

# ALMA *del* MAR



## **Alma del Mar Charter School Annual Report**

**2019 - 2020 School Year**

Submitted July 31, 2020

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## Introduction

<b><i>Alma del Mar Charter School (Alma)</i></b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	New Bedford
Regional or Non-Regional?	Non Regional	Chartered Districts in Region (if applicable)	NA
Year Opened	2011	Year(s) in which the Charter was Renewed (if applicable)	2016
Maximum Enrollment	1,044	Current Enrollment	<u>2019-2020: 650</u> Ottiwell campus: 450 Douglass campus: 200
Chartered Grade Span	K-8	Current Grade Span	<u>2019-2020:</u> Ottiwell campus: K-8 Douglass campus: K-2, 6
Number of Instructional Days per school year	187	Students on Waitlist	697
Final Number of In Person Instructional Days during 2019-2020 School Year	133	Number of Remote Learning Days during 2019-20 School Year	56
School Hours	Monday-Thursday 8:00-4:00; Friday 8:00-2:30	Age of School as of 2019-2020 School Year	9 Years
<b>Mission Statement</b> Alma del Mar is an inclusive, K-8 Expeditionary Learning school that puts New Bedford students on a college trajectory and challenges them to be service-minded leaders. By engaging in a rigorous academic program with an emphasis on meaningful work, our students will master essential skills and content, take ownership of their learning and think boldly while addressing complex academic and community issues.			

## School Performance and Program Implementation

### Faithfulness to Charter

#### MISSION AND KEY DESIGN ELEMENTS

Over the past nine years, Alma has advanced every aspect of our mission. We have become even more inclusive, grown to our full K-8 grade span and implemented an expeditionary learning model of education. Most importantly, we have put our scholars on a college trajectory and cultivated within them the ability to be service-minded leaders. The ways in which we have advanced our mission are evident in our implementation of our key design elements as outlined below.

Alma began in response to the need for more high quality public school options for students in New Bedford--particularly low income students and students of color. At the time of our founding, this need was particularly acute at the middle school level, with New Bedford's public middle schools performing lower than

almost all public middle schools in the state. Today, Alma's middle school scholars are the highest performing in the city, whose middle schools perform at a lower level than at our founding. Alma has grown to serve our full **K-8** grade span and is the only K-8 public school in our region. Additionally, with our approved expansion we will be nearly tripling the number of Grade 6-8 students that we serve, from nearly 150 scholars to nearly 450 scholars across two campuses. Demand for Alma, both at the Kindergarten level and our new 6th Grade entry point, is higher than at our founding as measured by the number of applications we receive. At the same time, our current families continue to give our school program high marks, as evident in our biannual family surveys.

We have remained true to our mission of being an **inclusive** school. This is evident in Alma's demographic data, which shows a significant increase in the number of English Language Learners attending Alma. It is also evident in our success in serving subpopulations of scholars who are often underserved in public schools. Alma's highest needs scholars, ELLs, and Special Education students regularly score higher than state averages on MCAS, significantly outperforming their local district peers. As the English learner population in our region has grown, Alma has grown to serve an increasing number of EL's, who as a subpopulation at Alma are outperforming their statewide peers. Over the past several years we have increased our staffing to provide greater support to both English learners and scholars with disabilities.

### **School Curricular Model and Educational Program**

Alma continues to be a part of the **EL** (formerly Expeditionary Learning) network of schools. As an EL school, we provide a content-rich curriculum that features long term learning expeditions in which scholars gain expertise in key topics through extended study, fieldwork, dialogue with outside experts and culminating projects. In addition, our scholars all take time to build a sense of *crew*. For our younger scholars, this practice takes place in their homeroom classrooms while for our older scholars, they meet as part of a smaller group daily with a consistent adult as their crew leader. Crew operates as both a value-- that we are all interdependent and everyone has an important role to play-- and as a daily structured time during which scholars can check in with a trusted group, process personal challenges and discuss current events or school wide concerns. Throughout the extended COVID closure, we continued to have at least 85% of 3rd-8th grade scholars attending virtual crew with their peers each day-- a testament to the strong relationships they have built with their teacher and classmates. As an EL school, Alma serves as an important model of an urban public school that achieves at a high level on traditional measures like state tests while adopting a broader view of student achievement that also encompasses character and the ability to create high quality work.

A key component of Alma's mission is putting our scholars on a college trajectory. While we acknowledge that attending college may not be the best path for every individual, we want to ensure that all of our scholars will be able to access and succeed in college in the future. At Alma, the aspiration to college is a proxy for the ability of our scholars to truly determine their path in life. From the start of their time at Alma, our scholars are exposed to a variety of colleges and universities. Each homeroom is named after the alma mater of its Lead Teacher and our scholars attend annual college visits, when possible to these alma maters. Starting in 6th Grade, our scholars and their families work with our Secondary Schools Guidance counselor to learn about secondary school options and chart a path from Alma that will put them on a college track. In addition, we host a secondary schools fair in collaboration with several local schools at which over 20 local and independent boarding schools present to our scholars and families. This past year, 52% of our scholars were admitted to at least one selective high school or high school program. The most popular option among our scholars remains New Bedford Regional Vocational Technical High School. Along with allowing our scholars to specialize in trades and technical shops, GNBVT high school is a selective, academically rigorous high school that sends a significant percentage of students on to college. Greater numbers of our scholars have also been admitted and matriculated to New Bedford High School's Academy of Honors, a rigorous, exam-based program geared towards preparing students for selective undergraduate institutions.

In addition to putting our scholars on a college track, Alma remains committed to preparing our scholars to be **service-minded leaders**. From presenting and teaching family and community members what they've learned at Expedition Night to researching and presenting responses to injustices in the wider community, our scholars receive many opportunities to practice being thoughtful, civically-engaged leaders. As part of their reading the novel The Only Road, our 6th Grade scholars at the Frederick Douglass campus, many of whom come from families who have recently immigrated to the U.S., met with and interviewed local activists working to change laws related to immigrants' rights in Massachusetts. Following this interview, our scholars met with and interviewed a state representative who held a stance against that of the immigrants' rights activists. Our scholars then prepared arguments related to the issues they had discussed in reading the novel and interviewing the various parties and wrote letters to their state representative advocating for a particular side of the issue. In addition to service-minded leadership being embedded in our curriculum, we also encourage many ways for scholars to practice leadership through extracurricular activities like the Alma Leadership Council, the Q+ Club and Yearbook Club.

### AMENDMENTS TO CHARTER

Alma del Mar did not make any amendments to its charter during the 2019-2020 school year.

### ACCESS AND EQUITY

Alma del Mar Charter School's most recent publicly available student discipline data:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04090000&orgtypecode=5>

Alma del Mar Charter School 2018-2019 Student Discipline							
Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal
All Students	458	30	4.4%	4.8%	N/A	0.2%	NA
English Learner	113	2					
Economically disadvantaged	316	23	5.4%	5.4%		0.3%	
Students w/disabilities	100	11	5.0%	10.0%		1%	
High needs	375	26	4.8%	5.1%		0.3%	
Female	252	9	2.8%	1.6%		0.4%	
Male	206	21	6.3%	8.7%		0.0%	
Afr. Amer./Black	71	7	5.6%	4.2%		0.0%	
Hispanic/Latino	273	19	4.4%	6.2%		0.4%	
White	110	4	N/A	N/A			

Over the course of the charter term, Alma del Mar has worked to lower rates of both in and out of school suspensions. The percentage of Alma scholars earning an in-school suspension has continued to decrease in every year of the charter term. There was an increase in out-of-school suspensions, particularly in the 2017-2018 school year, but that rate has decreased over the last two years. As documented in a previous letter to the Commissioner, due to an error in our own SDDR reporting for the 2015-2016 school year our publicly reported In School Suspension percentage is more than twice that of our actual rate that year. As a result of this error, our In School Suspension rate is reported as 23% when in reality the rate for 2015-16 was 9.3%

Alma maintains a robust data collection system so that trends in this data can be analyzed by Alma staff on an ongoing basis. This data analysis is always done with subgroups in mind so that we can be aware of trends as they occur. Alma is currently reflecting on higher rates of suspensions amongst male scholars and scholars with disabilities. Over the course of the charter term, Alma has significantly increased mental health and social emotional supports for our scholars. This includes the addition of a school counselor and school psychologist to our staff full time, in addition to more partnership with local agencies providing scholars and families with in and out of school support.

In the fall of 2019, Alma also made significant changes to the discipline system, resulting in decreased time out of the classroom for students. Alma will continue to carefully analyze trends in discipline data in order to ensure that all students are in the classroom and successfully learning each day. .

### Student Discipline Data from DESE Profile

	2015-2016		2016-2017		2017-2018		2018-2019	
	% ISS	% OSS						
<b>All Students</b>	24.1%	0%	7.4%	3.1%	6%	9.1%	4.4%	4.8%
<b>English Learner*</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Economically disadvantaged</b>	26%	0%	8.2%	4.1%	6.7%	11.8%	5.4%	5.4%
<b>Students w/ disabilities</b>	42.6%	0%	10.7%	7.1%	12.7%	16.9%	5.0%	10.0%
<b>High Needs</b>	26.5%	0%	7.5%	3.8%	7.1%	10.9%	4.8%	5.1%
<b>Female</b>	16.2%	0%	5.1%	1.1%	4.8%	5.7%	2.8%	1.6%
<b>Male</b>	33.1%	0%	10%	5.3%	7.3%	13.1%	6.3%	8.7%
<b>Afr. Amer./Black</b>	22%	0%	N/A	N/A	5.7%	5.7%	5.6%	4.2%
<b>Hispanic/Latino</b>	29.3%	0%	8.4%	3.9%	6.5%	10.3%	4.4%	6.2%
<b>White*</b>	16.7%	0%	7.8%	2.9%	5.7%	9.0%	N/A	N/A

\*N/A indicates data not available

### DISSEMINATION EFFORTS

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination (describe the method, format, or</b>	<b>Who at the school was involved with the dissemination</b>	<b>With whom did the school disseminate its best practices? (Partners and</b>	<b>Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was</b>

	<b>venue used to share best practices)</b>	<b>n efforts? (Title)</b>	<b>Locations)</b>	<b>written.)</b>
Substantially separate classroom design	Classroom observations and meeting with school leader and staff	Dean of Scholar Support and Special Education Teacher	Blackstone Valley Prep Director of Special Populations and Special Education Teacher	BVP leader and teacher developing substantially separate classroom program with some Alma collaborative structures included
Classroom culture and Instruction	Classroom observations	Principal, Master Teachers	Match Charter Public School; Blackstone Valley Prep Academy	Teachers had opportunity to observe high-performing Alma teachers and consider best practices to inform their own instruction
Remote Learning Model	Remote Learning plan shared with NBPS	Director of Curriculum & Instruction	New Bedford Public Schools Curriculum, Data and Assessment Manager	Connected to share K-2 remote learning model and resources
General best practices	Presentation from Exec. Director, classroom observations and meeting with staff	Executive Director, Director of Curriculum & Instruction, Dean of Culture	Lynch Leadership Academy (aspiring principals from district, charter and parochial urban schools)	Aspiring principals from Lynch Leadership Academy visited to observe best practices to implement at their own campuses (district, charter, and parochial)

## Academic Program Success

### STUDENT PERFORMANCE

Alma del Mar Charter School's school report card link is: <http://reportcards.doe.mass.edu/2019/04090205>

<b>2019 Official Accountability Report- Alma del Mar Charter School</b>	
Overall Classification	Not requiring assistance or intervention
Reason for Classification	Moderate progress towards targets

Progress Toward Improvement Targets	32%- Moderate progress towards targets
Accountability Percentile	33%

**Academic Program**

**Curriculum**

Many aspects of our program model have remained consistent since our founding. We continue to provide a content-rich curriculum that serves to build foundational skills while providing our scholars with critical background knowledge on a variety of topics. Our curriculum is aligned to the Common Core State Standards and Massachusetts Frameworks across all content areas. Scholars have daily ELA, Math, and Social Studies/Science instruction in all grades. In addition, all scholars participate in nine co-curricular classes each week. While our elementary scholars continue to participate in Art, Music, and PE, our older scholars now also have access to Computer Science and Spanish classes. At our Frederick Douglass Campus, scholars also participated in a Mindfulness co-curricular once a week.

In our lower elementary grades, we continue to use a blended literacy approach which combines phonics, reading comprehension, writing, read aloud, guided reading and independent reading each day with thematic learning units. This approach helps scholars build core literacy skills, use rich texts to make meaning, and build essential core knowledge that enhances their understanding of what they read and write. In our upper grades, scholars engage in 6-8 units throughout the year, including novel studies and deep dives into specific genres. We review the texts and topics covered in our ELA, Expedition, and Social Studies curricula each year with a lens towards representation, and seek to include diverse voices and perspectives that include authors and characters of different races, ethnicities, genders, sexualities, abilities, immigration status, religions, etc. As we renew our commitment to being a truly anti-racist organization, we will bring a particularly critical eye to this annual revision process for the upcoming school year.

Alma del Mar continues to employ a Singapore Math approach and curriculum. Singapore Math emphasizes conceptual understanding, skill development and problem-solving strategies rather than rote memorization of formulas. We develop our math curriculum internally, using some materials from Primary Mathematics and Math in Focus, and build other materials in-house. The Math department has developed vertically aligned problem solving strategies to address Standard of Mathematical Practice #1.

In K-4, we teach Science and Social Studies primarily through a daily Expedition block. Every fall, elementary scholars embark on a four month social studies Expedition; every spring, they immerse themselves in a four month science Expedition. In grades 5-8, scholars have a daily Science class and a daily Social Studies class, which follow the MA State Frameworks in each grade. Middle School scholars also participate in a Learning Expedition, a 6-10 week interdisciplinary deep dive into a thematic topic, split into case studies across their core subject areas. Expeditions at all grades include research, complex reading and writing, fieldwork, final products, and teaching the community.

Our curriculum is created in-house by teachers, department chairs and school leaders. We use vertically aligned curriculum maps to build thematic units and then high quality daily lessons and materials. Math, ELA, and Science also have aligned assessments which are used to both design units and measure impact quarterly. Units, lesson and

classroom materials are reviewed by school leaders, department chairs and peers for quality and rigor. Revisions are done annually to guiding documents following analyses of schoolwide data and teacher input. To ensure horizontal alignment, school leaders conduct weekly content meetings with grade level teams to review upcoming material. Starting in the 2019-2020 school year, we also ensured that network grade level teams were collaborating across the network at least once monthly in content meetings or professional development.

## Instruction

Alma del Mar is committed to ensuring all of our teachers provide consistently high quality instruction to scholars in all grades and in all content areas, aligned to a common understanding of excellence. During this charter term, the Instructional Leadership Team developed the Alma Instructional Framework (see Appendix F) which outlines our vision for excellence in mastery of knowledge and skills, development of character, and production of high quality work (aligned to the EL Dimensions of Achievement). This Instructional Framework defines high quality practice on our teacher evaluation tool.

This rubric focuses on practices that ensure scholars are doing the hard work and thinking in every classroom within a safe environment. We share many common instructional practices to create a rigorous, structured classroom where time is preserved for learning. These practices are focused on ensuring scholars are deeply engaged with the rigorous content and remove the barriers to learning and thinking.

We are committed to our High Demand, High Support model in culture and in instruction. To ensure that lessons are clear, rigorous, and engaging to all scholars, teachers employ various techniques such as:

- Posting and unpacking daily learning targets for lessons. These scholar-friendly objectives provide scholars with a clear goal for each lesson.
- Organizing lessons into both whole group and independent/small group segments to ensure scholars get sufficient support and the opportunity to practice independently. Groupings are adjusted frequently to ensure mastery.
- Frequently posing questions (both verbally and in writing) to provoke scholars' thinking and to check for understanding. Scholars engage in writing across all content areas, including math and science.
- Providing exemplars and/or clear criteria for success on tasks and assignments.
- Ensuring participation from a high ratio of scholars, including turn and talks, whiteboard practice, polling, etc.

Scholars experience the consistency of these practices. In our most recent scholar survey, conducted during Remote Learning, the average score was a 4.20 out of 5 on the item "My teacher tells me what we are learning and why." and 4.21 on the item "My teacher pushes us to think hard about what we write."

For this rigorous learning to take place, our classrooms must be safe and intellectual environments. The following practices are used to ensure productive classroom cultures that are conducive to learning:

- Scholars transition efficiently from one activity to another, including the use of countdowns.
- Scholars track the speaker during lessons.
- We maintain school wide routines to ensure shared language and expectations including Threshold at the beginning of classes, the use of silent hand signals to express needs and communicate during discussions.
- The theme of college runs throughout the school. Teachers frequently use language referring to college and to "crew."
- Teachers frequently praise and provide positive reinforcement to scholars to maintain a friendly and positive environment.

The High Demand, High Support model extends to our teachers as well. School leaders do weekly observations of all teachers and provide feedback and coaching aligned to the Instructional Framework. Together these shared practices, clear expectations and ongoing feedback and training for teachers set a high instructional bar. As has been true since our founding, Alma teachers help hold scholars to high expectations through consistently engaging in high quality instruction and teaching practice.

We are committed to continually refining our instructional model to ensure cultural proficiency. During our Leaders Institute this summer, we will be reviewing the work of Zaretta Hammond and other experts in culturally responsive practice to consider updates to our Instructional Framework and shared priorities for the upcoming school year.

### **Assessment and Program Evaluation**

Alma del Mar continues to use a variety of qualitative and quantitative data sources to modify instruction to improve academic and non-academic outcomes for all students.

On a daily basis, teachers are constantly using informal and formal formative assessment methods to assess scholar mastery of a daily objective. Formative assessments are used to tailor instruction in the moment and make plans to revisit or re-teach content on future days as needed. Teachers also use formative assessments to pull small groups and provide additional support as needed in real time. These methods include:

- Oral or written check for understanding questions throughout a lesson
- Class discussions of texts and math problems
- Use of polling tools such as thumbs up/thumbs down and whiteboard practice
- Daily practice of core skills such as phonics patterns and math facts which scholars self-assess and track over time
- Daily exit tickets with mastery questions
- Fitness or music tests to measure improved performance skills

For formal, summative assessment, we administer internally-created, MCAS-style interim exams (roughly every 10 weeks for Math and Science, and every 6-8 weeks for ELA). Following each interim exam teachers will analyze results, test in hand, at the question, standard, scholar and class level to determine actions steps needed to ensure all scholars master all content with 80% accuracy. This analysis will result in one unified action plan for each group of scholars that targets their gaps and makes a clear plan for closing them over the coming month.

For scholars in grades K-5, we administer the Fountas and Pinnell Reading Assessment System to track reading growth. We use this data to assign scholars to homogenous Guided Reading groups that meet throughout the week to address decoding, fluency, and comprehension. We also introduced use of the Aimsweb benchmarking system in 2018 to more closely monitor growth of our Special Populations. Lead teachers, Associate teachers, and Special Education teachers review both F&P and Aimsweb data at least once quarterly to adjust small groups.

Teachers also use longer-term projects and rubrics to measure scholars' ability to create high quality work over time. Each scholar completes process pieces across content areas (including two Expedition final products each year and at least eight formal essays in Humanities) that help them make ongoing progress towards work that demonstrates mastery using teacher rubrics, checklists and conferencing to make continuous improvement. These projects are reviewed in progress to tailor supports, improve instruction and determine scholar needs in the classroom.

As noted earlier, we keep clearly disaggregated disciplinary data for our Community Violation and suspension tracking. Our tracking system immediately disaggregates all entries by disability/ELL status, race, and gender, and school leaders review this data weekly for trends and possible disproportionalities. Our most frequent intervention in

response to concerning discipline data is to introduce or adjust mental health supports for scholars, or introduce behavior intervention plans (in addition to increasing teacher effectiveness through coaching and professional development). We also consider if behavioral data is symptomatic of academic challenges, and pursue evaluation when necessary.

For our academic data, we review interim, F&P, and Aimsweb data for SWD and ELL subgroups. Specialists carefully review academic data for scholars on the case load and share results and next steps with grade level teams at weekly Scholar Deep Dive meetings. A priority for the 2020-21 school year is to improve our academic data tracking systems to include disaggregation for racial and gender subgroups as well.

## **Supports for All Learners**

Alma del Mar continues to serve a diverse group of learners. In the last charter term, our population of scholars in Special Education has stayed around 18%, despite significant growth in the number of scholars Alma serves overall. This number does not include additional scholars on 504 plans. Alma's population of English Language Learners has grown significantly in the last 5 years. Alma del mar served approximately 9% ELLs during the 2015-2016 school year, and now serves over 30% current ELLs. Over 45% of scholars have a first language other than English. This trend is particularly strong in our youngest grades, which are often 70%+ English Language Learners.

Since the last Charter Renewal, Alma has significantly increased staffing to support our special populations. Each campus has an ELL Specialist who currently serves all grades. Each grade band at each campus has a Literacy and Math Specialist who works with any scholar in that grade band who needs support in a particular subject and supports a particular caseload of scholars with IEPs. These specialists provide push-in and pull-out services to their caseload, in addition to screening all scholars and consistently analyzing the academic data of all scholars in their grade band. Having specialists work with consistent grade bands has allowed specialists and scholars to build relationships over multiple years and to assist with vertically aligned instruction across grade bands.

In addition to this academic support team, Alma has increased social emotional and therapeutic support over the last 5 years. In the 2019-2020, Alma hired a new, full time counselor as well as a school psychologist to conduct a variety of evaluations. This past year, Alma also hired two Speech and Language Pathologists to meet this growing need within our scholar population. Previously, Alma had contracted with Meeting Street for this service. While Alma still works with Meeting Street for Occupational Therapy and Physical Therapy services, our caseload of scholars requiring Speech Therapy became so large that we transitioned this to an in house position. Alma continues to partner with high quality local and regional organizations to ensure the highest quality support for scholars with more unique disabilities. For example, Alma partnered with the Clarke Schools for Hearing and Speech to ensure high quality evaluations and services for a small number of students who are deaf or hard of hearing.

As noted during the Core Criteria Site Visit, Alma has a robust system of assessment and data analysis which is used to monitor the success of all scholars. Academically, this includes regular interim assessments, WIDA Screening and ACCESS for ELLs, Aimsweb, and Fountas & Pinnell. Our teams also analyze non-academic data. For example, discipline data is analyzed with frequency so that social emotional interventions can be implemented as needed. Specialists, Service Providers, the Dean of scholar Support, Dean of Culture, and grade level teams meet for a weekly Scholar Deep Dive where they review attendance, behavioral data, academic data, and other anecdotal data as appropriate to identify scholars who may need additional support, as well as to review the success of interventions in place. Additionally, the Dean of Scholar Support, Dean of Culture, School Psychologist, and School Nurse (with other support staff as appropriate) meet weekly in a Case Management meeting to collaborate on the highest-need and/or complex cases of scholars or families who require overlapping services.

Alma del Mar has consistently performed close to or above the MA state average passing rate on MCAS assessments while serving a population that is much more diverse than the MA state average (with significantly more scholars who qualify as High Needs, Economically Disadvantaged, and English Language Learners). We also consistently outperform the passing rate of our sending district by at least 15% on ELA and 20% on Math each year while serving a demographically similar student population.

Our Scholars with Disabilities and English Language Learners pass state assessments at significantly higher rates than their district and statewide peers. However, while our Special Populations do outperform their subgroup peers, we have a lingering achievement gap between our special populations and general education scholars. To help address this gap, we started using the Aimsweb benchmarking system in 2018 to more closely monitor progress and standards mastery of our scholars in Special Education, as well as other scholars of academic concern. In the 2019-2020 school year, we expanded use of this assessment system to all scholars at our Frederick Douglass campus to ensure that we were identifying foundational skills gaps early and could intervene as needed.

We also made significant improvements in our English Language programming from 2018 to 2019. On our 2018 Accountability Report, we earned 0 out of 4 points for Progress toward Attaining English Proficiency (partially due to a clerical error in identification of ELLs for testing). The following year, we earned a full 4 points for making significant strides in this area. Our ELL Specialist developed strong data tracking systems to monitor scholar progress across domains, as well as adjusted scheduling of support services to best meet the different needs of English Language Learners at different grade levels. We also ensured that all instructional staff secured their Sheltered English Immersion endorsements and periodically shared promising practices related to SEI in our Professional Development sessions.

We recognize that we did not make significant gains in the 2018-2019 school year, and made several changes to our academic model to address our gaps. We increased the amount of targeted intervention time for scholars in grades 3-8 to ensure that all scholars could receive support in both ELA and Math each day as needed. We reviewed curriculum maps across content areas and made adjustments. In ELA, we added units or supplemental texts in some grades to ensure scholars would be exposed to complex texts across *all* core genres each year, as well as instituted the use of a consistent writing rubric across grades 3-8. In Math, we continued to work on vertically aligning approaches to solving novel problems and added clearer benchmarks for procedural fluency in each grade. In the 2019-2020 school year, we had an internal goal of 60% of scholars meeting or exceeding expectations on MCAS across grades 3-8 at both campuses. While we were unable to measure our achievement of this goal due to the extended closure, we will maintain this goal for the 2020-2021 school year.

## Organizational Viability

### ORGANIZATIONAL STRUCTURE OF THE SCHOOL

Please see Appendix F for an updated organizational chart.

### CHANGES IN ORGANIZATIONAL STRUCTURE 2020-2021

For the 2020-2021 school year we are continuing to expand our Leadership Team at the Frederick Douglass Campus and slightly changed the structure of the campus leadership team at the Sarah D. Ottiwell Campus. We also added some positions to serve the whole network in order to better serve our kids and families.

- Alma del Mar Network:
  - **Families Helping Families Coordinator** - This position was new mid-way through the 2019-2020 school year. It is intended to move forward work between the school and families as well as increase the ways in which families are able to connect with and support each other.

- **School Psychologist** - This position allows us to conduct evaluations of students on campus rather than requiring families to schedule time and travel. The School Psychologist also provides counseling to students.
- Alma del Mar Sarah D. Ottiwell Campus
  - **Assistant Principals:** added two Assistant Principals by promoting an academic dean and a Dean of Culture to reflect their expanded work
  - **Academic Dean:** Eliminated these positions at this campus for the 2020-2021 school year
  - **Dean of Culture:** Eliminated this position at the campus for the 2020-2021 school year
  - **School Counselor:** Provides mental health counseling to students while building relationships.
  - **Speech-Language Pathologist:** Provided Speech-Language Therapy for students
- Alma del Mar Frederick Douglass Campus
  - **Academic Deans:** Added two more academic deans to reflect the increased need for teacher support with adding two more grades of students and teachers for the 2020-2021 school year.
  - **Dean of Culture:** Added a Dean of Culture role
  - **Speech-Language Pathologist:** Added an SLP to both campuses

### NETWORK STRUCTURE OR MULTIPLE CAMPUS ORGANIZATIONAL STRUCTURE

The school made no changes to the campus organizational structure during the 2019-2020 school year.

The opening of Alma del Mar: Frederick Douglass Campus in the fall of 2019 resulted in the creation of an entirely new school team, as well as the previously mentioned Network Team that supports both campuses. Please see below for a list of Leadership Team positions at the Douglass Campus, as well as additions to the Network Team that occurred in 2019.

- Alma del Mar: Frederick Douglass Campus Leadership Team
  - **Principal:**
  - **Assistant Principal:**
  - **Dean of Operations:** New role at new campus July 2019
  - **Senior Specialist:** New role at new campus July 2019
- Network Team
  - *Most positions on the Network Team were established during the 2018-2019 school year (or earlier). Those include: Executive Director, Chief of Staff, Director of Curriculum and Instruction, Director of Talent, Director of Development, and Director of Finance.*
  - **School Psychologist:** New role supporting both campuses in August 2019
  - **Families Helping Families Coordinator:** New role supporting both campuses in November 2019

Alma's Board has been preparing for the opening of our new campus since the Board first began exploring the idea during the 2017-2018 school year and through the application process that took place beginning in August of 2018. The success of each new K-8 campus will be measured by the same high standards used to track progress and evaluate the performance of our flagship campus.

In addition to monitoring our progress toward the goals set forth in our Accountability Plan, the Board reviews and discusses a monthly report from the Executive Director on the performance of the school(s). In addition, they receive a quarterly academic report from the Executive Director and other senior staff. This report gives the Board headlines on progress toward year-long academic goals and what school leadership is doing to address any gaps in school-wide academic performance. The Board also receives monthly financial reports, as delivered by the Chair of the Finance Committee. In addition to discussing these regular reports from senior staff, the Board at times requests reporting on specific subjects related to school performance. For example, in this past year the Board

requested and received a report from the Dean of Culture on updates to our approach to school wide discipline.

## BUDGET AND FINANCE

### FY20 UNAUDITED STATEMENT OF REVENUES, EXPENSES AND NET ASSETS

#### Operating revenues:

Tuition	\$8,754,855
Federal and state grants	\$375,103
Food service	\$514,214
In-kind transportation and other services	\$573,964
On-behalf fringe benefits	\$776,871
Student activities/other income	\$24,089
<b>Total operating revenues</b>	<b>\$9,668,261</b>

#### Operating expenses:

Salaries - instructors	\$3,427,946
Salaries - administrators	\$2,004,529
Payroll taxes	\$91,861
Fringe benefits	\$586,702
Contracted services	\$728,353
Transportation	\$109
Rent expense/(income) - related party	\$705,213
Facilities maintenance	\$229,048
Utilities	\$129,656
Textbooks and materials	\$137,597
Educational supplies and activities	\$245,475
Classroom computers and equipment	\$65,512
Professional fees	\$136,843
Staff and student recruiting	\$31,976
Office computers and equipment	\$114,036
Office supplies and expense	\$9,962
Insurance	\$43,321
Food service program	\$515,884
On-behalf fringe benefit	\$776,871
In-kind transportation	\$573,964
Depreciation and amortization	\$64,410
Bad debt/loss on asset	\$ -
Fundraising expense	\$ -
Travel	\$91,445
Miscellaneous expense	\$347
<b>Total operating expenses</b>	<b>\$9,360,225</b>
<b>Net operating income</b>	<b>\$308,036</b>
<b>Non-operating revenues/(expenses):</b>	
Medicaid reimbursement	\$11,241

Contribution from/(to) related party	(\$92,551)
Interest and dividend income	\$1,225
Fundraising expense	(\$21,801)
<b>Net non-operating revenues/(expenses)</b>	<b>(\$101,886)</b>
Change in net position	<b>\$206,150</b>
Net position, beginning of the year	\$853,737
Net position, end of the year \$	\$1,059,887

## **FY20 UNAUDITED STATEMENT OF NET ASSETS**

### **Current Assets:**

Cash	\$2,631,975
Accounts and other receivables	\$418,249
Due from/(to) related party	\$53,182
Unconditional promises to give	\$ -
Prepaid expenses	\$23,370
<b>Total current assets</b>	<b>\$3,126,776</b>

### **Noncurrent Assets:**

Security Deposits	\$ 6,000
Capital assets, net	\$187,748
Cash-restricted	\$ -
Note receivable	\$ -
<b>Total noncurrent assets</b>	<b>\$193,748</b>
<b>Total assets</b>	<b>\$3,320,524</b>

### **Liabilities and Net Position**

#### **Current Liabilities:**

Accounts payable - operating	\$141,551
Accounts payable - construction	\$ -
Accrued expenses	\$ 41,517
Due to related parties	\$12,238
Accrued payroll and taxes	\$361,206
Notes payable - current	\$ -
Deferred rent payable/(receivable)	\$1,704,125
<b>Total current liabilities</b>	<b>\$2,260,637</b>

#### **Noncurrent Liabilities:**

Long-term debt	\$ -
Total noncurrent liabilities	\$ -
<b>Total liabilities</b>	<b>\$2,260,637</b>

#### **Net Position:**

Invested in capital assets, net of related debt	\$187,748
Restricted	\$ -
Unrestricted	\$872,139
<b>Total net position</b>	<b>\$1,059,887</b>

Total liabilities and net position **\$3,320,524**

## **FY21 APPROVED SCHOOL BUDGET**

### **Revenues**

4001 · Tuition per pupil	\$10,888,550
4100 · Government Grants & Funding	\$1,263,620
4200 · Nutrition Funding	\$523,593
4400 · Private Support Funding	\$300,000

Total Revenues	<b>\$12,975,763</b>
\$ per scholar	<i>\$16,260</i>

### **Expenses**

#### **Personnel Costs**

5000 · Salaries and Wages	\$6,683,000
5520f · Fringe Benefits	\$795,629
5520m · MTRS Expense	\$0
5520t · Payroll Taxes	\$154,377
<b>Total 5000 · Personnel Costs</b>	<b>\$7,633,006</b>
<b>\$ per scholar</b>	<i>\$9,565</i>

#### **Administrative Costs**

5111 · Contr Serv - Board of Trustees	\$12,000
5112 · Travel & Other Exp -Board of Trustees	\$5,000
5122 · Contr Serv - School Leader	\$30,000
5132 · Contr Serv - Business & Finance	\$100,000
5142 · Contr Serv - Human Resources	\$68,259
5152 · Contr Serv - Legal	\$50,000
5162 · Contr Serv - IT	\$31,000
5163 · Supplies & Materials - IT	\$38,000
5172 · Contr Serv - Development & Fund	\$9,500
5173 · Fundraising	\$27,000
5182 · Staff Recruitment and Advertising	\$32,000
5182s - Student Recruitment and Advertising	\$6,000
5183 · Travel, Dues & Other Exp -Admin	\$33,154
5184 · Supplies & Materials - Admin	\$22,500
<b>Total 5100 · Administrative Costs</b>	<b>\$464,413</b>
<b>\$ per scholar</b>	<i>\$582</i>

#### **Instructional Services**

5213 · Contr Serv -Instructional Leader	\$15,000
5214 · Supplies & Matls -Instruc Leader	\$1,000
5215 · Travel & Other Exp -Instruc Leader	\$2,000

5234 · Contr Serv - Other Teaching	\$367,500
5242 · Contr Serv - Prof Development	\$197,500
5243 · Supplies & Matls - Prof Develop	\$26,433
5244 · Travel & Other Exp -Prof Develop	\$102,500
5253 · Contr Serv - Guidance & Testing	\$68,800
5254 · Supplies & Matls -Guidance&Test	\$63,750
5261 · Textbooks (Media/Materials)	\$65,000
5262 · Other Instructional Materials	\$68,050
5263 · Instructional Equipment	\$39,750
5264 · General Supplies -Instructional	\$151,150
5265 · Other Instructional Services	\$0
5266 · Classroom Instructional Tech	\$27,885
5268 · Instructional Software	\$74,000
<b>Total 5200 · Instructional Services</b>	<b>\$1,270,068</b>
<b>\$ per scholar</b>	<i>\$1,592</i>

#### **Other Student Services**

5320 · Health Services	\$45,000
5330 · Student Transportation	\$11,000
5350 · Food Services	\$709,475
5360 · Athletic Services	\$0
5370 · Other Student Activities	\$98,500
<b>Total 5300 · Other Student Services</b>	<b>\$863,975</b>
<b>\$ per scholar</b>	<i>\$1,083</i>

#### **Operation & Maintenance of Plant**

5420 · Utilities	\$138,000
5430 · Maint of Buildings & Grounds	\$371,524
5440 · Maintenance of Equipment	\$45,000
5450 · Networking & Communications	\$78,000
5730 · Other costs rel. Cap. Facility	\$0
5740 · Rental/Lease of Building & Grounds	\$748,300
<b>Total 5400 · Operation &amp; Maint of Plant</b>	<b>\$1,380,824</b>
<b>\$ per scholar</b>	<i>\$1,730</i>

#### **Other Fixed Charges**

5530 · Insurance (non-employee)	\$90,000
5550 · Rental / Lease of Equipment	\$87,000
5560 · Short-Term Interest	\$0
5725 · Long-Term Interest	\$300,000
5750 · Depreciation Expense	\$40,000
5760 · Bad debt/loss on asset disposal	\$0
<b>Total 5500 · Other Fixed Charges</b>	<b>\$517,000</b>
<b>\$ per scholar</b>	<i>\$648</i>

#### **Community Services**

5610 · Dissemination Activities	\$2,000
5620 · Civic Activities	\$15,000
<b>Total 5600 · Community Services</b>	<b>\$17,000</b>
<b>\$ per scholar</b>	<b>\$21</b>
<b>Total Expenses</b>	<b>\$12,146,286</b>
<b>\$ per scholar</b>	<b>\$15,221</b>
<b>Change in Net Operating Position</b>	<b>\$301,886</b>

<b>FY21 Enrollment</b>	
Number of students pre-enrolled via March 16, 2020 submission	800
Number of students upon which FY21 budget tuition line is based	800
Number of expected students for FY21 first day of school	800
Please explain any variances	

**FY20 CAPITAL PLAN**

<b>Alma del Mar Charter School</b>					
<b>Capital Plan FY20-FY25</b>					
<b>FISCAL YEAR</b>	<b>DESCRIPTION</b>	<b>CURRENT STATUS</b>	<b>ESTIMATED COMPLETION DATE</b>	<b>ESTIMATE D COST</b>	<b>FUNDING SOURCE</b>
2019/2020	Renovations-Temporary School Site	Complete	Aug-19	\$ 397,557	Foundation-Private Donations
2020	Security Cameras & Other Safety Improvements	Complete	Dec-19	\$65,670	DESE Security Grant
2020	Server Equipment-Douglass Campus	Complete	Aug-19	\$38,270	Federal Grant-CSP
2020	Furniture & Equipment-Temporary Site	Pricing in progress. Order to be placed.	June-21	\$100,000	Federal Grant-CSP
2020	Student Chromebooks	Complete	Aug-19	\$ 23,182	Federal Grant-CSP

2020	Student Chromebooks	Complete	March-20	\$40,424	COVID-19 Private Donations
2020	Staff Laptops	Complete	Aug-19	\$14,194	Federal Grant-CSP/Operating Budget
2021	Field Renovation-Belleville Ave	Pricing in progress. Order to be placed.	July-20	\$25,000	QALICB Remaining Capital Funds
2020	Land Acquisition & Other PreDevelopment Costs-Church St.	In Process	June-20	\$ 2,096,747	Private Donations
2020	Construction of 51,000 sq ft Building-Church St.	Planned	Aug-21	\$22,771,098	Private Donations/Financing
2021	Student Chromebooks	Planned	Aug-20	\$ 50,000	Federal Grant-CSP/Operating Budget
2021	Staff Laptops	Planned	Aug-20	\$ 15,000	Federal Grant-CSP
2021-2025	Roofing, HVAC, Flooring-Belleville Ave	Condition/Needs Assessment to be done.	As Needed	\$ 250,000	Established Replacement/Renewal Fund

**Capital Facilities Project Description and Timing**

With the expansion of 594 seats, Alma del Mar Charter School will now operate at multiple campuses in the City of New Bedford beginning in FY20. The School operated two campuses in FY20, its current school building with a capacity of 450 Scholars, and a leased school building with a capacity of 250 Scholars. The School will operate at three campuses during FY21, having purchased land in December 2019 for \$680,000. The School plans to break ground in September 2020 on a new, 52,000 square foot facility for 594 scholars. The Project is expected to be completed by December 2021.

**Financial Plan for Capital Facilities Expansion**

The estimated total cost of the project, including construction, is \$24.8 million. Financing assumes no New Market Tax Credits because the location of the new School site is not in an area that meets NMTC eligibility. 85% of the funds will come from a loan from a private lender and 15% of the funds will come from a capital campaign and school reserves. In determining the feasibility of pursuing this project, Alma employed a financial consulting firm and Affirmative Investments, who worked with school leadership to build financial projections. Based on these projections it was determined that Alma will be able to assume the debt costs associated with a new building project.

## Additional Information

### Appendix A: Accountability Plan Evidence 2019-2020

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: Alma will integrate the EL schools model at every grade level.</b>		
<b>Measure:</b> Every year, every scholar in each “crew” will complete at least one Expedition product that is judged to be high quality (3 or 4 on rubric) by Alma del Mar teachers and administrators.	N/A	<b>2019-2020:</b> <i>Our scholars were unable to complete spring 2020 Expedition products due to COVID closure.</i>
<b>Objective: Alma will maintain high expectations for every scholar</b>		
<b>Measure:</b> The schoolwide average on internally created math interim tests will increase each year to be 80% within 5 years.	N/A	<b>2019-2020:</b> <i>We were unable to administer Quarter 3 or 4 interim assessments or F&amp;P assessments during 2019-2020 school year due to COVID closure.</i>
<b>Measure:</b> The schoolwide average on internally created literacy interim tests will increase each year to be 80% within 5 years.	N/A	<b>2019-2020:</b> <i>We were unable to administer Quarter 3 or 4 interim assessments or F&amp;P assessments during 2019-2020 school year due to COVID closure</i>
<b>Measure:</b> Each year, 80% of scholars will read on or above grade level by the end of each elementary grade according to Fountas and Pinnell assessments.	N/A	<b>2019-2020:</b> <i>We were unable to administer Quarter 3 or 4 interim assessments or F&amp;P assessments during 2019-2020 school year due to COVID closure</i>
<b>Measure:</b> Each year, 80% of scholars on an IEP meet all benchmarks on their plan every quarter.	N/A	<b>2019-2020:</b> <i>We were unable to administer Quarter 3 or 4 interim assessments or F&amp;P assessments during 2019-2020 school year due to COVID closure</i>
<b>Objective: Alma staff will build mutually accountable relationships with scholars and their families.</b>		
<b>Measure:</b> Teachers will conduct one home visit with each scholar family annually.	<b>Not Met</b>	<b>2019-2020:</b> <b>Douglass:</b> 93% of scholar families received a home visit. <b>Ottiwell:</b> 88% of scholar families received a home visit.
<b>Measure:</b> Teachers will conduct at least two family conferences with each scholar family annually.	<b>Met</b>	<b>2019-2020:</b> 100% of scholars received at least two family conferences
<b>Measure:</b> Each year, the communication section on the family survey will have an average score of 3 or above that indicates the majority of parents are satisfied with communication (min 70% response rate)	<b>Met</b>	<b>2019-2020:</b> <b>Douglass:</b> 3.4 average score <b>Ottiwell:</b> 3.6 average score <i>Data based on Winter 2019-2020 surveys. Unable to conduct traditional spring survey due to COVID closure.</i>
<b>Objective: Alma actively engages with the New Bedford Public School District to share best practices.</b>		
<b>Measure:</b> Alma will share its best practices with Educators from the New Bedford Public Schools through at least one open Professional Development per year.	<b>Met</b>	<b>2019-2020:</b> Each year until this year, we conducted one professional development session with teachers or leaders from NBPS each year. We did provide remote learning resources to the district during closure.

## Appendix B: Recruitment and Retention Plan

### Recruitment Plan 2018-2019 Alma del Mar Charter School

#### **2019-2020 Implementation Summary:**

Alma del Mar currently enrolls more high needs scholars than our sending district. Our success in recruiting and serving these populations is due to our community-based recruitment strategy and our commitment to providing multiple layers of support for our scholars.

Alma del Mar continues to collaborate very closely with local Head Starts and Pre-Schools surrounding student recruitment efforts. Alma del Mar visits PACE and Little People's College regularly, provides banners and recruitment materials, and sends an application home with every child who will be entering kindergarten.

We also reached low-income families through recruitment efforts at public housing developments, local factories, along with restaurant and retail locations. We have strong family connections to many local church congregations as well, where Alma families reach out on our behalf.

Alma del Mar continues to work with community partners to reach children who may have been involved in Early Intervention. We distributed materials and information through Meeting Street, a local special education advocate that specializes in providing individualized supports to children who need them.

We distributed materials in multiple languages through the WIC offices, the Immigrants' Assistance Center, neighborhood restaurants, grocery stores, and other non-profit organizations that serve families in need. We make sure that all advertisements or brochures that are distributed not only serve English readers, but that Spanish and Portuguese speaking cultures have full access via translation. Historically the one newspaper we take out an advertisement in the local Portuguese newspaper to make sure we reach both the Portuguese community and the Creole speaking community which reads Portuguese as they both make up over 10% of the population in New Bedford. Our online application is also available in all three languages.

Our current families are key to our recruitment efforts. Many of our current scholars from a non-English speaking homes received packets of applications in other languages; their families distributed these applications and returned the completed applications to the school. We also reach out to families currently on the waiting list in their home language to invite them to complete applications for siblings who may be of an age to enter kindergarten.

We consistently receive significantly more applications for enrollments than we are able to enroll. This past year, we received 203 applications for our 90 open seats in kindergarten. We also received 115 applications for 100 open seats in sixth grade. Each year, roughly 16% of New Bedford's kindergarten eligible population (approximately 1,200 children) applies for a seat in our school.

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

**General Recruitment Activities for 2019-2020:**

**The recruitment and enrollment process is an extensive, city wide outreach effort that includes:**

- Providing information about the school throughout the year to those who are interested.
- Placing advertisements in local Portuguese newspaper.
- Distributing flyers to:
  - Community Centers
  - Churches
  - Local Businesses
  - Social Service Agencies
  - Pre-Schools
- Making applications and school information accessible online in English, Spanish and Portuguese on our website [www.almadelmar.org](http://www.almadelmar.org).
- Provide laptops with applications open at all campus events between now and the lottery.
- Supplying applications at both campuses.

**Recruitment Plan –Strategies**

**List strategies for recruitment activities for each demographic group.**

Demographic Group	Strategies
<p><b>Special education students</b></p> <p><b>School percentage: 17.6%</b></p> <p><b>GNT percentage: 11.9%</b></p> <p><b>CI percentage: 15.3%</b></p> <p><b>The school is <b>Above</b> GNT percentages and <b>Above</b> CI percentages</b></p>	<ul style="list-style-type: none"> <li>● Alma del Mar will distribute information through Early Intervention and rehab providers at the Schwartz Center for Children and at the Kennedy Donovan Center.</li> <li>● Alma del Mar will request that preschool programs within the district for children with special needs distribute Alma del Mar literature to families with children preparing to enter kindergarten.</li> <li>● In all literature for prospective families, we will continue to highlight our services for children with disabilities.</li> </ul>

<p><b>Limited English-proficient students</b></p> <p><b>School percentage: 30.9%</b></p> <p><b>GNT percentage: 17%</b></p> <p><b>CI percentage: 23%</b></p> <p><b>The school is Above GNT percentages and Above CI percentages</b></p>	<ul style="list-style-type: none"> <li>Alma del Mar will distribute literature in Portuguese, Spanish and English.</li> <li>Alma del Mar will make sure all recruitment events happen in multiple languages.</li> <li>Alma del Mar will post flyers in multiple languages in local businesses, restaurants, and other establishments serving families who do not speak English.</li> <li>Alma del Mar will ask currently enrolled families who speak other languages to conduct outreach efforts at churches, social gathers and workplaces.</li> <li>Send the Executive Director and/or Spanish-speaking teacher to speak at 3 Spanish or Portuguese community events.</li> </ul>
<p><b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b></p> <p><b>School percentage: 59.9%</b></p> <p><b>GNT percentage: 57.1%</b></p> <p><b>CI percentage: 62.5%</b></p> <p><b>The school is Above GNT percentages and Below CI percentages</b></p>	<ul style="list-style-type: none"> <li>Alma del Mar will reach out to families involved with DCF or other child protective services.</li> <li>Alma del Mar will distribute applications to all families at PACE Head Start which serves lower income families.</li> <li>Alma del Mar will distribute flyers at the New Bedford Community Health Center.</li> <li>Alma del Mar will drop off flyers at Low income housing sites in New Bedford, including United Front Homes, Olympia Apartments, Melville Towers, Casey-Miller Apartments, the Dawson building.</li> <li>Alma del Mar will distribute recruitment brochures at the Boys and Girls Club of New Bedford as part of the partnership to provide after school program services for current scholars.</li> </ul>

<p>Students who are sub-proficient</p>	<ul style="list-style-type: none"> <li>● Alma del Mar encourages preschools to refer struggling children.</li> <li>● Alma del Mar will collaborate with staff at local homeless shelters serving women and children to connect with families of children entering kindergarten.</li> </ul>
<p>Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> <li>● Alma del Mar will table and/or hold Information Sessions at PAACA, at the WISE Women program, and at the local vocational high school.</li> </ul>
<p>OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ul style="list-style-type: none"> <li>● Recent Immigrants: We will continue to work with local agencies including the Immigrants' Assistance Center to reach recent immigrants such that these families learn about Alma del Mar as an educational option.</li> <li>● Children from DCF-involved families: We will continue to partner with DCF caseworkers to reach families who may be struggling to provide adequate care for their children and may not be in a position to advocate for their children's educational needs.</li> <li>● We will reach out to support groups for grandparents, foster parents, and others who are caring for children who are not in the custody of their parents. We will ensure these families understand that the children may remain enrolled at Alma del Mar as long as they remain somewhere in MA.</li> <li>● Homeless children: In collaboration with the homeless shelters, we will distribute information to homeless families and ensure that these families understand the supports that Alma del Mar will provide to their children under McKinney Vento. We will also highlight for these families the features of Alma del Mar that may be particularly important for homeless children including onsite counseling, transportation home after school, and free uniforms.</li> </ul>

**Retention Plan  
2018-2019  
Alma del Mar Charter School**

**2019-2020 Implementation Summary**

To ensure that families stay with Alma del Mar after they are enrolled, the school focuses heavily on strong family partnerships at both the classroom level and with the administration. This is done through home visits for new families before they begin school and with every family within the first month of school. It also includes parent teacher conferences three times a year and the inclusion of families in a variety of curriculum and community focused events. In addition, both teachers and administrators are available to families through phone calls, notes, and in person meetings. We also employ staff who speak the home language of many of our parents, ensuring clear communication between all parties.

Alma del Mar also focuses on supporting scholars by developing classroom and school wide support plans in collaboration with teachers, family, special educators, and the administration. These often include data trackers, in class incentive systems, break systems, and teacher buddies who spend additional time with a scholar. The school also ensures clear communication with families around all disciplinary measures and gives parents the opportunity to meet with the appropriate school personnel to discuss concerns with any in class or out of class discipline measures.

These practices have led to an attrition rate of less than 10%. More than half of this attrition occurs from families moving. Alma del Mar is below the state and sending district average for attrition from every sub population tracked in the attrition tab of the chart data. During the 2019-2020 school year, Alma also added a full-time position of Families Helping Families Coordinator to continue our close work with families and strengthen relationships in our community.

**Overall Student Retention Goal**

<b>Annual goal for student retention:</b>	95%
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**Retention Plan –Strategies**

List strategies for retention activities for each demographic group.

<b>Demographic Group</b>	<b>Strategies</b>
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<p><b>Special education students</b></p> <p><b>(a) CHART data</b></p> <p><b>School percentage:</b> <b>5.9%</b></p> <p><b>Third Quartile: 15.2%</b></p> <p><b>The school's attrition rate is <b>Below</b> third quartile percentages.</b></p>	<ul style="list-style-type: none"> <li>● Prior to enrolling, all families receive a home visit. At these visits, parents share any concerns about their child expressed by a parent, former teacher, or pediatrician. They also learn about the special education program at Alma.</li> <li>● All Kindergarteners participate in Kindergarten screening to ensure that needs could be identified prior to the start of school. As a result, students requiring special education services are fully evaluated immediately upon the start of school and began receiving services shortly thereafter.</li> </ul>
<p><b>Limited English-proficient students</b></p> <p><b>(a) CHART data</b></p> <p><b>School percentage:</b> <b>4.7%</b></p> <p><b>Third Quartile: 20.5%</b></p> <p><b>The school's attrition rate is <b>Below</b> third quartile percentages.</b></p>	<ul style="list-style-type: none"> <li>● Prior to the start of school, Alma del Mar will connect all parents who do not speak English with a staff member who speaks their home language.</li> <li>● Through the automatic texting system, Alma del Mar will communicate with families in their home language regarding upcoming events. Alma del Mar will translate documents and other materials to ensure that LEP families were able to engage fully.</li> <li>● Alma del Mar provides intensive intervention for children who arrive not comfortable in English and communicates with families regularly regarding the progress of their children in speaking, listening, reading, and writing.</li> </ul>

<p><b>Students eligible for free or reduced lunch</b></p> <p><b>(a) CHART data</b></p> <p><b>School percentage: 5.5%</b></p> <p><b>Third Quartile: 17.8%</b></p> <p><b>The school's attrition rate is Below third quartile percentages.</b></p>	<ul style="list-style-type: none"> <li>● Prior to the start of school, Alma del Mar will build the foundation of a relationship with each family through the following efforts:</li> <li>● Home visit with every family</li> <li>● Kindergarten Screening</li> <li>● Alma del Mar also provides financial support to families in purchasing uniforms.</li> <li>● Every parent will be given the cell phone number of every staff member in the building.</li> <li>● When students are not present in school, Alma del Mar immediately contacts the family. If the parent cannot be reached, Alma staff will contact other emergency contacts. If no adult was reachable, an administrator will visit the home.</li> </ul>
<p><b>Students who are sub-proficient</b></p>	<ul style="list-style-type: none"> <li>● Alma del Mar offers many supports for students who entered significantly below grade level. Throughout the day, such students receive targeted individual and small group support.</li> <li>● In cases of students extremely behind, Alma del Mar will create individual support plans</li> </ul>
<p><b>Students at risk of dropping out of school</b></p>	<p>The Dean of Culture will work closely with families who suffer changes in housing status that may make it difficult for children to remain in the school: homelessness, change in foster care, eviction, etc., and connect these families to community partners and agencies who can help with family instability issues.</p>
<p><b>Other subgroups of students who should be targeted to eliminate the achievement gap</b></p>	<p>If it appears that a student may need to repeat a grade, the teacher and Dean of Scholar Support will begin talking with the family about retention by February. Throughout the winter and spring, the family will receive regular updates about the child's status.</p>

## Appendix C: School and Student Data Tables

Alma del Mar Charter School student demographic enrollment data link:

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	70	13.9%
Asian	0	0.2%
Hispanic	260	60.2%
Native American	2	.8%
White	107	21.9%
Native Hawaiian, Pacific Islander	2	0%
Multi-race, non-Hispanic	0	3.1%
Special Education	83	19%
Limited English proficient	107	24%
Economically Disadvantaged	273	59.3%

<b>ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Will Gardner, Executive Director	The Executive Director oversees the Network Team and is responsible for school finances, fundraising, hiring, HR and community relations for the organization. The Executive Director serves as the single point of contact between school staff and the Board.	3/1/2011	N/A
Emily Darrow, Chief of Staff	The Chief of Staff serves as the Executive Director’s primary deputy in running the larger organization of Alma del Mar.	1/14/2019	N/A
Alexa Teevens, Director of Curriculum & Instruction	The DCI sets the vision and strategy for curriculum, assessment, data analysis and professional development, and ensures the consistency of the academic program.	7/1/2018	N/A
Becca Kurie, Director of Development	The Director of Development is responsible for fundraising, planning development campaigns and events, managing community relations and coordinating advocacy work.	11/1/2015	N/A
Libby Merrill, Director of Talent	The Director of Talent is responsible for consulting with school and network leadership to determine talent needs, plans talent and recruitment strategy, and manages recruitment and talent retention activities.	5/20/2019	N/A
Christine Fisher, Director of Finance	The Director of Finance leads Alma’s finance and accounting functions including budgeting, reporting, compliance, and financial planning.	4/22/2019	N/A
Matthew Marko, Dean of Operations and Network Data	The Dean of Operations manages day-to-day school operations, including school safety, policies & procedures, and compliance. In addition, he manages data	11/1/2016	N/A

Manager	systems across the network.		
Jillian Gomes, Dean of Operations	The Dean of Operations manages day-to-day school operations, including school safety, policies & procedures, and compliance.	4/15/2019	N/A
Ashley Cabral, Dean of Scholar Support	The Dean of Scholar Support ensures that every scholar receives the support they need to be successful, including overseeing all Special Education, ELL, and other scholar services.	1/14/2019	N/A
Nicole Ouimet, Dean of Culture	The Dean of Culture ensures that every scholar receives the behavioral, social, and emotional supports necessary for their success, including managing school-wide positive behavior supports and systems & routines.	4/1/2019	N/A
Kaitlin Goldrick, Principal	The Principal ensures that every student at their campus receives a high quality education by effectively managing the rest of the leaders at their campus, monitoring school-wide data, and communicating the vision for excellent curriculum and instruction.	8/1/2018	N/A
Taylor DeLoach, Principal	The Principal ensures that every student at their campus receives a high quality education by effectively managing the rest of the leaders at their campus, monitoring school-wide data, and communicating the vision for excellent curriculum and instruction.	8/1/2019	N/A
Justin Edwards, Assistant Principal	The Assistant Principal supports the Principal in ensuring the success of all students in the school and acts as the Principal's Deputy. The Assistant Principal also manages a portfolio of teachers and associate teachers.	7/1/2019	N/A

**TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR**

	<b>Number as of the last day of the 2018-2019 school year</b>	<b>Departures during the 2018-2019 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	53	2	12	<ul style="list-style-type: none"> <li>● Changed Career</li> <li>● Moving</li> <li>● Family</li> <li>● Not invited to return</li> <li>● Accepted teaching position elsewhere</li> </ul>
Other Staff	60	6	3	<ul style="list-style-type: none"> <li>● Accepted position elsewhere</li> <li>● Not invited to return</li> </ul>

**BOARD AND COMMITTEE INFORMATION**

Number of commissioner approved board members as of July 31, 2020	9
Minimum number of board members in approved by-laws	9
Maximum number of board members in approved by-laws	18

Number of board committee members who are neither trustees nor school employees during the 2019-2020 school year (if not applicable, enter N/A)

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**BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR**

<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Jan Baptist	Chair	Governance	2	Fall 2017- Spring 2020
Bronwen Cunningham	Member	Finance	3	Fall 2019 - Spring 2022
Chris Arnold	Member	Development, Governance	3	Fall 2019 - Spring 2022
Lucile Hicks	Member	Development	2	Fall 2017 - Spring 2020
Martha Kay	Member	Academic Excellence	3	Fall 2017 - Spring 2020
Gail Fortes	Member	Governance	2	Fall 2019 - Spring 2022
Christopher Bator	Member	Governance	1	Fall 2018 - Spring 2021
Maria Rosario	Member	Academic Excellence	1	Fall 2017 - Spring 2020
Vanessa Brown	Member	Academic Excellence	1	Fall 2019 - Spring 2022
John Polk	Former Member (resigned December 2019)	Development	1	Fall 2017 - Spring 2020
David Eckert	Former Member (resigned June 2020)	Finance	1	Fall 2016 - Spring 2020

## Appendix D: Additional Required Information

Position	Name
Board of Trustees Chairperson	Jan Baptist
Executive Director	Will Gardner
Principal - Sarah D. Ottiwell Campus	Kaitlin Goldrick
Principal - Frederick Douglass Campus	Taylor DeLoach
Special Education Director	Ashley Cabral
MCAS Test Coordinator	Matt Marko
SIMS Coordinator	Matt Marko
English Language Learner Director	Ashley Cabral
School Business Official	Matt Marko
Title I	Christine Fisher

### Facilities

Location	Dates of Occupancy
515 Belleville Avenue, New Bedford, MA 02746	August 8, 2016 - Present
145 Davis Street, New Bedford, MA 02746	March 1, 2019 - Present
777 Church Street, New Bedford, MA 02745	Lease began June 1, 2020 - Certificate of Occupancy in process

### Enrollment

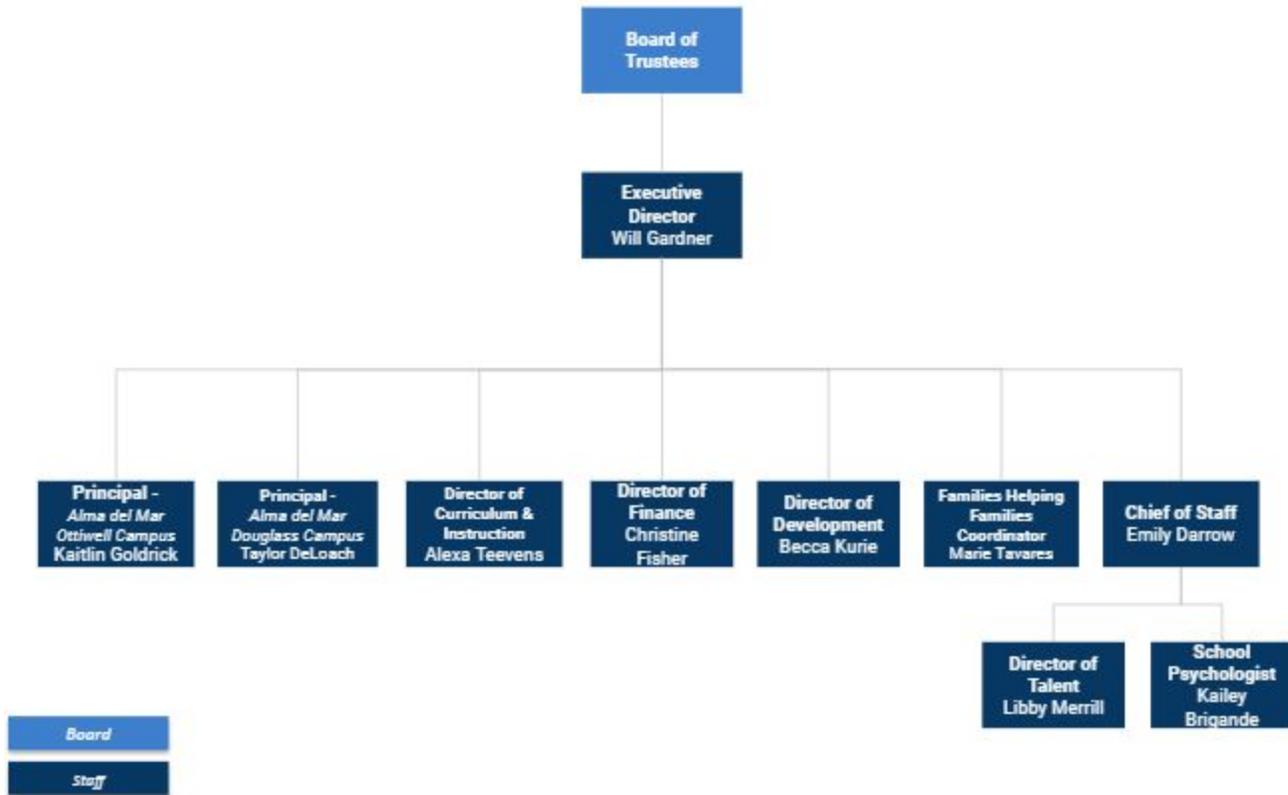
Action	Date(s)
6th Grade Student Application Deadline	July 31, 2020
6th Grade Enrollment Lottery	August 5, 2020
Schoolwide Student Application Deadline	February 23, 2021
Lottery	February 24, 2021

## Appendix E: Anticipated Board Meeting Schedule for 2020-2021

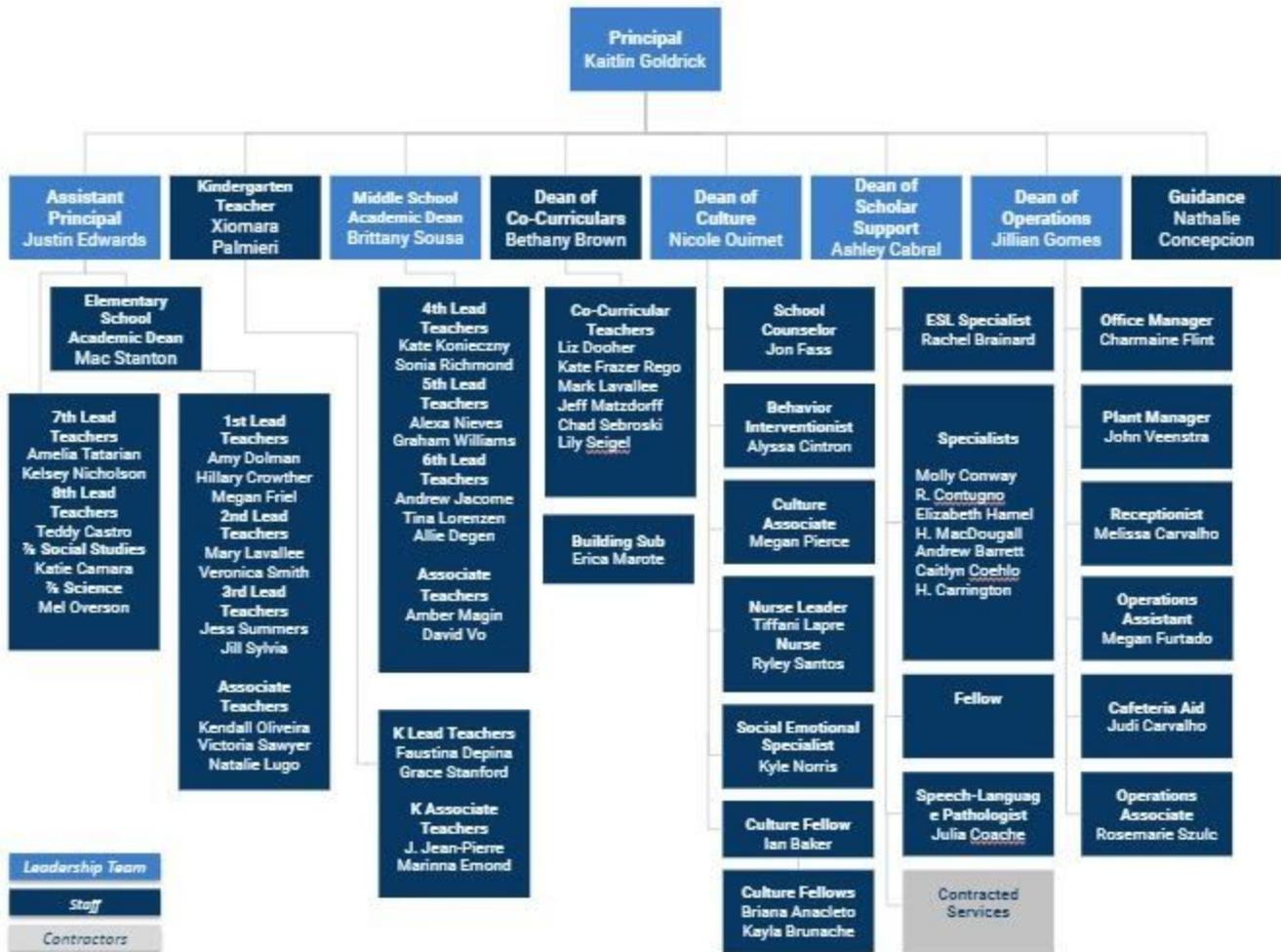
<b>Month</b>	<b>Committee Meeting</b>	<b>Board Meeting</b>
August	8/21/2020	8/28/2020
September	9/18/2020	9/25/2020
October	10/23/2020	10/30/2020
November	11/13/2020	11/20/2020
December	12/18/2020	N/A
January	1/22/2021	1/29/2021
February	2/22/2021	2/26/2021
March	3/19/2021	3/26/2021
April	4/26/2021	4/30/2021
May	5/21/2021	5/28/2021
June	6/18/2021	6/25/2021

## Appendix F: Organizational Chart

### Alma del Mar Charter Schools: Network



Alma del Mar: Sarah D. Ottiwell Campus



Alma del Mar: Frederick Douglass Campus

