Alma del Mar Charter School
Annual Report

2015-2016 School Year

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Introduction

Alma del Mar Charter School (Alma)			
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	360	Current Enrollment	284
Chartered Grade Span	K-8	Current Grade Span	K-6
# of Instructional Days per school year	190	Students on Waitlist	484
School Hours	Monday-Thursday 7:30-3:30; Friday 7:30-2:00	Age of School	5 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

Whole School Design

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-oriented 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.

Our scholars are steeped in a college-rich culture. Each of our classrooms are named after the alma mater of the lead teacher and year for which that class will graduate from college – this year's kindergartners are named the Rhode Island College Class of 2032. Scholars work with their class, or "crew," as we call it, to earn t-shirts with their college logo and year, a proud symbol of their hard work which they are able to wear each Friday. Crews devise chants based on their homeroom colleges to share their school and crew pride. Additionally, every class visits at least one college or college preparatory high school each year.

Service is a key component of Alma del Mar's culture. Scholars and their families have the opportunity to participate in Family Days of Service, during which the Alma del Mar community comes together to give back. This year, Alma scholars and the families walked in the Veterans Day parade, packed Thanksgiving meals for neighbors in need and collected items for the homeless in the New Bedford community. incAlma's Learning Expeditions also often incorporate a service learning component. For example, the first grade Expedition entitled "Where does our food come from" educates scholars about the ways in which people access healthy food. As part of this Expedition, scholars grow a garden on our own grounds. After harvesting the vegetables, they donate the produce to a local food pantry so that low-income members of our community may have access to healthy food.

Alma del Mar is a high quality educational option for those families who have traditionally had no other option but a failing neighborhood school. We specifically recruit New Bedford's highest needs students. Every year, Alma staff and families hold cookouts in New Bedford's lowest income neighborhoods as a way to introduce the school to new families and distribute applications to the Alma lottery. Applications and enrollment materials are distributed in English, Spanish and Portuguese. 55% of our scholars are economically disadvantaged. Alma's scholars reflect the diverse residents of New Bedford – 43% of our scholars identify as Hispanic, 14% as African American, 33% as Caucasian, 9% as "other," and 1% as Asian.

Alma del Mar develops strong relationships with families through systems that establish regular communication. All of these efforts resulted in **95% of parents agreeing** that Alma offers them opportunities to be involved in their scholar's education and communicates with them about their scholar's academic progress through regular communication (see Appendix B for full June 2016 Parent Survey results). The culture we have built also led to an **"Exceeds" rating on family engagement** on the 2015-16 Charter Renewal Summary of Review. The site visitors wrote that, "Alma develops strong relationships with families from the beginning of the school year, regularly informs parents about the progress of their children, welcomes them to

school, and encourages them to take part in school activities. Parents interviewed by the team as well as those surveyed in June 2015 expressed high levels of satisfaction with the school."

Alma del Mar combines the best practices of "no excuses" urban charter schools with Expeditionary Learning's in-depth approach to teaching content. In every subject, Alma del Mar scholars both master the fundamentals and apply their learning in new ways. Learning Expeditions, 6 – 12 week investigations into key topics, focus primarily on science and social studies. Each grade embarks on at least two learning expeditions in elementary school and one year long learning expedition in middle school each year that integrate content knowledge and service-learning opportunities. Scholars gain a rich understanding of a subject and leverage this knowledge to strengthen our community.

Scholars at Alma del Mar benefit from a longer school day and a longer school year. Our school day runs from 7:00 AM to 3:30 PM Monday through Thursday, and from 7:00 AM to 2:00 PM on Friday. Many of our scholars stay at Alma Monday through Thursday until 5:00 PM to participate in our free optional afterschool program which provides them with a safe place to be while their parents are at work. Our school year is 10 days longer than the sending district. This additional time means that our scholars receive approximately 30% more classroom time than children in the school down the street. Consequently, our scholars are able to enjoy co-curricular classes in art, music, instrumental music and physical education several times per week. Alma scholars study great painters such as Rothko, van Gogh and Warhol and then create works in their style. They packed our Fine Arts Building with an exhibit of their sculptures, watercolors, oil pastels, and pencil sketches this winter. Music instruction begins in kindergarten and intensifies in third grade when every one of our scholars has the opportunity to take up a string instrument.

Alma's Beliefs and Values

At Alma del Mar, New Bedford students have the opportunity to attend a school that provides more individualized student support, an emphasis on service leadership and a curriculum that builds core background knowledge starting in the early grades. Our extended school day and year creates more time for in-depth learning, as well as for co-curricular subjects like music, art and PE. Students for whom English is a second language, students with disabilities and students from low-income backgrounds benefit especially from our integrated curriculum, college-bound culture and use of active pedagogy. Our students do rigorous work as members of a school community that emphasizes services, quality, accountability, persistence and integrity.

Alma has been and will continue to be a highly inclusive school. As such, we seek to offer educational opportunity to as many New Bedford students in as many grades as we can within the constraints of our model. Because special education students have struggled within the sending district, we have made a particular commitment to serving these students. Indeed, 69% of our students are classified as high needs, versus 45% from the sending district[1], and these students are thriving at Alma. 61% of English Language Learners improved by at least one level over the last school year on the ACCESS test and 43% were designated as Formerly Limited English Proficient (FLEP). In addition to serving a high needs population, Alma has managed to

[1] Based on K-5 data from New Bedford Public School. "High needs" is calculated based on the number of high needs students, divided by the adjusted enrollment. A student is high needs if he or she is designated as either low income (prior to School Year 2015), economically disadvantaged (starting in School Year 2015), or ELL, or former ELL, or a student with disabilities. A former ELL student is a student not currently an ELL, but had been at some point in the two previous academic years.

reduce its overall attrition over time to 3.4%, a rate that is far below the 10.8% rate of the sending district. Likewise, Alma's rates of suspension have dropped dramatically as our school has grown. During the 2014-15 school year 11.4% of our scholars served an in school suspension. In the most recent 2015-16 school year only 6.1% of scholars served an in school suspension.

At our weekly all-school Town Hall gathering, teachers award scholars certificates for going above and beyond in demonstrating one of the five commitments (persistence, integrity, quality, accountability, service) during the previous week. Scholars also give their peers "shout-outs" for acts of kindness and expressions of the commitments. These reinforcements of positive behaviors are central to Alma del Mar's culture. 93% of parents report that, since starting at Alma, their scholar is more likely to do things to help other people.

School's Curricular Model and Educational Program

Alma del Mar's educational program is designed to cultivate the knowledge and skills in students that will put them on the path to college and enable them to be service-oriented leaders. Our curriculum consists of learning Expeditions – long-term investigations into key topics that teach essential social studies and science content – in addition to research-based literacy and math curricula. By engaging in meaningful work that frequently draws on the rich resources of the Greater New Bedford area, our students:

- Master essential skills and content as outlined by the Common Core Standards
- Take increasing responsibility for their own learning
- Approach complex problems thoughtfully
- Learn to appreciate the perspectives of others, and
- Recognize and pursue opportunities for service

Alma del Mar is an Expeditionary Learning school serving the children of New Bedford. All elementary scholars complete a three-month Expedition in social studies each fall and a three-month Expedition in science each spring. All middle school scholars complete one year-long Expedition in social studies. Alma del Mar uses the Singapore math curriculum beginning in kindergarten to give scholars a deep conceptual appreciation of numbers. The math curriculum of Singapore is one of the most rigorous in the world. Singapore ranks #1 worldwide in math performance on the TIMSS examination. Scholars receive 60 – 90 minutes of dedicated instruction in math daily. They also receive daily instruction in reading, grammar and writing.

By the end of Kindergarten, scholars can compare and contrast the experiences of characters in fairy tales. They can also do addition up to 10 and count to 100 by tens. By the end of first grade, scholars are able to write a persuasive letter to an elected official. They can also add and subtract a two-digit number and a one-digit number by using drawings and manipulatives to represent the place value. By the end of second grade, scholars are able to write a five paragraph informational essay. They can also draw a bar graph to represent a data set with up to four different categories and can identify the ways in which an organism's habitat provides for its basic needs. By the end of third grade, scholars can use descriptive and figurative language in their fiction and nonfiction writing. They can also measure and estimate liquid volumes and masses of objects, and can explain the relationship between the moon and the tides on Earth. By the end of fourth grade, scholars can write persuasive personal essays based on a current event. They can also explain the way force is used in simple machines, such as pulley systems, and can identify the major mountain ranges on a world map. By the end of fifth grade,

scholars can identify and explain the major elements of ancient civilizations, create a model electric car, and read and analyze Shakespeare. By the end of the sixth grade, scholars can compare one author's presentations of real historical events, such as the San Francisco earthquake, with another. Scholars can also explain the motivating factors behind major European explorers and explain why the Mayan and Incan civilizations declined in the 16th century.

Amendments to the Charter

Use the table below to describe any Board approved (major) or Commissioner approved (minor) amendments requested by the school's board of trustees during the 2015-2016 school year. Please explain any delay in implementing any recently granted amendment.

Date	Amendment Requested	Approved?
7/31/16	Increase maximum enrollment from 360 to 450	In Process

Dissemination Efforts

Alma del Mar focuses ours dissemination activities on the following key areas: Open Professional Development workshops, hosting visitors for best practice sharing, collaboration with the New Bedford Public School District, and contributing to the broader education reform community. Within these key areas, we prioritize efforts that provide free training and share best practices with area teachers. Below is a sampling of major dissemination activities undertaken by Alma del Mar in the 2015-2016 school year.

- Alma del Mar actively engages with the New Bedford School District to share practices. We hosted Superintendent Pia Durkin and Chief Academic Officer Jason DeFalco for a site visit this year to discuss literacy instruction and explore opportunities for collaboration around teacher development. We met for a follow-up meeting to discuss participation in the district's early high school program and shared leadership development. We were also invited to attend the turn-around planning meetings at Hayden-McFadden school.
- We maintain an open door policy and host visitors from schools and communities across Massachusetts. This year these visitors have included members of the New Bedford City Council, Blackstone Valley Prep Charter School, Teach for America, MATCH Education, UP Education Network, and KIPP Massachusetts. These teachers and school leaders observe classrooms and attend events to learn about best practices to implement at their own schools.
- Alma del Mar hosted a workshop led by our staff on delivering Common Core level rigor in literacy instruction. We had teachers, department chairs, and administrators lead small break-out trainings on implementing the multi-media components in the classroom, note taking, reading conferences and analyzing text complexity to share our practice around driving rigor in literacy. Forty educators from across the region attended this session, including teachers from the New Bedford public school district.
- Alma del Mar serves as a resource for current and prospective schools with the Expeditionary Learning Education community through hosting visitors, sharing documents and doing consulting calls. We have met with staff from Christa McAuliffe character school to share practice on developing interim assessments internally. We have also shared resources with Old Sturbridge Academy Charter Public School as they work on a possible character application. Through EL education we have also shared scholar work at a variety of events and conferences.

Academic Program Success

Student Performance

Alma Del Mar Charter School's school report card link is:
http://profiles.doe.mass.edu/analysis/default.aspx?orgcode=04090205&orgtypecode=13&

Program Delivery

Curriculum

Alma del Mar provides 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 Common Core aligned and seeks to drive scholar mastery of standards as well as expose scholars to a wide variety of content knowledge. Scholars have daily literacy, math and social studies/science instruction at all grades. In addition, scholars take nine co-curricular classes per week, including music, art, and physical education. Our older scholars also take instrumental music.

Alma del Mar uses 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.

Alma del Mar employs a Singapore Math approach and curriculum. Singapore Math emphasizes conceptual understanding, skill development and problem-solving strategies rather than rote memorization of formulas. Since the introduction of the Trends in International Mathematics and Science Study (TIMSS) in 1995, Singapore has consistently been a top-performing nation, outperforming the United States by 70 points on average. We develop our math curriculum internally, using some materials from Primary Mathematics and build other materials in-house.

We teach Science and Social Studies primarily through Learning Expeditions, longer term investigations into key topics. Every fall, scholars at the elementary level embark on a three month social studies Expedition; every spring, they immerse themselves in a three month science Expedition. Middle school scholars investigate one theme for an entire year and spend the last quarter of the year on a culminating project that draws together all of their learning. Expeditions integrate content knowledge and service-learning opportunities. Scholars gain a rich understanding of a subject and leverage this knowledge to strengthen their community.

Our curriculum is created in-house by teachers, department chairs and school leaders. We use vertically and horizontally aligned curriculum maps to build thematic units and then high quality daily lessons and materials. Each subject also has 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 and weekly to classroom documents with teacher input.

Alma del Mar is a full inclusion school that ensures that all scholars master the Common Core standards by ensuring that both classroom and school supports are in place for scholars who need additional instruction or differentiation in order to master the core content. We provide pull-out and push-in support as well as tailored materials for scholars needing additional time or instruction.

Instruction

Alma del Mar selects, trains and coaches our teachers to provide high quality daily instruction. Our commitment is to prepare all scholars for college. Alma scholars engage in challenging work within a highly structured environment. In both content and culture, we are simultaneously demanding and supportive. This balance enables all of our scholars to achieve success.

Alma teachers implement a broad array of instructional practices. We clearly define high quality instruction on our teacher instructional rubric. This rubric focuses on practices that ensure scholars are doing the hard work and thinking in every classroom within a safe environment. Our teachers receive weekly observations and coaching to help them consistently grow and meet instructional expectations. We also provide weekly professional development to share and grow instructional practice across our team.

We share many common instructional practices focused on high school think-ratio and 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. Some of the practices that are most prominent in our classrooms include the following:

- Alma teachers post daily learning targets for lessons. These scholar-friendly objectives provide scholars with a clear goal for each lesson.
- Lessons are organized into both whole group and independent/small group segments to ensure scholars get sufficient support and the opportunity to practice independently. Groupings are individualized as needed to ensure mastery.
- Teachers frequently ask questions (both verbally and in writing) to provoke scholars' thinking and to check for understanding.
- Scholars use silent hand signals to express their needs (bathroom, pencil, tissue) and to share their opinion during discussions (agreement/disagreement, support, and building). The use of these signals minimizes disruption to the flow of instruction.
- Scholars transition rapidly and efficiently from one activity to another.
- Scholars track the speaker during lessons.
- The theme of college runs throughout the school. Teachers frequently use language referring to college and to "crew."

Together these shared practices, clear expectations and ongoing feedback and training for teachers set a high instructional bar. Alma teachers help hold scholars to high expectations through consistently engaging in high quality instruction and teaching practice.

Assessment and program evaluation

Alma del Mar uses a combination of interim exams, classroom formative assessments, and rubrics that assess high quality work to track scholar mastery and make improvements in our instruction. The combination of these tools allow us to have an accurate snapshot of scholar mastery and make ongoing adjustments to our curriculum, instruction and supports to ensure the success of all scholars. We use a structured data-driven instruction (DDI) system eight times per year to analyze data and make actions plans to close gaps quickly.

Alma del Mar uses a system of internally-designed, PARCC style interim assessments to periodically check progress towards mastery goals in literacy and math K-8 and in science 5-8. Following each interim exam (and unit exams as desired) 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. Exams 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.

Alma teachers also use a wide variety of classroom formative assessments to keep track of daily mastery and close gaps in understanding quickly. Formative assessments are used to tailor instruction in the moment and make plans to revisit or reteach content on future days as needed. Teachers also use formative assessments to pull small groups and provide additional support as needed. These formative assessments involve question strategies and classwork that show scholar growth and process, including:

- Check for understanding questions
- Class discussions of texts and math problems
- Use of polling tools such as boogie boards and white boards
- 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

Teachers also use longer-term projects and rubrics to measure scholars' ability to create high quality work over time. Each scholar will complete a minimum of five process pieces across many disciplines 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.

Supports for diverse learners

Alma serves students with a broad array of needs. Currently, approximately 14% of scholars at Alma del Mar have an IEP or 504 Plan in place and nearly half of our kindergarteners speak a language other than English at home. Scholars currently at Alma del Mar have a wide array of conditions including autism, seizure disorders, ADHD, communication disorders, Tourette's Syndrome, dyslexia, and other specific learning disabilities.

Alma del Mar Charter School is committed to meeting the needs of all children. Every scholar at Alma del Mar has the opportunity to participate fully in all components of our curriculum and all school-related activities. Teachers implement individualized and dynamic approaches to support the success of all scholars, including but not limited to ELLs or scholars with special needs. Some examples of supports we provide include the following:

- Depending on scholar needs, teachers often pull individual scholars or small groups to review or re-teach material and support independent practice where needed.
- Scholars are grouped based on common needs for guided reading and math interventions.
- At times, scholars work on similar tasks at different levels. For example, scholars participate in customized math facts practice, called "rounds," and read and discuss texts with classmates on a similar reading level.
- Lead teachers, associate teachers, and special education team members all provide push-in and pull-put supports seamlessly throughout the day.
- Social groups and positive behavior supports that support scholar sin meeting our consistently high behavior expectations.
- Daily class time for crew and culture building focused on providing social emotional supports to all scholars and strengthening peer relationships.

Alma del Mar employs a full-time literacy interventionist, special education interventionist, and paraprofessionals. These team members work with scholars in their classrooms and outside of their classrooms in order to support scholars in reading, writing, math, science, social studies, social needs, and behavior needs. All our lead teachers and associate teachers also collaborate to address the special needs of individual scholars.

Through our partnership with the Schwartz Center for Children, Alma del Mar provides speech therapy, occupational therapy, and physical therapy onsite. Alma del Mar also contracts with a behavioral and educational consultant who supports teachers in devising and implementing plans for struggling scholars. Alma del Mar currently works with Massachusetts General Hospital and the Integrated Center for Child Development to conduct psychological and neurological testing. Alma del Mar provides vision therapy and other individualized treatment programs to address the needs of children as they arise.

Many of our English Language Learners are still working on their speaking, listening, reading, and writing skills in English when they arrive at Alma del Mar. Alma del Mar offers a comprehensive approach to meeting the needs of our English Language Learners. All of our classrooms engage in Sheltered English Immersion practices that support children as they learn English. In addition, we provide direct instruction in English in small groups outside of the general education classroom.

Social, Emotional, and Health Needs

Alma del Mar will deliver a joyful, challenging and content rich learning experience for all scholars everyday by holding scholars to incredibly high expectations while giving them the supports to reach them. We believe that leading with incredible content and extraordinary classroom experience, paired with shared practices is the way in which this work is possible.

Rituals, procedures, and classroom structures allow scholars to be successful. We, at Alma know this to be true. This means that we share best practices in our classrooms and throughout the building. This also means that as a team we have built and operate using consistent out of class consequences, consistent school wide incentives for positive behavior, academics, and attendance. It also means that we have clear school wide procedures.

At Alma, we hold our scholars to incredibly high academic and behavioral standards. We know that not all scholars will reach these expectations the first, second, or even third time they try. In order to help them reach that demand we support them. We support our scholars with consistent and appropriate classroom consequences that focus on consistency and not severity. We support our scholars with consistent, simple, and appropriate classroom incentives that allow them to celebrate their success independently or with their crew. We support our scholars by sweating the small stuff like shirts tucked all the way in and pencils in the groove. As staff members at Alma del Mar, our scholars count on our positive adult tone and adult culture to ensure that not only are we supporting our scholars academically and behaviorally but also supporting their wellbeing.

We believe that over time discipline is learned and eventually is the way in which scholars invest themselves in learning and achievement. Discipline is learned through consequences and incentives that are consistent. We deeply believe that no scholar is born “good” or “bad” but that each has the capability to make positive and negative choices that we at Alma will help them navigate. We do no discipline scholars for discipline’s sake, we believe that discipline is the very vehicle that will cause them to be invested in their learning and in their lives over time. As staff members at Alma del Mar, there will be times where we believe our approach is not working with one individual scholar or a small group of scholars. This can make us think that radical or severe

choices are best but it is important that we wait for the miracle because in our crew we believe in challenges.

At Alma del Mar, it is not enough that they learn and master standards. We want to scholars to deeply understand the world they live in through rich content. We want scholars to go home beaming about what they learned, not how many merits they earned or what color they ended the day on. Those systems are simply a vehicle to academic success and true engagement with their learning. We want their days, weeks, months, and years to be a cohesive learning journey that guides the culture of our scholars, staff, and school community.

This school is ours. It is your ship. Everyone is responsible for success and failures at our school. At Alma del Mar we deeply believe in avoiding passing the buck. We believe that in order to achieve, we must all take responsibility for our school and community. In order to do this we must avoid the culture of nice, and speak the hard truths to each other and our families. We do this out of love and care for our mission and our community.

Organizational Viability

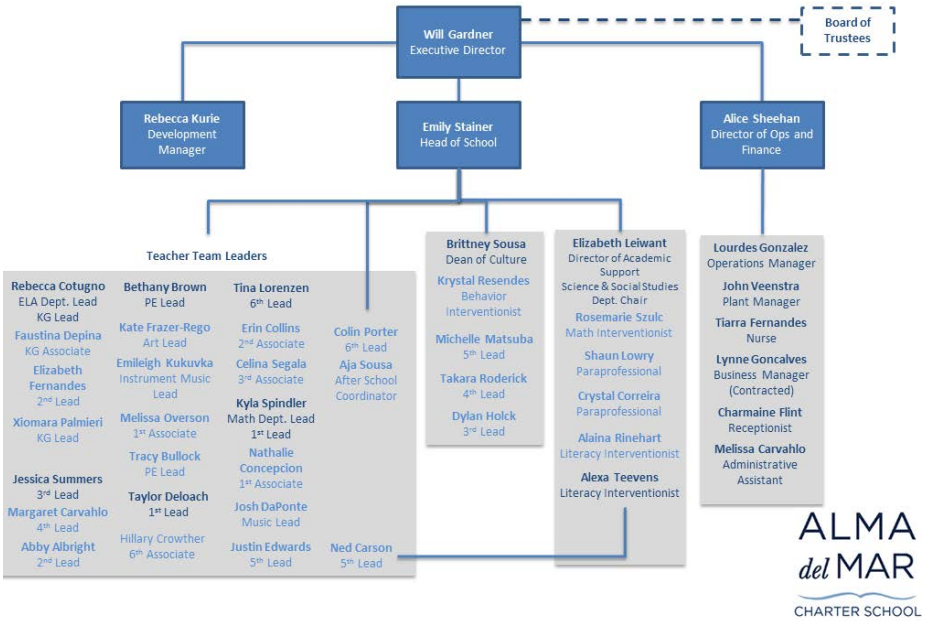
Organizational Structure of the School

Beginning with its recruitment and hiring process, the school holds its leadership team to high standards and invests in its leadership talent for the long term. Alma solicits both internal candidates and casts a wide net beyond our school community when recruiting for leadership openings.

Alma has implemented a long term strategy for developing leadership talent internally. One major piece of this strategy is our Teacher Team Leader role, which was formalized in the 2014-15 school year. This role allows teacher leaders to stay in the classroom while taking on some management and leadership responsibilities. Teacher Team Leaders meet weekly during which time they practice the skills of management. In 2015-16 Alma promoted three more Teacher Team Leaders from the teaching staff.

In addition to providing a leadership pipeline for Alma for the long term, the Teacher Team Leader role allows for the school to continue its practice of providing every team member with a high level of supervision, coaching and support. By taking on one or more direct reports, Teacher Team Leaders ensure that no one manager has too many individuals to supervise.

Alma Del Mar Organizational Chart (as of 6/24/16)



Teacher Evaluation

The primary drivers of instructional improvement at Alma are the feedback and coaching that teachers receive from their direct supervisors. Every teacher in the building is observed at least once a week by their supervisor. Likewise, every teacher receives direct (both “growth” and “reinforcing”) feedback from their supervisor as part of their weekly one on one meeting. This continuous cycle of improvement built on incremental changes to each teacher’s practice allows for individualized teacher support and development. Likewise, we have found that by building discussions of each teacher’s performance into our weekly routine, we ensure that teachers receive information about their performance within a timeframe that they are able to adjust their instruction accordingly.

In addition to weekly observation and feedback with direct managers, teacher supervisors conduct an annual review. Alma uses a Teacher Evaluation Rubric (Appendix E) that is a modified version of the Massachusetts Model System of Educator Evaluation.

Budget and Finance

Unaudited FY16 Statement of Revenues and Expenses and Change in Net Position

as of June 30, 2016

Revenues	
4001 · Tuition	3,425,368.00
4100 · Government Grants & Funding	257,462.10
4200 · Nutrition Funding	175,128.94
4400 · Private Support Funding	233,920.00
4500 · Student Programs & Misc Fees	140.64
4716 · Interest / Investment Income	609.24
Total Revenues	**4,092,628.92**
Expenses	
5000 · Personnel Costs	
5000 · Salaries and Wages	2,073,199.40
5520f · Fringe Benefits	192,726.96
5520m · MTRS Expense	3,600.00
5520t · Payroll Taxes	50,000.00
Total 5000 · Personnel Costs	2,319,526.36
5100 · Administrative Costs	
5111 · Contr Serv - Board of Trustees	7,995.00
5112 · Travel & Other Exp -Board of Trustees	144.41
5122 · Contr Serv - School Leader	14,501.08
5132 · Contr Serv - Business & Finance	75,130.10
5142 · Contr Serv - Human Resources	28,112.90
5152 · Contr Serv - Legal	3,372.50
5162 · Contr Serv - IT	34,000.00
5163 · Supplies & Materials - IT	18,000.00
5172 · Contr Serv - Development & Fund	7,695.00
5173 · Fundraising	16,070.88
5182 · Recruitment and Advertising	17,205.36
5183 · Travel, Dues & Other Exp -Admin	13,690.96
5184 · Supplies & Materials - Admin	3,357.91
Total 5100 · Administrative Costs	239,276.10
5200 · Instructional Services	
5213 · Contr Serv -Instructional Leader	4,176.55
5214 · Supplies & Matls -Instruc Leader	430.82
5215 · Travel & Other Exp -Instruc Leader	-
5234 · Contr Serv - Other Teaching	88,286.22
5242 · Contr Serv - Prof Development	86,911.41
5243 · Supplies & Matls - Prof Develop	8,053.05
5244 · Travel & Other Exp -Prof Develop	30,449.28
5253 · Contr Serv - Guidance & Testing	13,698.60
5254 · Supplies & Matls -Guidance&Test	3,948.76
5261 · Textbooks (Media/Materials)	6,358.71
5262 · Other Instructional Materials	34,296.50

5263 · Instructional Equipment	41,610.70
5264 · General Supplies -Instructional	81,901.87
5265 · Other Instructional Services	27,792.06
5266 · Classroom Instructional Tech	64,122.68
5268 · Instructional Software	466.87
Total 5200 · Instructional Services	492,504.08
5300 · Other Student Services	
5320 · Health Services	7,812.44
5330 · Student Transportation	37,688.40
5350 · Food Services	254,871.14
5370 · Other Student Activities	57,555.66
Total 5300 · Other Student Services	357,927.64
5400 · Operation & Maintenance of Plant	
5420 · Utilities	32,353.87
5430 · Maint of Buildings & Grounds	74,780.62
5440 · Maintenance of Equipment	31,811.69
5450 · Networking & Communications	20,127.12
5740 · Rental/Lease of Bdlg&Grnds	61,237.32
Total 5400 · Operation & Maint of Plant	220,310.62
5500 · Other Fixed Charges	
5530 · Insurance (non-employee)	18,229.00
5550 · Rental / Lease of Equipment	14,657.13
5560 · Short-Term Interest	694.05
5750 · Depreciation Expense	80,453.00
5760 · Bad debt/loss on asset disposal	-
Total 5500 · Other Fixed Charges	114,033.18
5600 · Community Services	
5610 · Dissemination Activities	-
5620 · Civic Activities	9,509.42
Total 5600 · Community Services	9,509.42
9999 · Contingency	-
Total Expenses	**3,753,087.40**
Change in Net Operating Position	**339,541.52**
5730 · Capital Contribution to QALICB	482,750.00
Change in Net Position	**(143,208.48)**

Unaudited FY16 Statement of Net Position

As of June 30, 2016

	School
ASSETS	
Current Assets	
Cash and Cash Equivalents	1,229,333.42
Accounts Receivable	16,337.31
Due from Related Parties	25,838.66
Prepaid Expenses and Deposits	33,901.13
Total Current Assets	1,305,410.52
Fixed Assets	
Land	-
Building/Leasehold Improvement	218,769.71
Furniture and Equipment	48,137.36
Less Accumulated Depreciation	(222,506.00)
Total Fixed Assets	44,401.07
TOTAL ASSETS	**1,349,811.59**
LIABILITIES	
Accounts Payable	
Accounts Payable	71,698.28
Total Accounts Payable	71,698.28
Other Current Liabilities	
Accrued Expenses/Accrued Payroll	204,093.69
Current Deferred Revenue	-
Due to Related Parties	-
Debt Payable	-
Total Other Current Liabilities	204,093.69
TOTAL LIABILITIES	**275,791.97**
NET POSITION	
Temporarily Restricted	-
Unrestricted	1,074,019.62
TOTAL NET POSITION	**1,074,019.62**
TOTAL LIABILITIES & NET POSITION	**1,349,811.59**

Unaudited FY17 Approved School Budget

Approved by Alma del Mar Board of Trustees May 27, 2016

	FY17 Proposed Budget
Enrollment	320
Staff FTE	49.25
% Full Scale	89%
Revenue	
4001 · Tuition per pupil	3,929,600
4100 · Government Grants & Funding	272,000
4200 · Nutrition Funding	224,000
4400 · Private Support Funding	250,000
Total Revenues	**4,675,600**
Expenses	
5000 · Personnel Costs	
5000 · Salaries and Wages	2,421,016
5520f · Fringe Benefits	307,960
5520m · MTRS Expense	15,000
5520t · Payroll Taxes	60,525
Total 5000 · Personnel Costs	**2,804,502**
5100 · Administrative Costs	
5111 · Contr Serv - Board of Trustees	7,995
5112 · Travel & Other Exp -Board of Trustees	600
5122 · Contr Serv - School Leader	15,000
5132 · Contr Serv - Business & Finance	45,000
5142 · Contr Serv - Human Resources	27,000
5152 · Contr Serv - Legal	6,500
5162 · Contr Serv - IT	29,000
5163 · Supplies & Materials - IT	35,000
5172 · Contr Serv - Development & Fund	5,000
5173 · Fundraising	15,000
5182 · Staff Recruitment and Advertising	13,000
5182s - Student Recruitment and Advertising	3,000
5183 · Travel, Dues & Other Exp -Admin	16,500
5184 · Supplies & Materials - Admin	4,500
Total 5100 · Administrative Costs	**223,095**
5200 · Instructional Services	
5213 · Contr Serv -Instructional Leader	10,000
5214 · Supplies & Matls -Instruc Leader	2,000
5215 · Travel & Other Exp -Instruc Leader	2,000
5234 · Contr Serv - Other Teaching	160,000
5242 · Contr Serv - Prof Development	114,000
5243 · Supplies & Matls - Prof Develop	23,500
5244 · Travel & Other Exp -Prof Develop	23,000
5253 · Contr Serv - Guidance & Testing	30,000
5254 · Supplies & Matls -Guidance&Test	25,000
5261 · Textbooks (Media/Materials)	22,750
5262 · Other Instructional Materials	56,500
5263 · Instructional Equipment	45,000

5264 · General Supplies -Instructional	79,000
5265 · Other Instructional Services	42,000
5266 · Classroom Instructional Tech	40,000
5268 · Instructional Software	3,000
Total 5200 · Instructional Services	**677,750**
5300 · Other Student Services	
5320 · Health Services	11,000
5330 · Student Transportation	26,000
5350 · Food Services	257,600
5360 · Athletic Services	-
5370 · Other Student Activities	50,000
Total 5300 · Other Student Services	**344,600**
5400 · Operation & Maintenance of Plant	
5420 · Utilities	65,000
5430 · Maint of Buildings & Grounds	80,000
5440 · Maintenance of Equipment	30,000
5450 · Networking & Communications	45,000
5730 · Other costs rel. Cap. Facility	-
5740 · Rental/Lease of Bdlg&Grnds	254,496
Total 5400 · Operation & Maint of Plant	**474,496**
5500 · Other Fixed Charges	
5530 · Insurance (non-employee)	32,562
5550 · Rental / Lease of Equipment	20,000
5560 · Short-Term Interest	4,000
5750 · Depreciation Expense	
Total 5500 · Other Fixed Charges	**56,562**
5600 · Community Services	
5610 · Dissemination Activities	2,000
5620 · Civic Activities	10,000
Total 5600 · Community Services	**12,000**
9999 Contingency	**82,595**
Total Expenses	**4,675,600**
Change in Net Operating Position	-

FY17 Capital Plan

Capital Project Description and Timing

Alma began the capital planning process in 2012 by conducting a feasibility study in partnership with Build with Purpose. As a result of this process and subsequent work by our Capital Planning Committee, the Board approved our current Capital Plan, which entailed purchasing our current site and building a two story building on the lot adjacent to our current facilities that will be able to house our entire K-8 population. Over the past year, we finalized the purchase of our current building and 2.3 acre property from the City of New Bedford for $93K. This purchase represents a groundbreaking agreement for the sale of unused district property between a municipality and a charter school in Massachusetts. The Capital Project remains on deadline and on budget. We are on track to move into the new school building in the Fall of 2016 and complete demolition of the old building and construction of a soccer field and parking lot before December 2016.

Financial Plan for Capital Expansion

In determining the feasibility of pursuing this project, Alma employed financial consulting firm Affirmative Investments, who worked with school leadership to build 20 year financial projections for the school. Based on these projections we have determined that Alma will be able to assume the debt costs associated with a new building project while allowing contingencies in our projections that would cover any drops in tuition funding in future years.

The total cost of the project, including construction, is $17.4 million. 56% of the funds came from a tax exempt bond from a private lender. 28% of the funds came from New Market Tax Credits. 16% of the funds came from our $2.9 million capital campaign and school reserves. In determining the feasibility of pursuing this project, Alma employed financial consulting firm Affirmative Investments, who worked with school leadership to build 20 year financial projections for the school. Based on these projections we have determined that Alma will be able to assume the debt costs associated with a new building project while allowing contingencies in our projections that would cover any drops in tuition funding in future years.

Appendix A: Accountability Plan Evidence 2015-2016

Faithfulness to Charter

	Charter Term Performance (Met/Not Met)					Evidence (provide year to year data, if needed)
	Year 1	Year 2	Year 3	Year 4	Year 5	
Objective: Alma scholars gain the knowledge, skills, and habits to be on the course to college.						
Measure: Each year, scholars will visit at least one college preparatory high school or college campus.	N/A**	Met	Met	Met	Met	**Year 2:** Kindergartners visited Boston College. First graders visited Boston University and Tabor Academy. Second graders visited Harvard University and Boston University or Bowdoin College. Third graders visited Franklin Pierce University. **Year 3:** First graders visited Tabor Academy. Second graders visited Boston University or Harvard University. Third graders visited Franklin Pierce University. Fourth graders participated in overnight trips to Keene State or Hamilton College. **Year 4:** 1st and 5th grade visited Tabor Academy, 2nd grade visited Boston University and Bridgewater State University, 3rd grade visited University of Rhode Island and Franklin Pierce University, 4th grade visited Hamilton College and Keene State College. **Year 5:** Kindergarteners visited Umass, 1st grade visited Tabor Academy, 2nd grade visited Wheelock, 3rd grade visited Franklin Pierce University, 4th grade Lasell college, 5th grade visited Harvard and 6th grade visited Fitchburg State University.
Measure: On an annual parent survey, at least 70% of parents* will agree with the following statement: "my scholar is learning what he or she needs to be on the path to college."	Met	Met	Met	Met	Met	**Year 1:** In an anonymous survey, 97% of Alma del Mar parents indicated that they "agree" (14%) or "strongly agree" (83%) with the statement. **Year 2:** On our year-end parent survey, 104 of 127 families responded. 100% indicated that they agreed with the statement. **Year 3:** On our year-end parent survey, 114 of the 115 respondents agreed with the statement. 92 of these respondents indicated that they "strongly agree" with the statement. **Year 4:** On our year-end parent survey, 96% of parents agreed with the statement. **Year 5:** Over 90% of parents agreed with the statement in both December 2015 and June 2016.
Objective: Scholars will engage in service projects.						
Measure: Each year, every scholar will participate in at least two service-oriented activities.	Met	Met	Met	Met	Met	**Year 1:** Alma scholars in each grade completed at least 1 service-oriented activity as part of their learning, including: selling American Symbol notecards that they created to raise money for supplies for care packages for US troops overseas, and creating and selling "freaky frogs" postcards to raise money for the conservation of

						local frog habitats. **Year 2:** Alma del Mar hosted three Family Days of Service this year. Scholars also participated in service through their Expedition work. **Years 3-5:** Scholars participated in Family Days of Service. Expeditions included a service component whereby scholars used their work to improve our community. The afterschool program also offered service opportunities.
Measure: On the annual parent survey, at least 70% of parents* will agree with the following statement: "Since starting at Alma, my scholar is more likely to do things to help other people."	N/A**	Met	Met	Met	Met	**Year 2:** On our year-end parent survey, 104 of 127 families respond. 95% indicated that they agreed with the statement. **Year 3:** On our year-end parent survey, 105 of 117 respondents (91%) agreed with the statement. **Year 4:** On our year-end parent survey, 85% of respondents agreed with the statement. **Year 5**: Over 90% of parents agreed with the statement in both December 2015 and June 2016.

Academic Program Success

	Charter Term Performance (Met/Not Met)					Evidence (provide year to year data, if needed)
	Year 1	Year 2	Year 3	Year 4	Year 5	
Objective: Through Expeditionary Learning, scholars will gain research skills and deep content knowledge in science and social studies and create high quality work.						
Measure: Each year, each scholar will complete two long-term learning Expeditions that align to the Common Core standards for the grade level.	Met	Met	Met	Met	Met	**Year 1:** Kindergartners participated in "Jobs in Our Community" and "We are Biologists." First graders participated in "This Land is Our Land" and "Farm to Table." Second graders participated in "Mapping Our Heritage" and "Frogs from around the World." **Year 2:** Kindergartners participated in "The Pilgrims & Wampanoag" and "We are Biologists." 1st graders participated in "This Land is Our Land" and "Farm to Table." 2nd graders participated in "E Pluribus Unum" and "Frogs from around the World." Third graders participated in "Colonial America" and "The Land, Sea, and Sky of Buzzards Bay" **Year 3:** Kindergarten and 1st Grade scholars participated in the same Expeditions as last year. Second graders participated in the Expeditions "E Pluribus Unum" and "Giants of the Sea." Third graders participated in the Expeditions "Colonial America" and "Super Storms: Earth, Wind, and Fire." Fourth graders participated in the Expeditions "the American Revolution" and "Simple Machines." **Year 4:** In addition to the Expeditions from the previous year, we added 5th grade Expeditions: "Ancient Governments and Civilizations" and "Energy: Electric Cars." **Year 5:** Kindergarten through fifth grade participated in the same Expeditions as last year. Sixth grade

						participated in a year-long Expedition called "Clash of Cultures" that focused on the Crusades through the conquistadors in the first half of the year and pre-Columbian civilizations through westward expansion.
Measure: Every year, every scholar in each "crew" (class) will contribute to at least one Expedition product that is judged to be high quality (3/4 on predetermined rubric) by a panel comprised of Expeditionary Learning staff and Alma del Mar teachers and administrators.	N/A **	Met	Not Met	Met	Met	**Year 2:** Every scholar created two final products that were reviewed by consultants from Expeditionary Learning and by the community at large. **Year 3:** Alma del Mar has developed a rubric to assess the quality of Expedition Work. The Head of School has conducted an assessment of Expedition work using this rubric. According to this assessment, each scholar contributed to the creation of at least one high quality Expedition product. We did not have the opportunity to engage Expeditionary Learning staff and teachers in the formal evaluation process. **Year 4:** Alma del Mar continues to use the rubric created last year to assess high quality work. This year 97% of scholars did 5 high quality work pieces. **Year 5:** Met. 100% of crews met this goal.
	Objective: Alma del Mar scholars will be reading at or above grade level by the end of fifth grade.					
Measure: 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	Met	Met	Met	Not Met	**Year 1:** Met for Kindergarten (97.5% of students ended the year at or above grade level). Not met for 1st and 2nd grade, despite significant gains in each. **Year 2:** 88% of scholars are reading at or above grade level. 75% of scholars are reading above grade level. On average, scholars are reading 0.6 years above grade level. **Year 3:** According to Fountas and Pinnell year-end assessments, 185 of 200 (93%) scholars are currently reading on or above grade level. **Year 4:** According to Fountas and Pinnell year-end assessment, 171 of 200 (86%) scholars are currently reading on or above grade level. **Year 5:** 201 of 281 scholars (72%) are currently reading on or above grade level.
Measure: 70% of scholars reading below grade level at the end of the year will have grown the equivalent of more than one year during the course of the year according to Fountas and Pinnell assessments.	N/A **	Met	Met	Not Met	Not Met	**Year2:** On average, scholars who are reading below grade level grew 1.1 years in their reading level. 73% of scholars who remain below level grew more than one year during the 2012-2013 school year. **Year 3:** There were 15 scholars reading below grade level. Of these scholars, 11 (70%) grew more than one year. 3 of the other 4 scholars grew between 0.8 of a year and 1.0 year. **Year 4:** Alma Del Mar recalibrated our use of end of year F&P benchmarks for each

						grade level. For example, the 2013-14 end of year benchmark for 3rd grade was P. In 2014-15 the beginning of year benchmark for 3rd was P. This year 42 scholars were not a reading level at the end of the year. 12 scholars (29%) grew the equivalent of more than one year during the course of the year. **Year 5:** 6 of 80 who ended the year not on grade level grew the equivalent of more than one year during the course of the year.
	Objective: Scholars will demonstrate competency on grade-level standards in literacy and math.					
Measure: 75% of scholars will score "proficient" (80% or higher) on internally created, final math and literacy exams.		N/A **	Met	Met	Not Met	Not Met	**Year 2:** 85% of scholars scored 80% or higher on the final math exam. 81% of scholars scored 80% or higher on the final literacy exam. **Year 3:** 85% of scholars scored proficient on the final math exam. 83% of scholars scored proficient on the final literacy exam. **Year 4:** This year Alma significantly increased rigor to align with new PARCC assessments. 77% of scholars scored 80% or higher on the final math exam. 54% of scholars scored 80% or higher on the final literacy exam. Year 5: 62% scored 80% or higher on ELA and 71% scored 80% or higher on math.
Measure: All scholars will receive a standards based report card at the end of each quarter that incorporates both interim assessment data and other classroom assessments. At the end of the year, the school wide average for literacy and math will be at least 2.5 on a 4 point scale.		N/A **	N/A **	Met	Met	Met	**Year 3:** All scholars received a standards based report card at the end of each quarter. In literacy, the school wide average was 2.9 on a 4 point scale. In math, it was 3.1. **Year 5:** In literacy, the school wide average was 2.87 on a 4 point scale. In math, it was 3.0.

*With a minimum 70% response rate on the survey

** This measure was not set during this year and, consequently, data is not available.

Appendix B: Recruitment and Retention Plan

Recruitment Plan

School Name: Alma del Mar Charter School
Date: July 18, 2016

2015-2016 Implementation Summary
Alma del Mar currently enrolls more high needs scholars than our sending district (69% vs. 45%). 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 PACE Head Start surrounding student recruitment efforts. Alma del Mar visits PACE regularly, provides banners and recruitment materials, and sends an application home with every child who will be entering kindergarten. This year, 51 students from Head Start applied to Alma del Mar. We also reached low-income families through recruitment efforts at the Harbour House and Donovin House shelters for homeless families, public housing developments, the Joseph Abboud clothing factory, and the local fishhouses. 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 the Schwartz Center for Children, the Kennedy Donovan Center, and a local special education advocate. 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. 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. In 2013, we received 163 applications for our 40 open seats in kindergarten. The following year, we received 290 applications for approximately 50 open seats school-wide. This past year we received 484 applications for 45 open spots. We had 33 siblings apply and we were able to admit 23 across all grade levels. Each year, roughly 10% of New Bedford's kindergarten eligible population (approximately 1,200 children) applies for a seat in our school. We are currently applying for a charter amendment to increase our enrollment from 250 to 360 in order to serve more scholars.

Describe the school's general recruitment activities, i.e. those intended to reach all students.
General Recruitment Activities for 2016-2017: The recruitment and enrollment process is an extensive, citywide outreach effort that includes advertisement at local libraries, community centers, social service agencies and schools. In addition, Alma does the following specific recruitment activities for all students: • Alma provides information about the school throughout the year to those who are interested. • Alma makes applications and school information available on its website, www.almadelmar.org. • Alma provides applications and school information in the home languages of the community. • Families can call and request an application. Alma will mail an application to them. • Applications are also available at the school, 515 Belleville Ave, New Bedford, MA 02746.

Recruitment Plan –Strategies

List strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	**Strategies**
Special education students	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. Alma del Mar will work with local special education advocates to distribute information to families with children with disabilities. In all literature for perspective families, we will continue to highlight our services for children with disabilities.
Limited English-proficient students	Alma del Mar will continue to distribute literature and applications in Spanish and English. We will provide translation services at recruitment events. 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 work with currently enrolled families who speak other languages to conduct outreach efforts within their communities. Alma del Mar will continue to distribute literature in communities that are comprised heavily of recent immigrants.
Students eligible for free or reduced lunch[2]	Alma del Mar will host at least two outreach events aimed at families involved with DCF or other child protective services. Alma del Mar will distribute applications to all families at PACE Head Start whose children will be entering kindergarten (serves over 350 low-income families throughout the city) Alma del Mar will distribute flyers at the New Bedford Community Health Center (serving 20% of New Bedford's community at large). Alma del Mar will conduct recruitment drives at a minimum of five of the low-income housing communities in New Bedford, including United Front Homes, Olympia Apartments, Melville Towers, Casey-Miller Apartments, the Dawson building. Alma del Mar will distribute literature at all food pantries. Alma del Mar will partner with WIC and DTA to get materials to families receiving benefits.
Students who are sub-proficient	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.
Students at risk of dropping out of school	Alma del Mar will table and/or hold Information Sessions at PAACA, at the WISE Women program, and at the local vocational high school.

[2] Please note: The Department has a new metric, called Economically Disadvantaged, which encapsulates "free or reduced lunch". Please see here for information: http://www.doe.mass.edu/infoservices/data/ed.html

Students who have dropped out of school	N/A
OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap	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 at 5:00 PM, free uniforms, and a "Backpack Club" that provides food for children during the weekends.

Retention Plan

2015-2016 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 languages 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 4%. More than half of this attrition occurs from families moving.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

Retention Plan –Strategies List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	**Strategies**
Special education students	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.
Limited English-proficient students	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.

Students eligible for free or reduced lunch[3]	Prior to the start of school, Alma del Mar will build the foundation of a relationship with each family through the following efforts: • Family Day of Service held twice per year held before the first day of school • Home visit with every family • Kindergarten Screening • New Scholar Orientation • Parent Orientation Alma del Mar also provides financial support to families in purchasing uniforms. Every parent will be given the cell phone number of every adult in the building. Even on evenings and weekends, parents will be invited to reach out to teachers and administrators. When students are not present in school, Alma del Mar immediately contacts the family. If the child is absent due to lack of transportation, the school will find a way to get the child to school. If the parent cannot be reached, Alma staff will contact other emergency contacts. If no adult was reachable, an administrator will visit the home.
Students who are sub-proficient	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. Alma del Mar will provide a structured afterschool program that includes tutors from the University of Massachusetts – Dartmouth and other community mentors. Students struggling academically receive up to 90 minutes of help afterschool each day (Monday through Thursday). This program is free to all students. Students will also have the opportunity to stay afterschool for tutoring with their teacher. In cases of students extremely behind, Alma del Mar will create individual support plans.
Students at risk of dropping out of school	The Director of Academic Support 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.
Students who have dropped out of school	N/A
OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap	If it appears that a student may need to repeat a grade, the teacher and Director of Curriculum and Instruction will begin talking with the family about retention in January. Throughout the winter and spring, the family will receive regular updates about the child's status.

[3] Please note: The Department has a new metric, called Economically Disadvantaged. Please see here for information: http://www.doe.mass.edu/infoservices/data/ed.html

Appendix C: School and Student Data Tables

Alma del Mar Charter School student demographic enrollment data link:
http://profiles.doe.mass.edu/analysis/enrollment.aspx?orgcode=04090205&orgtypecode=13&

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	41	14.4
Asian	2	0.7
Hispanic	121	42.6
Native American	7	2.5
White	94	33.1
Native Hawaiian, Pacific Islander	1	0.4
Multi-race, non-Hispanic	18	6.3
Special education	42	14.7
Limited English proficient	26	9.2
Economically Disadvantaged	156	54.9

ADMINISTRATIVE ROSTER FOR THE 2015-2016 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 holds the primary responsibility for ensuring that Alma del Mar puts students on a college trajectory and creates service-oriented leaders. The Executive Director leads the school's leadership team and is responsible for school finances, fundraising, hiring, HR and community relations. The Executive Director serves as a single point of contact between school staff and Board of Directors in order to facilitate clear lines of communication and efficient decision-making.	3/1/11	N/A
Emily Stainer, Head of School	The Head of School is the primary steward of our curriculum and instruction, responsible for ensuring that both fit to our educational philosophy and organizational goals. In addition, the Head of School monitors student achievement outcomes on an interim and yearly basis and is held accountable for student achievement targets that will be set by the board with input from the school leadership team. Day-to-day decisions regarding curriculum and instruction are made by the Head of School.	8/1/13	06/30/2016
Alice Sheehan, Director of Operations and Finance	The Director of Operations and Finance manages day-to-day school operations, HR, compliance and fiscal management.	6/8/15	NA
Elizabeth Leiwant, Director of Academic Support	The Director of Academic Support ensures that scholars are supported in their individual needs. She oversees all SPED and ELL services in addition to managing community partnerships and family communication.	7/1/2014	NA (will be the Director of Curriculum & Instruction in 2016-17)
Brittney Sousa, Dean of Culture	The Dean of Culture manages schoolwide systems and routines, behavior management systems, staff culture training, family	7/1/2015	NA

	engagement activities and non-academic scholar needs (e.g. homelessness assistance).		

TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR				
	Number as of the last day of the 2015-2016 school year	**Departures during the 2015-2016 school year**	**Departures at the end of the school year**	**Reason(s) for Departure**
Teachers	31	2	5	• 1 wanted to pursue a career in her degree of study (marine biology) • 2 moved away for personal/family reasons • 4 were not invited to return
Other Staff	14	0	1	• 1 moved on to manage a network of schools

BOARD MEMBERS FOR THE 2015-2016 SCHOOL YEAR				
Name	**Position on the Board**	**Committee affiliation(s)**	**Number of terms served**	**Length of each term** (including date of election and expiration)
Christopher Arnold	Chairman	Capital Steering Council, Development, Governance (Chair)	1	10/1/2015-10/30/2018
Jan Baptist	Vice Chairman	Academic Excellence, Governance	1	6/14/14-10/30/17
Mary Jean Blasdale	Secretary		1	9/1/13-10/30/2016
David Cabral	Treasurer	Foundation, Capital Plan Task Force, Finance	2	3/3/11-10/30/16
Bronwen Cunningham	Member	Finance (Chair), Foundation, Capital Plan Task Force	1	10/1/2015-10/30/2018
Lucile Hicks	Member	Finance	1	6/14/14-10/30/17
Martha Kay	Member	Academic Excellence, Foundation	2	6/14/14-10/30/17
Jeanne Eagle	Member	Development	1	11/21/2014-10/30/2017
Bob Unger	Member	Governance	1	3/27/15-10/30/18
Gail Fortes	Member		1	10/30/2016-10/30/2019

Appendix D: Additional Required Information

Position	Name
Board of Trustees Chairperson	Chris Arnold
Charter School Leader	Will Gardner
Assistant Charter School Leader	NA
Special Education Director	Emily Barlow (NEW)
MCAS Test Coordinator	Alice Sheehan (NEW)
SIMS Coordinator	Alice Sheehan
English Language Learner Director	Emily Barlow (NEW)
Title I	Alice Sheehan (NEW)

*Add additional rows as necessary

Facilities

Location	Dates of Occupancy
26 Madeira Avenue, New Bedford, MA 02746 (CURRENT)	Present-August 8, 2016
515 Belleville Avenue, New Bedford, MA 02746 (NEW)	Starting August 8, 2016

Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2016-2017 school year? Please be reminded of the following regulatory requirements: "Charter schools may not set any principal application deadlines or hold any enrollment lotteries for student admissions for the upcoming school year until after January 1st. Every charter school shall conclude its principal enrollment process no later than March 15th of each year" (603 CMR 1.05 (3)(c)).

Action	Date(s)
Student Application Deadline	September 1, 2016 – February 21, 2017
Lottery	February 28, 2017

Appendix E: Teacher Evaluation Rubric 2015-2016

Name:	Role:	Date:

Teacher Ratings					
Competency #1	**Rating**	**Competency #2**	**Rating**	**Crew and Work Management**	**Rating**
				Uses data	
				Team contributions	
				Collaboration	
				Relationships with constituents	
				Service and commitment	
				Growth and development	
				Meeting deadlines and timeliness	
				Professionalism	
				Total Score	

Results									
Goal	**Current**	**Goal**	**Current**	**Goal**	**Current**	**Goal**	**Current**	**Goal**	**Current**
Goal #1		Goal #2		Goal #3		Goal #4		Goal #5	

Comments:

Overall Performance		
Exceeding expectations	Meeting expectations	Meeting most expectations
Meeting novice teacher expectations	Partially meeting expectations	Not meeting expectations

Crew and Work Management: Team contributions			
☐ Advanced (4)	☐ Proficient (3)	☐ Developing (2)	☐ Needs Improvement (1)
Relationships with colleagues are extremely professional, positive, collaborative, and generous.	Relationships with colleagues are professional, positive and collaborate.	Relationships with colleagues are uneven, and collaboration is not consistently evident.	Relationships with colleagues are limited or inconsistently effective
Upbeat, positive, and does not complain AND exerts a positive influence on the entire staff.	Contributes to a professional and supportive tone by being positive; does not complain.	Contributes to a professional and supportive tone	Inconsistently contributes to a professional and supportive tone
Always proactively names and suggests solutions to school or team problems of importance.	Proactively names and suggests solutions to school or team problems of importance.	Sometimes proactively names and suggests solutions to school or team problems of importance.	Sometimes names and/or suggestions solutions to school or team problems of importance.
Sees issues from multiple viewpoints. Is able to suggest compromise or make decisions for the good of the many.	Often sees issues from multiple viewpoints. Is able to compromise or make decisions for the good of the many.	Sees issues from multiple viewpoints. Is able to compromise.	Limited ability to see issues form multiple viewpoints or compromise.
Strategically surfaces disagreements and conflicts to address them directly and professionally; seeks to resolve issues with peers.	Surfaces disagreements and conflicts to address them directly and professionally; seeks to resolve issues with peers.	Sometimes surfaces disagreements and conflicts to address them directly and professionally; seeks to resolve issues with peers.	Rarely surfaces disagreements and conflicts to address them directly and professionally; seeks to resolve issues with peers.
Consistently celebrates and supports colleagues through notes, shout outs, conversation and recognition.	Celebrates and supports colleagues through notes, shout outs, conversation and recognition.	Sometimes celebrates and supports colleagues through notes, shout outs, conversation and recognition.	Rarely celebrates and supports colleagues through notes, shout outs, conversation and recognition.
Assumes leadership among colleagues, often supporting them and engaging in professional exchange.	Regularly engages in professional exchange with colleagues.	Occasionally engages in professional exchange with colleagues.	Rarely engages in professional exchange with colleagues.
Always holds colleagues accountable for high levels of performance in appropriate and supportive ways.	Consistently holds colleagues accountable for high levels of performance in appropriate and supportive ways.	Sometimes holds colleagues accountable for high levels of performance in appropriate and supportive ways.	Rarely holds colleagues accountable for high levels of performance in appropriate and supportive ways.

Crew and Work Management: Collaboration			
☐ Advanced (4)	☐ Proficient (3)	☐ Developing (2)	☐ Needs Improvement (1)
Always uses and provides high quality feedback to peers in collaborative planning meetings.	Consistently uses and provides high quality feedback to peers in collaborative planning meetings.	Sometimes uses and/or provides high quality feedback to peers in collaborative planning meetings.	Rarely uses or provides high quality feedback to peers in collaborative planning meetings.
Clearly contributes to team and school meetings and shared work with critical and supportive perspectives.	Clearly contributes to staff meetings and shared work with critical and supportive perspectives.	Clearly contributes to team meetings and shared work. Perspectives do not always balance critical and supportive comments.	Occasionally contributes to team meetings and shared work. Perspectives do not always balance critical and supportive comments.
Always shares responsibility for school-wide systems, making suggestions and supporting implementation by all staff	Consistently shares responsibility for school-wide systems, making suggestions and supporting implementation by all staff.	Sometimes shares responsibility for school-wide systems, making suggestions and supporting implementation by all staff	Rarely shares responsibility for school-wide systems, making suggestions and supporting implementation by all staff
Consistently seeks out and uses opportunities to collaborate outside of team or grade/subject- level with educators and staff from different roles.	Seeks out and uses opportunities to collaborate outside of team or grade/subject- level with educators and staff from different roles.	Uses opportunities to collaborate outside of team or grade/subject- level with educators and staff from different roles.	Rarely uses opportunities to collaborate outside of team or grade/subject- level with educators and staff from different roles.
Consistently shares promising practices from their own classroom and learns about the practices of peers to replicate.	Shares promising practices from their own classroom and learns about the practices of peers to replicate.	Sometimes shares promising practices from their own classroom and learns about the practices of peers to replicate.	Rarely shares promising practices from their own classroom and learns about the practices of peers to replicate.

Crew and Work Management: Service and Commitment			
☐ Advanced (4)	☐ Proficient (3)	☐ Developing (2)	☐ Needs Improvement (1)
Always willing to lead and/or pitch in with events or other school needs.	Willing to pitch in with events or other school needs.	Willing to pitch in with events or other school needs when asked.	Sometimes willing to pitch in with events or other school needs when asked.
Demonstrates commitment to the mission and vision of the school, seeking to make decisions and take actions that support our shared goals. Models commitment for others.	Demonstrates commitment to the mission and vision of the school, seeking to make decisions and take actions that support our shared goals.	Inconsistently demonstrates commitment to the mission and vision of the school, seeking to make decisions and take actions that support our shared goals.	Sometimes demonstrates commitment to the mission and vision of the school, seeking to make decisions and take actions that support our shared goals.
Puts in an extraordinary effort to contribute to scholar and school success through leadership of additional projects.	Puts in an extra effort to contribute to scholar and school success through leadership of additional projects.	Puts in sufficient effort to contribute to scholar and/or school success through leadership of additional projects.	Puts in minimal effort to contribute to scholar and school success.
Independently assumes additional responsibilities when necessary and demonstrates leadership.	Often assumes additional responsibilities when necessary, especially when asked.	Occasionally assumes additional responsibilities.	Does not assume additional responsibilities.

Crew and Work Management: Growth and Development			
☐ Advanced (4)	☐ Proficient (3)	☐Developing (2)	☐ Needs Improvement (1)
Consistently uses coaching to make improvements in daily practice AND uses coaching to drive significant gains in skill or scholar achievement.	Consistently uses coaching to make improvements in daily practice.	Often uses coaching to make improvements in daily practice.	Sometimes uses coaching to make improvements in daily practice.
Applies skills and information from professional development to daily practice AND leads training for other staff	Applies skills and information from professional development to daily practice. Deeply engages with training content.	Usually applies skills and information from professional development to daily practice. Engages with training content.	Sometimes applies skills and information from professional development to daily practice. Inconsistently engages with training content.
Makes consistent, high-leverage and strategic improvements AND helps others do the same.	Makes consistent, high-leverage and strategic improvements.	Makes consistent improvements.	Make some improvements over time.
Works closely with peers on their team	Works closely with peers on their team	Occasionally works with peers on	Sometimes works with peers on their

and on other teams to gather new ideas, feedback, and suggestions; collaborates on important projects AND leads others to do the same.	and on other teams to gather new ideas, feedback, and suggestions; collaborates on important projects.	their team and on other teams to gather new ideas, feedback, and suggestions; collaborates on important projects.	team and on other teams to gather new ideas, feedback, and suggestions; collaborates on important projects.

Crew and Work Management: Meeting deadlines and timeliness			
☐ Advanced (4)	☐ Proficient (3)	☐ Developing (2)	☐ Needs Improvement (1)
Always punctual for the school day, scheduled classes, pick-up & drop-off times, and/or meetings. Respectfully holds peers accountable for punctuality.	Always punctual for the school day, scheduled classes, pick-up & drop-off times, and/or meetings.	Usually punctual for the school day, scheduled classes, pick-up & drop-off times, and/or meetings.	Inconsistently punctual for the school day, scheduled classes, pick-up & drop-off times, and/or meetings.
Always meets deadlines.	Meets deadlines.	Often meets deadlines	Sometimes does not make deadlines
Always communicates clearly with supervisor about workload and needs in order to ensure work is done well by deadline. Makes proactive solutions that benefit self and others.	Communicates clearly with supervisor about workload and needs in order to ensure work is done well by deadline.	Sometimes communicates with supervisor about workload and needs in order to ensure work is done well by deadline. Communication is occasionally last minute.	Rarely communicates with supervisor about workload and needs in order to ensure work is done well by deadline OR communication is last minute or post deadline.

Crew and Work Management: Professionalism			
☐ Advanced (4)	☐ Proficient (3)	☐Developing (2)	☐ Needs Improvement (1)
Dresses appropriately and professionally for all occasions. Dress is exemplary in building authority with scholars and community.	Dresses appropriately and professionally for all occasions. Dress clearly communicates authority with scholars and community.	Dresses appropriately and professionally for all occasions.	Dresses appropriately and professionally for most occasions.
Always and clearly communicates with all stakeholders, including electronic communication. Always chooses the best method for communication.	Consistently and clearly communicates with all stakeholders, including electronic communication. Consistently chooses the best method for communication.	Consistently communicates with all stakeholders, including electronic communication. Usually chooses the best method for communication.	Inconsistently communicates with all stakeholders, including electronic communication. Sometimes chooses the best method for communication.
Conducts themselves appropriately at all times. In heightened moments or during disagreements, staff is an exemplar of conduct.	Conducts themselves appropriately at all times, including in heightened moments or during disagreements.	Conducts themselves appropriately, including in heightened moments or during disagreements.	Usually conducts themselves appropriately, including in heightened moments or during disagreements.