

ALMA *del* MAR



Alma del Mar Charter School Annual Report

2020 - 2021 School Year

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Alma del Mar Charter School

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TABLE OF CONTENTS

Introduction	2
School Performance and Program Implementation	2
Faithfulness to Charter	2
Mission and Key Design Elements	2
Amendments to Charter	4
Access and Equity	4
Dissemination Efforts	6
Academic Program Success	6
Student Performance	6
Academic Models & Curriculum	6
Instruction	8
Assessment	9
Supports for All Learners	10
Plans to Accelerate Learning in 2021-2022	11
Program Safety During the COVID-19 Pandemic	11
Organizational Viability	12
Organizational Structure of the School	12
Changes in Organizational Structure 2020-2021	12
Network Structure or Multiple Campus Organizational Structure	13
Budget and Finance	13
FY21 Unaudited Statement of Revenues, Expenses and Net Assets	13
FY21 Unaudited Statement of Net Assets	14
FY22 Approved School Budget	15
FY21 Capital Plan	17
Additional Information	19
Appendix A: Accountability Plan Evidence 2020-2021	19
Appendix B: Recruitment and Retention Plan	20
Appendix C: School and Student Data Tables	28
Appendix D: Additional Required Information	33
Appendix E: Organizational Chart for 2020-2021 School Year	35

Introduction

<i>Alma del Mar Charter School (Alma)</i>			
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, 2021
Maximum Enrollment	1,044	Enrollment as of June 24, 2021	793
Chartered Grade Span	K-8	Current Grade Span	<u>2020-2021:</u> Ottiwell campus: K-8 Douglass campus: K-3, 6-7
Number of Instructional Days per school year	187	Students on Waitlist as of June 24, 2021	425
Number of Instructional Days during the 2020-2021 school year	177		
School Hours	Monday-Thursday 8:00-4:00; Friday 8:00-2:30	Age of School as of 2020-2021 School Year	10 Years
Mission Statement 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

Despite the disruptions caused by the pandemic, Alma remained true to its mission and to the key design elements outlined in its most recently approved accountability plan. Alma is an inclusive school, serving a population that mirrors the demographics of New Bedford as a whole and provides robust supports for all learners. Scholars who are identified as High Needs—a growing subgroup at Alma—were prioritized for in-person learning the entire school year.

Throughout remote learning, Alma leaned into our strength with family engagement, a key design element of the school. Our Families Helping Families initiative provided the foundation for the creation of new ways to connect with and support our families. From virtual family support groups and holiday grocery gift cards to daily lunch

deliveries and financial support for families in need, we supported the whole family, outside of school-related responsibilities, to ensure our scholars and their families were safe and supported.

School Curricular Model and Educational Program

Alma remained true to our EL Education model, despite not having the ability to implement all of its elements in the same way as in previous years. We invested further in building out our Crew structures, a key EL program element, providing greater support for teachers in leading conversations about the pandemic and about race and equity.

Scholars took modified versions of the same interim exams throughout the year, ensuring that they continued to experience the same level of rigor in their work. Likewise, throughout remote instruction this year, teachers were able to teach modified versions of our established curriculum. As part of our renewed commitment to equity, we dedicated professional development time each quarter to reviewing academic data for all subgroups, including scholars with disabilities, English Learners, demographic data across racial/ethnic groups, and by gender. Using a Data for Equity Protocol, staff compared the performance of each subgroup to the performance of the class as a whole, developed hypotheses for the discrepancies that we observed, and committed to action steps with their grade level teams. These included developing new systems to ensure more equitable participation by all scholars during class discussions, increasing representation in class texts and libraries, and including more consistent scaffolds for English Learners. We look forward to continuing to use this protocol to identify when scholars are not able to equitably access our curriculum and instruction to ensure that scholars of all backgrounds and identities achieve at high levels.

Alma continued to put all of our scholars on a college trajectory by providing a rigorous curriculum and ensuring that our scholars gained access to strong secondary school options. Alma alumni boast a high acceptance rate to selective programs such as GNB Voc-Tech (88 percent) and New Bedford High’s Academy of Honors (95 percent).

In addition to preparing our scholars for college, Alma remains committed to cultivating service-minded leadership in our scholars. From serving on a review panel for art mural proposals at our new campus, to participating in local activism and projects that promote equity, scholars are encouraged and equipped to take an active role in preparing for a better future.

While the specifics of how we pursued our mission looked radically different in many cases this year, Alma remained true to the promises we made to our families at our founding. The information in this report will indicate that despite the setbacks brought about by the pandemic, Alma has emerged from this past year a stronger institution that is even more committed to its mission.

AMENDMENTS TO CHARTER

Date Submitted	Amendment Requested	Pending or Approved?
6/30/2021	Amendment to length of school day	Approved 7/14/2021

ACCESS AND EQUITY

Alma del Mar Charter School's most recent publicly available student discipline data: [Contact Information - Alma del Mar Charter School \(District\) \(04090000\)](#)

During the closure in the spring of 2020, Alma del Mar leaders analyzed in- and out-of-school suspension data from the 2019-2020 school year. At the same time, Alma began to develop a Racial Equity, Diversity, and Inclusion (REDI) plan that was drafted and implemented during the 2020-2021 school year. This plan also encompasses future work over the next few years. Alma del Mar is committed to providing a safe, inclusive, equitable schooling experience for all scholars in our community. Our approach to school culture must align with our mission and commitment to anti-racism. Our school culture vision, which involves all members and stakeholders of the Alma community, is outlined in Alma's REDI plan. Our goal is to ensure that we can remain flexible to the needs of our community and embrace best practices in a way that promotes equity for all members of our community and dismantles racist, oppressive structures.

As part of our REDI plan, we're committed to creating culturally responsive and affirming spaces in which all scholars stand firmly in their unique identities and thrive academically (REDI Priority #2). Our job this year and every year going forward is to create an experience for our scholars that allows them to become their best selves and gives them a sense of the world as it can and should be. To do this we need to shift further from a culture of compliance and control to a culture that brings out the inherent greatness of each and every one of our scholars and leads them to see how they can apply that greatness to making the world better.

Just as the best educators are both warm and demanding, a culture that brings out the best in our scholars needs to provide the right kind of support for them while challenging them to push themselves. The next iteration of Alma needs to provide an experience where scholars feel so trusted, loved and seen that they are liberated from having to waste energy defending themselves. Only then will they be free to step out of their comfort zones, take on new challenges and explore all of the possibilities of who they can be.

We have four strategic goals for the New Alma, each focused on ensuring that our scholars are enveloped in love, trust and support as they are also asked to think boldly and develop their agency. **The following represents our school culture priorities for AY21-22:**

High Support

Create a trusting, equitable and caring community within which scholars feel safe and supported in learning and taking positive risks.

1. Introduce a new vision for culture and revised approaches to classroom management and discipline systems that preserve dignity and trust in relationships.
2. Invest further in high-impact Crew meetings by maintaining culturally responsive Crew structures and curriculum that support a sense of belonging and connection.

School culture is **how our curricular, instructional, and management systems work together to realize our mission**. The management structures and supportive practices we engage in are in service of the overall academic success of our scholars. Creating a thriving school culture requires that all parts of our program are working in

tandem and are being consistently revised to best serve our community. Though this document outlines structures that we would traditionally consider to be “cultural”, a **High Demand, High Support** model demands that scholars are engaged in rigorous and meaningful work and are provided with the right supports (including “culture” systems) to reach that high bar.

Alma del Mar Charter School 2019-2020 Student Discipline							
Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal
All Students	664	62	4.8	7.8	0.0%	0.0	0.0
English Learner	203	17	4.4	7.9	0.0%	0.0	0.0
Economically disadvantaged	432	55	6.9	10.6	0.0%	0.0	0.0
Students w/disabilities	129	25	7.9	15.8	0.0%	0.0	0.0
High needs	535	58	5.8	9.0	0.0%	0.0	0.0
Female	354	11	1.4	2.5	0.0%	0.0	0.0
Male	310	51	8.7	13.9	0.0%	0.0	0.0
Amer. Ind. or Alaska Nat.	5						
Asian	1						
Afr. Amer./Black	94	9	4.3	6.4	0.0%	0.0	0.0
Hispanic/Latino	395	43	5.6	9.1	0.0%	0.0	0.0
Multi-race, Non-Hisp./Lat.	21						
White	148	10	4.1	6.8	0.0%	0.0	0.0

DISSEMINATION EFFORTS

Due to the COVID-19 pandemic, we were unable to engage in the types of dissemination efforts that we do during a typical year (including hosting school visits and professional development opportunities for local partners).

Academic Program Success

STUDENT PERFORMANCE

Alma del Mar Charter School’s school report card link is: [Massachusetts Department of Elementary and Secondary Education](#)

Despite the unusual circumstances of this school year, we continued to administer all of the types of assessment we use internally during a typical year to ensure we had frequent, accurate data about student performance as we transitioned between learning modes. Below are some notable data points that indicate academic progress across grades and content areas:

Interim Assessments (ELA grades 2-8, Math grades K-8)

This year, regardless of learning mode, we continued to administer our internally created interim assessments in ELA and Math. While we made some revisions for length and alignment to adjusted Scopes and Sequences, the assessments continued to be aligned to the Common Core and MCAS tests. While our Math interim exams passing

rates did trend lower than in a typical year, our ELA interim exam passing rates were very consistent from both AY 18-19 and AY 19-20, indicating that our ELA curriculum and instruction did not suffer in a remote learning model from March 2020 to April 2021, particularly for our oldest scholars.

STEP (Reading, grades K-3)

This year, we introduced the STEP Reading Assessment system to replace Fountas & Pinnel as our primary indicator of K-3 reading growth, including accuracy, fluency, and comprehension. We did our initial testing window in December, followed by two additional testing windows in March and June. An average rate of growth would be one level per window. The average across grades K-3 at both campuses was 2.28 levels grown per scholar, indicating that, on average, scholars were on track to make more than one year of growth (three levels), had we completed a full set of four assessment windows this year.

Aimsweb (ELA and Math, grades K-8)

Aimsweb is a Universal Screening Tool that we administer three times each year in the fall, winter, and spring. At the time of our winter benchmarking window (which concluded in March), the average Student Growth Percentile across grades 2-8 in both ELA and Math was 43%, which is within the range of average growth.

While we know that there is unfinished learning to address in the upcoming year, these data points indicate that scholars continued to make academic growth across grades and content areas throughout the pandemic.

ACADEMIC MODELS & CURRICULUM

During the 2020-2021 school year, we maintained many aspects of our curricular model to ensure all scholars had daily, supported exposure to critical grade level content in the core subject areas, regardless of learning mode. We were in a remote learning model for almost all scholars from September through January. Starting in February, we began welcoming back full grade levels of students for in-person learning, and had all grades K-8 in person by May 7, 2021. A subgroup of scholars (including scholars with disabilities, English Learners, and homeless scholars) participated in in-person learning for the entire school year.

While we were in remote learning, we made many efforts to ensure we were reaching all scholars every day. These included:

- Chromebooks distributed to all scholars during socially distanced Family Orientation before the start of school, with drop-offs available as needed, as well as hot spots available as needed
- Technology support provided by our Computer Skills teacher and Operations team members to families throughout the year
- Attendance taken in all grades during the first block, Crew, each morning, and Crew leaders reaching out to absent scholars immediately to ensure strong attendance for academic blocks each day
- At least once weekly touchpoints between Crew Leaders and families to check in on attendance, academic performance, and general well-being
- Support staff assigned individual or small groups of scholars for both academic and mental health supports throughout the day or week through Zoom meetings or phone calls
- Weekly meeting structures to check in on scholars of concern, including grade level Scholar Deep Dive meetings which include grade level teachers, specialists, and other support staff, as well as campus Leadership Teams checking in on chronically struggling scholars/families and allocating other resources as needed
- Ongoing work of our Families Helping Families Coordinator to address other issues of well-being including food insecurity, access to medical care/information, support with transportation, etc.

At any point during the year, if individual scholars needed to quarantine from in-person instruction, we had support staff available to immediately include that scholar in our ongoing remote learning model, so no learning time was lost. **Our overall average attendance for the year was 93%.**

While in remote learning, our Kindergarten and 1st grade schedules included daily whole group synchronous Phonics, Math, and Read Aloud instruction, as well as opportunities for individual and small group support as needed, along with asynchronous practice tasks, each afternoon. Partway through remote learning, we also added a Writing block to these grades. When we returned to in-person learning, we were able to lengthen these blocks and add daily Guided Reading for all scholars.

Our 2nd-5th grade schedules included daily whole group synchronous ELA and Math instruction, as well as asynchronous Expedition 2-3 times a week, and daily Targeted Learning Time blocks during which scholars engaged in remediation practice, extension work, and/or individual or small group instruction from Lead Teachers, Associate Teachers, and/or Specialists. In 6th-8th grade, in addition to the blocks included in elementary schedules, scholars had whole group synchronous Science instruction three times a week and asynchronous Social Studies instruction two times a week. When we returned to in-person learning, we maintained all of these blocks.

In all grades, throughout remote learning and in-person learning, scholars had one co-curricular class every day. These included Visual Arts, Music, Physical Education, Computer Skills, Portuguese, and STEAM, depending on grade level and campus.

Despite the disruptions of this school year, we maintained our commitment to a content-rich curriculum that serves to build foundational skills while providing our scholars with critical background knowledge on a variety of topics. While we did some prioritizing in standards maps, our curriculum continued to be aligned to the Common Core State Standards and Massachusetts Frameworks in all grades and content areas, with particular attention to the priority standards in ELA and Math.

In all grades in ELA, we developed Humanities units anchored by rich texts to make meaning and build essential core knowledge that enhances scholar understanding of what they read and write. We continued to ensure that scholars in grades 3-8 read six to eight strong novels throughout the year, in addition to supplementary embedded texts across genres. Of particular attention this year was reviewing our texts and topics covered in ELA, Expedition, and Social Studies curricula with a lens towards representation, and we sought to include diverse voices and perspectives that include authors and characters of different races, ethnicities, genders, sexualities, abilities, immigration status, religions, etc. We often turned to the Fishtank curriculum from Match Education for anchor text and supplemental text recommendations, and adapted their units, lessons, and assessments for use in our ELA classrooms.

Alma del Mar continued 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 developed our math curriculum internally, using some materials from Primary Mathematics and Math in Focus, and built other materials in-house. After reviewing our internal assessment data for Quarters 1-2, we made significant revisions to Quarter 3 and 4 standards maps to ensure priority standards that were not yet mastered could be retaught and reassessed.

We adjusted Science and Social Studies standards maps this year to account for more limited instructional time. In elementary school, we focused on Voting & Democracy as a schoolwide topic for the fall, drawing on current events and building on foundational knowledge scholars learned in our typical first grade Expedition in years past. For middle school, we continued to follow the Massachusetts Frameworks for both Science and Social Studies. Our

6th-8th grade Science teachers also participated in a yearlong professional development series with the Buzzards Bay Coalition to increase their understanding of place-based education and developing experiential learning opportunities.

Our curriculum was created in-house by teachers, department chairs and school leaders. We used 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.

Instruction

This year, we sought to maintain many aspects of our strong instructional model even in a remote learning setting. We started by adapting our Instructional Framework and Classroom Observation Tools to meet the demands of a remote learning environment. This ensured we were aligning teacher practice to a common understanding of excellence. We also dedicated Professional Development time in Quarter 1 to observing and delivering remote model lessons to deepen our shared understanding.

In both the remote and in-person settings, we continued to focus 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, whether virtually or in-person. 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 in April 2021, the average score was a 4.26 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. While we maintained our historical commitment to rigor and safety, we also closely examined many of our classroom management practices through a lens of increasing equity. In some places, we moved away from past practices that emphasized behavioral compliance over authentic engagement and adjusted our approach to maintaining positive classroom cultures, particularly during our return to full in-person learning. As we return in the fall, we will continue to deepen our understanding of what it means to foster a truly culturally responsive and productive classroom 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.

Assessment

As referenced earlier, 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. We made almost no adjustments to our typical assessment cycles this year to ensure we were very regularly collecting data on student performance and could adjust as needed.

On a daily basis, teachers are constantly using informal and formal formative assessment methods to evaluate 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 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 results in an action plan for each group of scholars that targets their gaps and makes a clear plan for closing them over the coming month.

This year, we introduced the use of the STEP Reading Assessment System in grades K-3. According to their website, “STEP (Strategic Teaching and Evaluation of Progress) is a research-based formative assessment, data management, and professional learning system designed to build teacher capacity for literacy instruction and provide educators with the data necessary to improve student achievement in literacy across grades K-5.” We will continue to use this assessment at least quarterly for all scholars in grades K-3 to assess progress in reading decoding, fluency, and comprehension, and use the data collected to inform small group and individual instruction in daily Guided Reading blocks.

We also administer the Aimsweb Universal Screener in both ELA and Math in all grades at least three times a year, and more often for scholars in Response to Intervention or Special Education.

As noted earlier, a priority for this school year was to improve academic data tracking systems across all types of assessment to include disaggregation for racial, gender, disability, and language learner subgroups. Teachers engaged in Data for Equity Protocols in professional development each quarter, and we look forward to making this process even more automatic for teachers to incorporate into informal data collection throughout the school year to ensure we are identifying and addressing discrepancies as efficiently as possible.

Supports for All Learners

Alma del Mar continues to serve a diverse group of learners, including 15% of our population on IEPs (with an additional 5% on 504 plans), and 35% of our population identified as current Multilingual Learners. Throughout the pandemic, we were committed to ensuring that these scholars all received their services and the support they needed to access learning, regardless of learning model.

We continue to employ a robust Scholar Support Team, who provided inclusion, small group, and individual services to scholars in all grades in all learning models this year. This year, we employed three MLL Specialists across the network. Each grade band (K-2, 3-5, 6-8) at each campus also has a Literacy and Math Specialist who works to support scholars with diverse needs in that grade band. 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. Other members of the Scholar Support Team across the network include School Counselors, Speech and Language Pathologists, Occupational Therapists, and a Physical Therapist, as well as Academic and Culture Fellows to support individual or small groups of scholars in a specific grade based on their unique needs, and other members of our Culture Team who support with Social Emotional Regulation and behavior. We also continued to ensure that all teachers throughout the network secured a Sheltered English Immersion endorsement within their first year of employment, even throughout the pandemic.

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 STEP. Our teams also analyze non-academic data. For example, scholar survey data is analyzed quarterly to ensure grade level teams can address trends in scholar experience, and can address concerns for individual scholars. Specialists, Service Providers, Deans 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 Counselor, 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.

As we would in a typical school year, we ensured that all grade level schedules included daily Targeted Learning Time for both ELA and Math, during both remote and in-person learning. This ensured that all scholars could receive support in both ELA and Math each day as needed.

Plans to Accelerate Learning in 2021-2022

Alma del Mar is committed to accelerating student learning this school year to account for the missed and unfinished learning our scholars experienced since March 2020. In alignment with the DESE Acceleration Roadmap, we are committed to “fostering a sense of belonging and partnership with all stakeholders, continuously monitoring scholar understanding, and ensuring strong, grade-appropriate instruction with just-in-time scaffolds as they are needed.”

Planning for the school year will include:

- Examining available data from 2020-2021 regarding scholar attendance, experience, academic progress, etc.
- Setting specific goals (including goals for all subgroups, in alignment with our REDI plan) with leadership teams to share with staff and families

- Revising curriculum maps to ensure teachers have clear guidance on what “just-in-time” scaffolds to include in units to ensure scholar engagement with grade-level content
- Scheduling assessment and progress monitoring cycles
- Planning ongoing professional development cycles, including engagement with Equity, Diversity, and Inclusion content, data analysis, support with curricular and instructional practice, review of student work, etc.
- Ensuring adoption of high-quality curricular resources in all grades and content areas, including consideration of cultural responsiveness
- Launching Response to Intervention cycles to ensure Tier 2 and Tier 3 systems are aligned to Tier 1 instruction

Once the school year begins, we will engage in continuous data analysis cycles across domains and content areas to track progress towards goals and adjust our program as needed.

Program Safety During the COVID-19 Pandemic

Alma del Mar implemented all DESE guidance regarding maintaining a safe learning environment for scholars during the COVID-19 pandemic. During the 2020-2021 school year, Alma provided in-person learning for all scholars in grades K-8 on the following timeline:

- September 14, 2020: Scholars with high needs return to in-person learning Monday-Thursday
- February 2, 2021: All scholars in grades K-2 invited to return to in-person learning Monday-Friday
- April 12, 2021: All scholars in grades 3-5 invited to return to in-person learning Monday-Friday
- April 26, 2021 (Ottiwell Campus)/May 3, 2021 (Douglass Campus): All scholars in grades 6-8 invited to return to in-person learning Monday-Friday

Alma implemented all safety protocols recommended by DESE guidance to protect scholars and staff from COVID-19. Protection protocols implemented include, but are not limited to, the following:

- Improving air quality by implementing changes to HVAC settings and/or adding hepa filters and opening windows, depending on the space
- Monitoring scholars & staff for symptoms daily
- Masking and Mask breaks
- Social distancing
- Surveillance testing for staff on a weekly basis
- Frequent cleaning of hard surfaces
- Plexiglass barriers around desks
- Assigned seating
- Reduced class size
- Limited sharing of materials
- Robust contact tracing measures to reduce exposure
- Modified class schedule:
 - Academic classes rearranged to reduce mixing between pods
 - Modified lunch schedule to allow for social distancing during eating
 - Shorter school day to allow for additional COVID protocols to be followed

Though a small number of COVID-19 cases did reach Alma’s scholars and families, throughout the school year we saw no evidence of transmission at Alma.

Organizational Viability

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

Please see Appendix E for an updated organizational chart.

CHANGES IN ORGANIZATIONAL STRUCTURE 2020-2021

During the 2020-2021 school year, Alma continued 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 scholars 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

Alma del Mar made a few changes to the organizational structure in the 2020-2021 school year. These changes were mostly at the campus level, as the Frederick Douglass Leadership Team was expanding as part of the expansion of grade levels and the Ottiwell Leadership Team streamlined and reorganized their roles.

- Alma del Mar: Sarah D. Ottiwell Campus Leadership Team
 - **Principal**
 - **3 Assistant Principals**
 - **Dean of Operations**
 - **Dean of Scholar Support**
- Alma del Mar: Frederick Douglass Campus Leadership Team
 - **Principal**
 - **Assistant Principal**
 - **Dean of Operations**
 - **Dean of Scholar Support:** New role at this campus July 2020
 - **Dean of Culture:** New role at this campus July 2020

- **2 Academic Deans:** New roles at this campus July 2020

BUDGET AND FINANCE

FY21 UNAUDITED STATEMENT OF REVENUES, EXPENSES AND NET ASSETS

Operating revenues:

Tuition	\$11,455,987
Federal and state grants	\$1,596,297
Food service	\$305,182
In-kind transportation and other services	\$0
On-behalf fringe benefits	\$776,871
Student activities/other income	\$5,916
Total operating revenues	\$14,140,253

Operating expenses:

Salaries - instructors	\$4,158,628
Salaries - administrators	\$2,223,192
Payroll taxes	\$108,632
Fringe benefits	\$1,117,386
Contracted services	\$1,179,339
Transportation	\$40,206
Rent expense/(income) - related party	\$1,322,056
Facilities maintenance	\$382,335
Utilities	\$190,056
Textbooks and materials	\$187,309
Educational supplies and activities	\$270,873
Classroom computers and equipment	\$119,935
Professional fees	\$122,089
Staff and student recruiting	\$23,334
Office computers and equipment	\$159,842
Office supplies and expense	\$12,681
Insurance	\$45,077
Food service program	\$309,345
On-behalf fringe benefit	\$776,871
In-kind transportation	\$0
Depreciation and amortization	\$185,000
Bad debt/loss on asset	\$ -
Fundraising expense	\$ -
Travel	\$61,306
Miscellaneous expense	\$3,076
Total operating expenses	\$12,998,568
Net operating income	\$1,141,685
Non-operating revenues/(expenses):	
Medicaid reimbursement	\$11,075

Contribution from/(to) related party	(\$115,835)
Interest and dividend income	\$625
Fundraising expense	(\$23,028)
Net non-operating revenues/(expenses)	(\$127,163)
Change in net position	\$1,014,522
Net position, beginning of the year	\$756,397
Net position, end of the year \$	\$1,770,919

FY21 UNAUDITED STATEMENT OF NET ASSETS

Current Assets:

Cash	\$2,564,665
Accounts and other receivables	\$1,485,995
Due from/(to) related party	\$-
Unconditional promises to give	\$ -
Prepaid expenses	\$13,791
Total current assets	\$4,068,576

Noncurrent Assets:

Security Deposits	\$ 6,000
Capital assets, net	\$596,574
Cash-restricted	\$ -
Note receivable	\$ -
Total noncurrent assets	\$602,574
Total assets	\$4,671,150

Liabilities and Net Position

Current Liabilities:

Accounts payable - operating	\$244,040
Accounts payable - construction	\$ -
Accrued expenses	\$-
Due to related parties	\$-
Accrued payroll and taxes	\$438,128
Notes payable - current	\$ -
Deferred rent payable/(receivable)	\$27,045
Total current liabilities	\$709,213

Noncurrent Liabilities:

Deferred rent payable/(receivable)	\$2,191,018
Total noncurrent liabilities	\$2,191,018
Total liabilities	\$2,900,231

Net Position:

Invested in capital assets, net of related debt	\$596,574
Restricted	\$ -
Unrestricted	\$1,174,345
Total net position	\$1,770,919

Total liabilities and net position **\$4,671,150**

FY22 APPROVED SCHOOL BUDGET

Approved on 4/30/2021

Revenues

4001 · Tuition per pupil	\$14,343,464
4100 · Government Grants & Funding	\$807,699
4200 · Nutrition Funding	\$629,024
4400 · Private Support Funding	\$300,000

Total Revenues	\$16,080,187
\$ per scholar	<i>\$16,998</i>

Expenses

Personnel Costs

5000 · Salaries and Wages	\$8,235,000
5520f · Fringe Benefits	\$875,055
5520m · MTRS Expense	\$0
5520t · Payroll Taxes	\$190,229
Total 5000 · Personnel Costs	\$9,300,284
\$ per scholar	<i>\$9,831</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	\$65,000
5132 · Contr Serv - Business & Finance	\$100,000
5142 · Contr Serv - Human Resources	\$76,116
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	\$37,252
5184 · Supplies & Materials - Admin	\$22,500
Total 5100 · Administrative Costs	\$511,368
\$ per scholar	<i>\$541</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	\$438,760
5242 · Contr Serv - Prof Development	\$234,000
5243 · Supplies & Matls - Prof Develop	\$33,287
5244 · Travel & Other Exp -Prof Develop	\$124,400
5253 · Contr Serv - Guidance & Testing	\$78,728
5254 · Supplies & Matls -Guidance&Test	\$82,000
5261 · Textbooks (Media/Materials)	\$79,600
5262 · Other Instructional Materials	\$86,008
5263 · Instructional Equipment	\$52,160
5264 · General Supplies -Instructional	\$178,744
5265 · Other Instructional Services	\$74,680
5266 · Classroom Instructional Tech	\$35,346
5268 · Instructional Software	\$124,520
Total 5200 · Instructional Services	\$1,640,233
\$ per scholar	\$1,734

Other Student Services

5320 · Health Services	\$45,000
5330 · Student Transportation	\$55,000
5350 · Food Services	\$852,336
5360 · Athletic Services	\$0
5370 · Other Student Activities	\$114,560
Total 5300 · Other Student Services	\$1,066,896
\$ per scholar	\$1,128

Operation & Maintenance of Plant

5420 · Utilities	\$168,000
5430 · Maint of Buildings & Grounds	\$385,000
5440 · Maintenance of Equipment	\$55,000
5450 · Networking & Communications	\$94,000
5730 · Other costs rel. Cap. Facility	\$0
5740 · Rental/Lease of Building & Grounds	\$1,435,800
Total 5400 · Operation & Maint of Plant	\$2,137,800
\$ per scholar	\$2,260

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	\$0
5750 · Depreciation Expense	\$40,000
5760 · Bad debt/loss on asset disposal	\$0
Total 5500 · Other Fixed Charges	\$217,000
\$ per scholar	\$229

Community Services

5610 · Dissemination Activities	\$2,000
5620 · Civic Activities	\$15,000
Total 5600 · Community Services	\$17,000
\$ per scholar	\$18

Total Expenses	\$14,890,581
\$ per scholar	\$15,741

Contingency	(\$286,869)
Deferred Rent & Capital Contribution	(\$486,893)
Change in Net Operating Position	\$415,844

FY21 Enrollment	
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	

FY21 CAPITAL PLAN

Alma del Mar Charter School

Capital Plan FY20-FY25

FISCAL YEAR	DESCRIPTION	CURRENT STATUS	ESTIMATED COMPLETION DATE	ESTIMATED COST	FUNDING SOURCE
2019/2020	Renovations-Temporary School Site	Complete	Aug-19	\$ 220,000	Foundation-Private Donations
2020	Furniture & Equipment-Temporary Site	Complete	June-21	\$55,000	Federal Grant-CSP
2020	Student Chromebooks	Complete	Aug-19	\$ 30,000	Federal Grant-CSP
2020	Staff Laptops	Complete	Aug-19	\$8,000	Federal Grant-

					CSP/Operating Budget
2020	Land Acquisition & Other PreDevelopment Costs-Church St.	Complete	Oct-19	\$ 1,765,000	Private Donations/Financing
2020	Construction of 36,000 sq ft Building-Church St.	In Process	Aug-21	\$23,100,000	Private Donations/Financing
2021	Student Chromebooks	Complete	Aug-20	\$ 50,000	Federal Grant-CSP/Operating Budget/COVID Grants
2021	Staff Laptops	Complete	Aug-20	\$ 60,000	Federal Grant-CSP
2021	Classroom furniture for new building	Complete	Dec-20	\$100,000	Federal Grant-CSP
2021	Student Chromebooks (Remote Learning)	Complete	June-21	\$340,000	Federal Grant-CSP/Operating Budget/COVID Grants
2022	Field Renovation-Belleville Ave	Pricing in progress.	Oct-21	\$50,000	QALICB Remaining Capital Funds
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 three campuses in FY21, its current school building with a capacity of 450 Scholars, and two leased school buildings with capacities of 250 and 150 Scholars. The School will operate at three campuses during FY22 until the construction of the new building is complete. The School broke ground in September 2020 on a new 52,000 square foot facility. The Project is on schedule and 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. The School closed on a \$21million loan with Equitable Facilities Fund in October 2020 (85% of project cost). Funding for the remaining costs of the project were from private donations. The School successfully raised \$4.9 million for the project as part of a 3 year

Impact Campaign. 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 2020-2021

	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Alma will integrate the EL schools model at every grade level.		
Measure: 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.	Not met	<i>We had to make significant revisions to our Expedition model while in remote learning this year, including eliminating final products. 100% of 8th graders completed their Passage Portfolio, the culminating final product of an Alma education.</i>
Objective: Alma will maintain high expectations for every scholar		
Measure: The schoolwide average on internally created math interim tests will increase each year to be 80% within 5 years.	Not met	<i>On our Quarter 4 math interims for grades K-8, 43% of Ottiwell scholars and 34% of Douglass scholars were meeting or exceeding expectations.</i>
Measure: The schoolwide average on internally created literacy interim tests will increase each year to be 80% within 5 years.	Not met	<i>On our Quarter 4 ELA interims for grades 2-8, 53% of Ottiwell scholars and 32% of Douglass scholars were meeting or exceeding expectations.</i>
Measure: 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.	Not met	<i>We transitioned to the STEP reading assessment system this year to replace F&P. At EOY, 23% of K-3 scholars across the network were meeting grade level benchmarks.</i>
Measure: Each year, 80% of scholars on an IEP meet all benchmarks on their plan every quarter.	Not met	<i>At the Douglass campus, 71% of scholars on an IEP met their benchmarks by EOY. At Ottiwell, it was 58%.</i>
Objective: Alma staff will build mutually accountable relationships with scholars and their families.		
Measure: Teachers will conduct one home visit with each scholar family annually.	Met (adapted)	<i>100% of families either participated in our socially distanced family orientation or had a preferred mode of initial touchpoint with their scholar(s)’ crew leader to launch the year.</i>
Measure: Teachers will conduct at least two family conferences with each scholar family annually.	Met	<i>Virtual family conferences were held in November, February, and May with an average 97% attendance each quarter.</i>
Measure: 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)	Met	<i>Communication section on most recent Family Survey showed an average score response of 3.81/4.</i>
Objective: Alma actively engages with the New Bedford Public School District to share best practices.		
Measure: Alma will share its best practices with Educators from the New Bedford Public Schools through at least one open Professional Development per year.	Not met	<i>Due to the COVID-19 pandemic, we were unable to conduct any external professional development this year.</i>

Appendix B: Recruitment and Retention Plan

Recruitment Plan 2020-2021 Alma del Mar Charter School

2020-2021 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. This past year we were unable to conduct many of our traditional outreach activities as these institutions were partially closed or not allowing visitors due to COVID-19. We broadened our recruitment efforts this year to include more paid advertising opportunities, including a billboard in New Bedford, multi-lingual yard signs across the city, direct mailings, and social media marketing. Our outreach is always done in the languages most prominent in the city of New Bedford. With over 50% of our new Kindergartners each year being from families where English is a second language, this is critical. We publish our recruitment materials in English, Spanish, Portuguese, and Cape Verdean. We also employ staff ready to help applicants who speak Portuguese Creole and Haitian Creole.

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 support to children who need it.

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 while we were still able to. Although we were unable to match the level of distributions as years past due to COVID-19, we did ensure that all materials we were able to create and disseminate were translated to Spanish, Portuguese and Cape Verdean. Historically the one newspaper we take out is 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 do this in English, Spanish, Portuguese and Cape Verdean.

We consistently receive significantly more applications for enrollments than we are able to enroll. This past year, we received 176 applications for our 90 open seats in kindergarten. We also received 137 applications for 98 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 2020-2021:

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, Cape Verdean, and Portuguese on our website 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>Special education students</p> <p>School percentage: 17.3%</p> <p>GNT percentage: 13.5%</p> <p>CI percentage: 16.3%</p> <p>The school is <u>Above</u> GNT percentages and <u>Above</u> CI percentages</p>	<ul style="list-style-type: none"> ● Alma del Mar will distribute information through Early Intervention and rehab providers at the Schwartz Center for Children and at the Kennedy Donovan Center. ● 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. ● In all literature for prospective families, we will continue to highlight our services for children with disabilities.

<p>Limited English-proficient students</p> <p>School percentage: 31.1%</p> <p>GNT percentage: 17.3%</p> <p>CI percentage: 21.4%</p> <p>The school is Above GNT percentages and Above CI percentages</p>	<ul style="list-style-type: none"> Alma del Mar will distribute literature in Portuguese, Spanish, Cape Verdean, and English. Alma del Mar will make sure all recruitment events happen in multiple languages. Alma del Mar will post flyers in multiple languages in local businesses, restaurants, and other establishments serving families who do not speak English. Alma del Mar will ask currently enrolled families who speak other languages to conduct outreach efforts at churches, social gathers and workplaces. Send the Executive Director and/or Spanish-speaking teacher to speak at 3 Spanish or Portuguese community events.
<p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p> <p>School percentage: 65.6%</p> <p>GNT percentage: 61%</p> <p>CI percentage: 68.7%</p> <p>The school is Above GNT percentages and Below CI percentages</p>	<ul style="list-style-type: none"> Alma del Mar will reach out to families involved with DCF or other child protective services. Alma del Mar will distribute applications to all families at PACE Head Start which serves lower income families. Alma del Mar will distribute flyers at the New Bedford Community Health Center. 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. 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.

<p>Students who are sub-proficient</p>	<ul style="list-style-type: none"> Alma del Mar encourages preschools to refer struggling children. Alma del Mar will collaborate with staff at local homeless shelters serving women and children to connect with families of children entering kindergarten.
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<p>Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> Alma del Mar will table and/or hold Information Sessions at PAACA, at the WISE Women program, and at the local vocational high school.
<p>OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ul style="list-style-type: none"> 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. 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. 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. 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.

**Retention Plan
2020-2021
Alma del Mar Charter School**

2020-2021 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	
Annual goal for student retention:	95%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Strategies

<p>Special education students</p> <p><u>(a) CHART data</u></p> <p>School percentage: 17.3%</p> <p>First Quartile: 14.3%</p> <p>The school's attrition rate is <u>Above</u> first quartile percentages.</p>	<ul style="list-style-type: none"> ● 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. ● 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.
<p>Limited English-proficient students</p> <p><u>(a) CHART data</u></p> <p>School percentage: 31.1%</p> <p>First Quartile: 14.7%</p> <p>The school's attrition rate is <u>Below</u> first quartile percentages.</p>	<ul style="list-style-type: none"> ● 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. ● 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. ● 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.

<p>Students eligible for free or reduced lunch</p> <p>(a) CHART data</p> <p>School percentage: 65.6%</p> <p>First Quartile: 60.0%</p> <p>The school's attrition rate is Above first quartile percentages.</p>	<ul style="list-style-type: none"> ● Prior to the start of school, Alma del Mar will build the foundation of a relationship with each family through the following efforts: ● Home visit with every family ● Kindergarten Screening ● Alma del Mar also provides financial support to families in purchasing uniforms. ● Every parent will be given the cell phone number of every staff member in the building. ● 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.
<p>Students who are sub-proficient</p>	<ul style="list-style-type: none"> ● 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. ● In cases of students extremely behind, Alma del Mar will create individual support plans
<p>Students at risk of dropping out of school</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>Other subgroups of students who should be targeted to eliminate the achievement gap</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:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04090205&orgtypecode=6&leftNavId=300&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	108	13.7%
Asian	1	0.7%
Hispanic	479	60.5%
Native American	7	.8%
White	164	20.7%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	34	4.3%
First Language not English	348	44%
English Language Learner	242	31%
Students with Disabilities	157	19%
High Needs	647	81.6%
Economically Disadvantaged	519	65.5%

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (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
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,	The Director of Finance leads Alma's finance and	4/22/2019	N/A

Director of Finance	accounting functions including budgeting, reporting, compliance, and financial planning.		
Matthew Marko, Dean of Operations and Network Data Manager	The Dean of Operations manages day-to-day school operations, including school safety, policies & procedures, and compliance. In addition, he manages data systems across the network.	11/1/2016	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
Marie Tavares, Families Helping Families Coordinator	The Families Helping Families Coordinator works on various types of collaboration between the Alma and Alma families and also works to increase ways in which Alma families are able to connect with and support one another.	11/2019	N/A
Nathalie Concepcion, Secondary Schools Guidance Counselor	The Secondary Schools Guidance Counselor works with Alma's middle school scholars as they prepare for, apply to, and enroll in the secondary schools of their choice.	7/2018	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
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
Mac Stanton, 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.	7/2019	N/A
Nicole Ouimet, 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.	7/2020	N/A
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
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
Judy Estime, 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.	7/2019	N/A

Marilyn Akinrinlola, Academic Dean	The Academic Dean supports the Principal in ensuring the success of all students in the school and acts as the Principal's Deputy. The Academic Dean also manages a portfolio of teachers and associate teachers.	7/2020	N/A
Marilyn Urban, Academic Dean	The Academic Dean supports the Principal in ensuring the success of all students in the school and acts as the Principal's Deputy. The Academic Dean also manages a portfolio of teachers and associate teachers.	7/2020	N/A
Bridget Lemieux, 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.	7/2019	N/A
Margaret Carvalho, 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.	7/2020	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	66	1	8	<ul style="list-style-type: none"> • termination or non-renewal of employment contract • the employee chose to end employment.
Other Staff	64	7	6	<ul style="list-style-type: none"> • termination or non-renewal of employment contract • the employee chose to end employment.

In the 2020-2021 school year Alma del Mar saw strong teacher and staff retention, just as in other years, despite the COVID-19 pandemic. Only one teacher departed mid-year, which meant that our students had a stable teaching force throughout the year.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of July 31, 2021	10
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 2020-2021 school year (if not applicable, enter N/A)	6

BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Jan Baptist	Chair	Governance	3	Fall 2020- Spring 2023
Bronwen Cunningham	Member	Finance	3	Fall 2019 - Spring 2022
Chris Arnold	Member	Development, Governance	3	Fall 2019 - Spring 2022
Lucile Hicks	Member	Development	3	Fall 2020 - Spring 2023
Martha Kay	Member	Academic Excellence	3*	Fall 2020 - Spring 2021
Gail Fortes	Member	Governance	2	Fall 2019 - Spring 2022
Christopher Bator	Member	Governance	1	Fall 2018 - Spring 2021
Maria Rosario	Member	Academic Excellence	2	Fall 2020 - Spring 2023
Vanessa Brown	Member	Academic Excellence	1	Fall 2019 - Spring 2022
Alicia Cortez	Member	Development	1	Fall 2020 - Spring 2023

***Per bylaws, term extended by 1 year due to special circumstances**

Please insert the school's 2021-2022 board of trustee and committee meeting schedules below.

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
DATE/TIME	LOCATION
August 27, 2021 @9:30am	Alma del Mar
September 24, 2021 @9:30am	Alma del Mar
October 29, 2021 @9:30am	Alma del Mar
November 29, 2021 @9:30am	Alma del Mar
January 28, 2022 @9:30am	Alma del Mar
February 28, 2022 @9:30am	Alma del Mar
March 25, 2022 @9:30am	Alma del Mar
April 25, 2022 @9:30am	Alma del Mar
May 27, 2022 @9:30am	Alma del Mar
June 24, 2022 @9:30am	Alma del Mar

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
NAME OF COMMITTEE	DATE/TIME	LOCATION
Academic Excellence Committee	All meetings will be held at 9:00am August 20, 2021 September 24, 2021 October 22, 2021 November 19, 2021 December 17, 2022 January 21, 2022 February 18, 2022 March 18, 2022 April 25, 2022 May 20, 2022 June 17, 2022	Alma del Mar
Development Committee	All meetings will be held at 9:00am August 20, 2021	Alma del Mar

	September 24, 2021 October 22, 2021 November 19, 2021 December 17, 2022 January 21, 2022 February 18, 2022 March 18, 2022 April 25, 2022 May 20, 2022 June 17, 2022	
Governance Committee	All meetings will be held at 10:00am August 20, 2021 September 24, 2021 October 22, 2021 November 19, 2021 December 17, 2022 January 21, 2022 February 18, 2022 March 18, 2022 April 25, 2022 May 20, 2022 June 17, 2022	Alma del Mar
Finance Committee	All meetings will be held at 11:00am August 20, 2021 September 24, 2021 October 22, 2021 November 19, 2021 December 17, 2022 January 21, 2022 February 18, 2022 March 18, 2022 April 25, 2022 May 20, 2022 June 17, 2022	Alma del Mar
CEO Compensation & Evaluation Committee	December 8, 2021 March 2, 2022 June 1, 2022 Time of meeting to be determined	

Appendix D: Additional Required Information

Position	Name
Board of Trustees Chairperson	Jan Baptist
Charter School Leader	Will Gardner
Principal - Sarah D. Ottiwell Campus	Kaitlin Goldrick
Principal - Frederick Douglass Campus	Taylor DeLoach
Special Education Directors	Ashley Cabral, Margaret Carvalho
MCAS Test Coordinator	Matt Marko
SIMS Coordinator	Matt Marko
English Language Learner Directors	Ashley Cabral, Margaret Carvalho
School Business Official	Matt Marko
SIMS Contact	Matt Marko
Admissions and Enrollment Coordinator	Matt Marko

Facilities

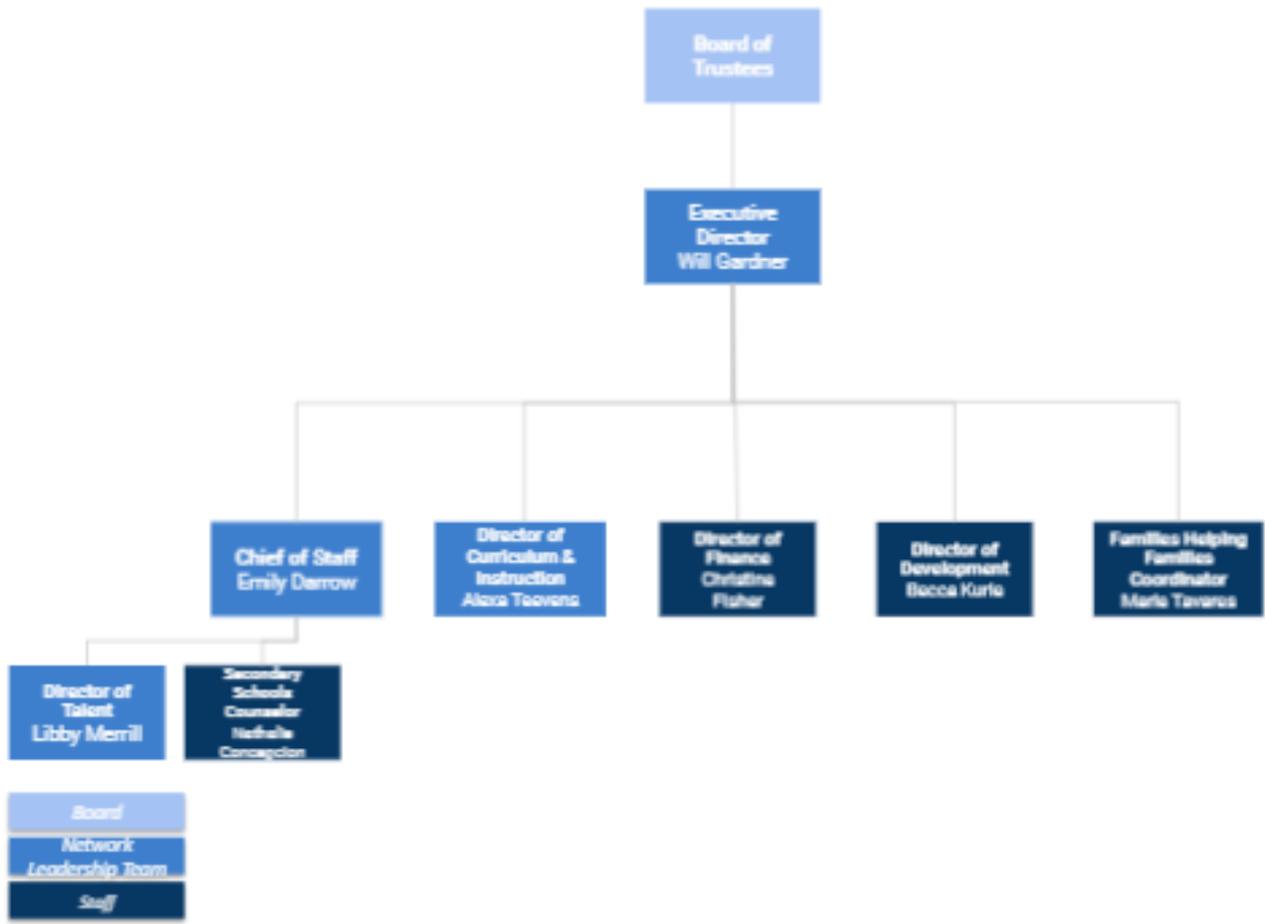
Location	Dates of Occupancy
515 Belleville Avenue, New Bedford, MA 02746	August 8, 2016 - Present
145 Davis Street, New Bedford, MA 02746	March 1, 2019 - Present
777 Church Street, New Bedford, MA 02745	June 1, 2020 - Present

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: Organizational Chart for 2020-2021 School Year

Alma del Mar Charter Schools: Network



Alma del Mar: Sarah D. Ottiwell Campus

September 2020



Alma del Mar: Frederick Douglass Campus



