** through authentic storytelling, enhanced website content, and other informational resources that address common questions and misconceptions.
- **Continue building partnerships with community organizations that serve students with disabilities** to increase outreach opportunities, strengthen family connections, and improve awareness of Excel Academy's student support services.

Enhanced/additional strategies to be used in 2026-27

- **Increase transparency around special education services** by expanding family-facing resources, including enhanced website content and targeted informational materials that address common questions and misconceptions.
- **Provide specialized recruitment experiences for families of students with disabilities** through dedicated school tours, virtual information sessions, and individualized consultations with Student Support staff.
- **Leverage authentic family and student voices** by developing testimonial videos and launching a Parent Ambassador Program to showcase the experiences of students with disabilities and build trust with prospective families.
- **Strengthen partnerships with disability advocacy and family support organizations** to improve the accessibility of recruitment materials, increase community awareness, and expand referral networks.
- **Enhance post-admission engagement for families of students with disabilities** by offering personalized transition planning and early connections to Student Support staff to strengthen enrollment and retention.

English Learners

- School percentage: 14.3%
- Comparison Index percentage: 19.6%
- The percentage of **English learners** enrolled at the school is below the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- **Continue providing multilingual and culturally responsive recruitment** by offering translated materials, multilingual school tours, interpretation services, and accessible application resources to reduce barriers for multilingual families.
- **Strengthen partnerships with immigrant-serving organizations and community leaders** to expand trusted referral networks and increase awareness of Excel Academy within immigrant communities.
- **Expand community-based outreach by engaging families where they already gather** through community events, local businesses, and targeted grassroots recruitment efforts that begin earlier in the recruitment season.
- **Increase targeted outreach to multilingual families** through culturally relevant marketing campaigns and personalized enrollment support that highlights Excel Academy's strong English Learner programming and assists families throughout the application process.

Enhanced/additional strategies to be used in 2026-27

- **Use family feedback to strengthen recruitment strategies** by conducting focus groups with multilingual families to better understand their decision-making process and inform future marketing and outreach efforts.
- **Expand multilingual marketing and communications** by increasing the availability of translated recruitment materials, including Haitian Creole, and

developing multilingual family testimonial videos that highlight the Excel Academy experience.

- **Deepen partnerships with organizations serving multilingual and immigrant communities** by expanding outreach through ESL programs, immigrant and refugee support organizations, and other trusted community partners.
- **Increase community engagement through mission-aligned events** by participating in and hosting events that connect families with valuable community resources while introducing them to Excel Academy and its program/offerings

Low Income

- School percentage: 60%
- Comparison Index percentage: 64.1%
- The percentage of students in the **low income** group enrolled at the school is below the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- **Continue integrating benefits access into student recruitment and family engagement** by connecting families with health insurance, food assistance, and other public benefits through Excel's Benefits Access Program and trusted service providers.
- **Maintain partnerships with community organizations and public agencies** to help families access resources such as SNAP, MassHealth, affordable housing support, and other services that promote family stability.
- **Continue targeted outreach in affordable housing communities** through direct mail and partnerships with organizations such as Neighborhood of Affordable Housing to increase awareness of Excel among low-income families.

Enhanced/additional strategies to be used in 2026-27

- **Expand family resource programming** by partnering with community organizations to offer workshops and events focused on financial literacy, housing, food access, healthcare, college savings, and other barriers to student success.
- **Increase enrollment outreach in high-need communities** through information tables at food banks, community centers, and other trusted locations where families can receive direct enrollment support.
- **Strengthen targeted outreach to families living in affordable housing** through door-to-door canvassing, multilingual materials, and clear application information.
- **Improve access to McKinney-Vento information and support** by expanding family-friendly website resources and increasing the visibility of available rights, services, and points of contact for families experiencing housing instability.

Students Who Are Sub-Proficient

Strategies used in 2025-26 that will be continued in 2026-27

- Articulate in all recruitment materials that Excel is open to all students, including those who have struggled academically and who may better perform in a different environment.
- Engage families of students who struggled academically prior to attending Excel in recruitment efforts, including but not necessarily limited to having these parents in attendance at information sessions.

Students Who Are at Risk of Dropping out of School

Strategies used in 2025-26 that will be continued in 2026-27

- Designate a key contact at the Department of Children & Families who possesses extensive familiarity with East Boston and Chelsea families, particularly those with students who are at risk of dropping out. This designated person should have a solid understanding of Excel's educational model and dedication to serving students with special education needs. Utilizing this point of contact, initiate outreach efforts to potential families in need.

Students Who Have Dropped out of School

Strategies used in 2025-26 that will be continued in 2026-27

- The school's Student Support Team members and CAPS (College and Post Secondary Support) are equipped with enrollment information and are trained to provide enrollment information to families and students including those who have dropped out of school.

Retention Plan 2026-27

For the purposes of a Recruitment and Retention Plan, retention shall be defined as the charter school's ability to maintain enrollment of its students with low turnover and limited attrition ([603 CMR 1.02](#)).

2025-26 Implementation Summary

Based on the data from the MA Charter School Dashboard, our student attrition for 2025-2026, is 6.20%; meaning our retention is 94.8%. Excel has maintained strong attrition this school year, and rates similar to previous years.

All retention strategies defined in the 2025-2026 retention plan were executed as described, and these efforts have been successful as indicated by data accessible through the MA Charter School Dashboard.

General Retention Activities for 2026-27

- **Strong School Culture:** Excel Academy will continue to foster a safe, structured, and joyful school environment built on high expectations, strong relationships, and a sense of belonging. Through advisory, community meetings, student leadership opportunities, athletics, clubs, and enrichment programming, the School will provide students with meaningful opportunities to engage in school life and develop lasting connections with peers and staff.
- **Family Partnership:** Excel Academy will maintain regular proactive communication with families regarding student progress, attendance, behavior, and school events. Families will have regular opportunities to engage with the School through family conferences, and direct communication with teachers, advisors, and school leaders. When concerns arise, school staff will partner with families early to identify solutions that support continued enrollment and student success.
- **Early Identification and Intervention:** The School will use regular reviews of attendance, academic performance, and behavior data to identify students who may be at risk of disengagement or withdrawal. School leaders and student support teams will coordinate timely interventions, monitor student progress, and connect families with appropriate school and community resources to address barriers to attendance and engagement.
- **Annual Re-Enrollment Process:** Excel Academy will continue to run an annual re-enrollment process, connecting every spring with each rising 6th-9th grade family to inquire about their intentions for re-enrollment. The school will use this information to engage with families and support continued enrollment.

Overall Student Retention Goal

- Annual goal for student retention: 96%

Retention Strategies for 2026-27 for Specific Student Groups

Students with Disabilities

- School percentage: 4.1%
- 1 Standard Deviation percentage: 28.9%
- The rate of attrition for **students with disabilities** is below 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- Grade Level Team (GLT): Grade Level Teams (GLTs) consisting of all teachers who teach students in a particular grade level will meet at least every other week to discuss any students who are struggling to meet expectations. Special Education students will be immediately placed on each meeting's "roll call" to ensure their performance is consistently being evaluated and monitored even if no extraordinary "event" brings them to the forefront of a teacher's mind in terms of concerns.
- Intervention Programs: The School will implement a full range of academic supports that specifically support Special Education students. Interventions will include but will not necessarily be limited to tiered learning acceleration programs, small-group tutoring, and positive behavioral and SEL supports.
- Parent Engagement: The School will engage the families of Special Education students through family conferences, IEP meetings, SEPAC meetings, weekly PREP and PRIDE reports, quarterly IEP progress reports, and frequent calls home.

English Learners

- School percentage: 4.0%
- 1 Standard Deviation percentage: 32.34%
- The rate of attrition for **English learners** is below 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- ELL/MLL Specialist & Teacher Meetings: The ELL Specialist will meet with core-subject teachers bi-monthly with the specific goal of identifying areas where EL students are struggling and developing student-specific academic supports to be implemented both inside and outside of the core-subject classroom.
- Intervention Programs: The School will create a full range of academic supports that specifically target EL students. The School will ensure that all teachers of EL students are SEI endorsed, and that students who are identified as ELs receive direct ELD instruction in accordance with DESE recommendations.
- Parent Engagement: The School will ensure all family communication is sent home in the student's home language. Interpreters will be provided at all family meetings including family conferences, parent-teacher organization meetings, and other student-specific behavior and academic-focused meetings. EL students receive progress reports in the student's home language specifically about their language progress quarterly, as often as non-LEP students and are invited to regular ELPAC family meetings.

Low Income

- School percentage: 5.30%
- 1 Standard Deviation percentage: 27.49%
- The rate of attrition for students in the **low income** group is below 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- Elimination of Financial Barriers to Participation: The majority of extra-curricular programming including but not necessarily limited to athletics, debate, and arts programming will be provided to all students at no cost to their families. If participation fees are charged, they will be nominal (i.e. no more than \$25 per student) and scholarship programs will be created to ensure that students' financial situations do not limit their participation. Scholarships will be generously awarded and the process to request support will be both very simple and highly confidential. Transportation to weekend and evening activities will be provided to further eliminate financial barriers.
- Execution of Free & Reduced-Price Lunch Program: Excel Academy serves free meals to all students due to participating in the Community Eligibility Provision (CEP) through the National School Lunch Program. Because Excel views good nutrition as a critical aspect of a student's preparedness to learn and be successful in school, the school makes every effort to remove any negative stigmas from participating in the free meal program.
- Student Support Team (SST): Excel's Student Support Team (SST) will meet regularly to discuss how best to support students identified by teachers or parents as needing social or emotional care. The SST will communicate regularly with teachers to ensure students are held to high academic and behavioral standards while receiving the support they need. Members of the SST include the school counselor, the nurse, the Dean of Culture, and the special education administrator and/or instructional leader. Excel employs a counselor who will meet with students individually on a long- or short-term basis to provide counseling as needed.
- Benefits Access Program: Excel Academy will continue investing in non-academic family resources, including health insurance and SNAP assistance, "Know Your Rights" community forums and legal resources, and other supports such as referrals to fuel assistance resources. To ensure easy access to these resources, Excel will maintain a Family Resources website that provides important information and various methods of requesting support. Members of the public will have access to some of these resources.

Students Who Are Sub-Proficient

Strategies used in 2025-26 that will be continued in 2026-27

- Grade Level Team (GLT): Grade Level Teams (GLTs) consisting of all teachers who teach students in a particular grade level will meet at least every other week to discuss any students who are at-risk of not completing all school requirements/dropping out/withdrawing from the School. During this meeting, the GLT will review current academic data, specifically flagging students who are

failing classes or at risk of failing. Students who score sub-proficient on the MCAS will also be automatically placed on this group's weekly "roll call" to ensure their performance is constantly being monitored.

- MTSS Programs: The School will continue its full range of academic supports that specifically target sub-proficient students, based off of both teacher referrals and regular universal screening assessments in the areas of literacy, math, and social-emotional health. Interventions will include but will not necessarily be limited to tiered learning acceleration programs, small-group tutoring, and positive behavioral and SEL supports.

Students Who Are at Risk of Dropping Out of School

Strategies used in 2025-26 that will be continued in 2026-27

- Student Support Team (SST): Excel's Student Support Team (SST) will meet regularly to discuss how to best support students identified by teachers or parents as needing social or emotional care. The SST will communicate regularly with teachers to ensure students are held to high academic and behavioral standards while receiving the support they need. Members of the SST include the school counselor, the nurse, the Dean of Students, and the special education administrator. Excel employs a counselor who will meet with students individually on a long- or short-term basis to provide counseling as needed.
- Intervention Programs: The School will engage its graduates who are most engaged in its College Access and Post-Secondary Support program to serve as mentors for students who are at risk of dropping out of school. The Deans of Culture will also actively work to identify extra-curricular and leadership opportunities to better engage students who are at risk of dropping out.
- Excel Academy will continue to provide individualized mentoring to 8th grade students and their families as they prepare for the transition to high school. Advisors meet individually with families during Family Conferences and at other times to discuss and problem-solve for the middle-to-high school transition.

Students Who Have Dropped Out of School

Strategies used in 2025-26 that will be continued in 2026-27

- Excel Academy provides intensive counseling to its most at-risk students including students who have previously dropped out of school or who have high chronic absence percentages. Supports offered include wrap-around problem solving addressing every part of a student's school day from transportation to school to relationships and any other potential obstacle to a student returning to school.

Appendix C: Information About the School Administration, Staff, and Board of Trustees

Administrative Roster and Staff Attrition Data

Administrative Roster During the 2025-26 School Year

Administrative Roster During the 2025-26 School Year				
Name	Campus	Title	Start Date in Current Role	End Date
James Seter III	Chelsea	Head of School	09/25	N/A
Derby Francilme	Chelsea	Dean of Operations	8/25	N/A
Keith Guerin	Chelsea	Dean of Culture	08/12	N/A
Sarah Kantrowitz	East Boston	Head of School	07/24	N/A
Jennifer Carino	East Boston	Dean of Operations	06/25	6/26
Amonique Cunningham	East Boston	Dean of Curriculum & Instruction	07/24	N/A
Kaitlyn Ellis	East Boston	Dean of Student Supports	07/24	N/A
Amanda Natale	East Boston	Dean of Culture	07/24	6/26
Kate Dormeus	Greenway	Head of School	07/22	N/A
Cassandra Bell	Greenway	Dean of Student Supports	07/23	N/A

Megan Brown	Greenway	Dean of Curriculum & Instruction	07/23	6/26
Frankline Mardi	Greenway	Dean of Curriculum & Instruction	07/25	N/A
Orlando Diaz	Greenway	Dean of Culture	07/22	N/A
Martha Gutierrez	Greenway	Dean of Operations	07/23	N/A
Sarah Stuntz	High School	Head of School	07/21	N/A
Laura Goldwarm	High School	Dean of College Access and Post-Secondary Support	08/08	N/A
Benjamin Ure	High School	Dean of Culture	11/11	N/A
Darius Velez	High School	Dean of Culture	08/25	N/A
Darlande Joseney	High School	Dean of Culture	02/24	N/A
Richard James	High School	Dean of Culture	06/22	N/A
Antonina Parris	High School	Dean of Student Supports	08/14	N/A
Mariah Baxter	High School	Dean of Curriculum & Instruction	07/21	N/A

Trevor Munhall	High School	Dean of Curriculum & Instruction	07/23	N/A
Olivia DelGiudice	High School	Dean of Curriculum & Instruction	08/23	N/A
Kiara Martinez	High School	Dean of Curriculum & Instruction	07/23	N/A
Carrie Wagner	High School	Dean of Curriculum & Instruction	07/20	N/A
Jamie de Rios	High School	Dean of Curriculum & Instruction	07/18	N/A
Nathalie Pacas	High School	Dean of Curriculum & Instruction	08/24	N/A
Luisa Cruz	High School	Dean of Operations	07/21	N/A
Shyan Graham Brown	High School	Dean of DEI	08/25	N/A

Teacher Attrition for the 2025-26 School Year

Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31st	Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.)
95	4	12	Personal (8), Other employment in education (3), Other employment in pre k-12 public education (1), Other Employment Outside Education (4)

Other Staff Attrition for the 2025-26 School Year

Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31st	Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.)
159	14	20	Personal (22), Retirement (1), Other employment in education (6), Other Employment Outside Education (5)

Information About the Board of Trustees

Board Membership During the 2025-26 School Year

Name	Position on the Board	Committee Affiliation(s)	Number of Terms Served on the Board	Length of Each Term (start and end date in MM/YY format)	Final Year of Service Possible Based on Term Limits in Bylaws
Caitlin Brumme	Chair		1	Current Term: 07/26 - 06/29 Prior Terms: 07/23 - 06/26 Historical Resignation: 6/30/22 Historical Approval: 7/16/15	2032
Nery Castro	Clerk, Parent Representative		2	Current Term: 07/26 - 06/29 Prior Terms: 07/23 - 06/26, 11/20 - 06/23	2029
Maher Colaylat	Governance & Nominating Committee Chair, Alumni Representative	Governance & Nominating	1	Current Term: 07/26 - 06/29 Prior Terms: 11/23 - 06/26	2032
Anne Healy	N/A	N/A	0	Current Term: 07/26 - 06/29 Start Date: 7/1/26 Prior Terms: N/A	2035
Devon Petersmeyer Johnson	Trustee		3	Current Term: N/A Resignation: 6/30/26 Prior Terms: 07/23 - 06/26, 06/20 - 06/23, 06/17 - 06/20	2026
Robert Lytle	Trustee	Finance	3	Current Term: N/A	2028

				Resignation: 5/28/26 Prior Terms: 06/25 - 05/26, 06/22 - 06/25, 11/18 - 06/22	
Bernabe Rodriguez	Vice Chair, Alumni Representative	Academic Oversight	2	Current Term: 07/26 - 06/29 Prior Terms: 07/23 - 06/26, 11/20 - 06/23	2029
David Sachs	Trustee	Governance & Nominating, Finance	1	Current Term: 07/26 - 06/29 Prior Terms: 06/23 - 06/26	2032
David Stollow	Treasurer, Finance Committee Chair	Finance	2	Current Term: 07/26 - 08/26 Prior Terms: 07/23 - 06/26, 11/20 - 06/23	2029
Traci Walker Griffith	Trustee	Academic Oversight	1	Current Term: 07/26 - 06/29 Prior Terms: 10/23 - 06/26	2032
Stephen Zrike	Academic Oversight Committee Chair	Academic Oversight	3	Current Term: N/A Resignation: 3/31/26 Prior Terms: 06/25 - 03/26, 06/22 - 06/25, 06/19 - 06/22	2028

- o [Board of Trustee and Committee Meeting Notice](#)

Appendix D: Additional Information

Complaints

[Board of Trustees Contact Information](#)

Summary of Complaints

The Board of Trustees did not receive any written complaints in School Year 2025-26.

Conditions

The School is not operating with conditions.