



Alma del Mar Charter School Annual Report

2021 - 2022 School Year

Submitted July 29, 2022

Alma del Mar Charter School

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INTRODUCTION TO THE SCHOOL

<i>Name of School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	New Bedford, MA
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2011	Year(s) the Charter was Renewed (if applicable)	2016, 2021
Maximum Enrollment	1,044	Enrollment as of June 23, 2022	938
Chartered Grade Span	K-8	Current Grade Span	K-8
Number of Instructional Days per School Year (as stated in the charter)	187	Students on Waitlist as of July 22, 2022	567
Number of Instructional Days during the 2021-22 School Year	87		
School Hours (ex: 8:30am-3:00pm M-F)	8:30am-3:30pm M-F	Age of School as of 2021-22 School Year	11 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.			

Memorandum from our Board Chair

To: Massachusetts Department of Elementary and Secondary Education; and Future Visitors

From: Jan Baptist, Chair of the Alma del Mar Board of Trustees

Date: July 27, 2022

Subject: Change of leadership at Alma del Mar Charter School

In March of 2022, Founder and Executive Director Will Gardner announced his plans to step away from his role after 11 years. On behalf of the Alma del Mar Board of Trustees, I want to thank Will for his service to Alma and for lighting the spark and sustaining the fire that has made Alma burn so bright.

Countless scholars and their families received and will continue to receive an excellent education thanks to the work that Will has done in founding and running Alma this past decade.

Filling the shoes of our founder was a big responsibility and the Board prepared extensively for this moment. The Board of Trustees immediately appointed a search committee made up of various board and former board leaders to develop and execute an internal search process to find and secure Mr. Gardner's replacement.

As a part of a commitment to ensuring family and community voice was present in the process, the Alma Executive Director Search Committee launched a series of Focus Group meetings and an anonymous survey targeting three specific stakeholder groups: Parents and Families, Alma Staff, and Community Partners and Supporters. These efforts were focused on collecting feedback on the characteristics, skill sets, and opportunity moments for Alma's next Executive Director, as well as the most pressing issues facing the school network's next leader.

On April 29, 2022, the Alma Board of Trustees selected Ms. Taylor DeLoach as the next Executive Director of Alma del Mar. Ms. DeLoach's experience and past roles at Alma provide her with the institutional knowledge and affinity with Alma culture and practices to lead the two-campus charter school network as scholars and families continue to traverse the challenges of recovering from the pandemic.

Ms. DeLoach began her career in education as a graduate student at the Charles Sposato Graduate School of Education in Boston, where she now serves on the Board of Directors. Taylor joined Alma's team in 2014 as a first grade lead teacher and took on additional responsibilities as a teacher team leader a year later. In 2017, Taylor became an Academic Dean and co-teacher in third grade. She then held the role of Dean of Culture at Alma for two years before being named Founding Principal of Alma's new Frederick Douglass Campus in 2019. Taylor was also a part of the 2020-21 cohort of Boston College's groundbreaking Lynch Leadership Academy, which sharpens the skills of current and future school leaders and executive managers. Ms. DeLoach is the first person of color and the first female to lead the organization.

As we prepare for Alma's next exciting chapter, I look to the future with the hope, enthusiasm and gratitude that I always feel when I reflect on the work that our scholars and teachers do every day.

FAITHFULNESS TO CHARTER

A critical part of Alma's mission is to **put each of our scholars on the path to college**. Early evidence of our impact indicates that we are making significant progress in this mission. At the same time we know we have much progress to make both with our support for and data collection on our alumni.

At its core, our aim to put our scholars on track for college is about ensuring that our scholars have greater opportunity and are able to choose their future paths. There is strong evidence to indicate that Alma scholars are well-equipped to determine their own destiny.

Over the past year, 88% of Alma scholars gained admission to the high school or selective high school program of choice. Selective schools like New Bedford Voc-Tech, Bristol Aggie and Bishop Stang Academy and selective programs like the New Bedford Honors Program actively recruit Alma graduates.

While there has been improvement both statewide and locally in high school graduation rates, school persistence in New Bedford at the secondary level remains unacceptably low. Our sending district had

the second highest dropout rate among major urban districts during the past year. Despite this challenging environment, Alma alumni are overwhelmingly staying in and thriving in secondary school. We have connected with 73% of our graduates from the HS class of 2022, and 96% of those scholars graduated high school on time this spring.

Of our alumni who are nearing the end of their high school careers, we have seen strong evidence of a growing college-going culture. In our first class to graduate from high school this year, at least 51% are attending a two or four year college in the fall. Institutions they will attend include University of Massachusetts Dartmouth, Roger Williams University, Bristol Community College, Bridgewater State University, Simmons College, Dean College, Wentworth Institute of Technology, Massachusetts Maritime Academy, and University of Rhode Island. This far exceeds the rate of our sending district at 28% college matriculation. Additionally, one scholar is joining the military, and six others have entered the workforce.

In honor of these high school seniors — many of whom started at Alma as second grade scholars in 2011 — we launched Alma del Mar’s College Scholarship Program with financial support from the Alma del Mar Foundation and private donations. There were seven applications received by the Monday, April 25, 2022 deadline. One applicant wrote in their essay:

“Since my time at Alma, I’ve worked hard to maintain being a service-minded leader. I’ve become a member of the National Honors Society, and have taken several online leadership courses such as the Torch program and LICA (leaders in committed action). What I realized throughout the online programs is that they focus on teaching the five commitments that Alma had taught me throughout middle school such as service, quality, integrity, accountability, and persistence. Alma not only academically set me up for success but morally as well. It made things like community service, donations, charities, food drives, etc a normal and necessary part of my life. I find joy in bettering myself so that I can help others in the process. Whether that be handing out food/ clothes to the homeless, setting up toy bags for children during holidays, cleaning up my city, or just being a good friend.

I can’t thank Alma del Mar enough for helping make me the well-rounded individual that I am today. It’s been eight years since first attending Alma del Mar and within these past eight years, I’ve achieved more than 10-year-old Chloe could have ever imagined. I got accepted into every college I applied for, and I’ve overcome obstacles that would have otherwise made me feel defeated. In the future I will apply this same mindset to all aspects of my life and look forward to seeing how I can use my knowledge to further myself and others.”

All of the applicants were awarded the maximum scholarship amount of \$4,000, which will support their pursuit of a post-secondary education in the Fall of 2022.

Due to both the disruption of the pandemic and a shortage of dedicated alumni support staff, we do not have the kind of comprehensive data that we would like to see regarding the status of our alumni. We have recently hired an additional Secondary Schools Guidance Counselor who will be working to ensure that our data is more thorough in coming years.

Another important component of our mission is to **challenge our scholars to be service-minded leaders**. Throughout their time at Alma, scholars engage in service to their school and community. This past year, multiple Alma crews took on service projects like a toy drive for local organization Foster Forward, a scholar Step Team performance as part of a local nonprofit’s fundraiser event, and an Alma Scholar and Family Day of Service to clean up a local park on Earth Day.

In addition, scholars built an ethic of service as they engaged in our core curriculum. In 7th grade, scholars choose a topic for their “Response to Injustice” project, researching an issue of injustice in our community, and proposing solutions to educate their classmates. In our most recent scholar survey, over

70% of scholars indicated that they had had at least one opportunity to engage in service to their community this year. In addition, 100% of our graduating 8th Grade scholars successfully completed their passage portfolio presentations, a component of which is providing evidence of how they have progressed toward becoming a service-minded leader.

We look forward to renewing some of our community partnerships that were put on hold during the pandemic to ensure scholars have many opportunities through our curriculum and broader program to learn from leaders in our community and to demonstrate authentic service minded leadership themselves.

The disruption caused by the pandemic and move to remote schooling has had significant negative impacts on our scholars’ academic achievement and **mastery of the essentials**. This past year we worked to mitigate these negative impacts by embracing a strategy of acceleration, paring our curriculum scopes to the essentials and insisting on teaching grade level standards despite the need to backfill lost learning in many places. As a result, we made some inroads in moving our scholars toward high academic achievement overall. STEP and Aimsweb are both tools that we use to measure growth. On both of these tools, scholars were on average demonstrating over one year of growth across grades in both Math and ELA, indicating that we are on track to eliminate these lingering gaps over the next several years.

Nonetheless, significant work remains if we are to close the gaps created by the pandemic and disrupted learning. Most significantly, we’re still seeing lower levels of early reading proficiency than prior to the pandemic. 65% of scholars in grades K-3 are still reading below grade level, as defined by the STEP assessment. Likewise in Math, gaps in fundamental skills, exacerbated by disrupted learning, mean that we will have to continue to streamline our curriculum and provide targeted support for many scholars in the coming years. Only about 20% of scholars in grades 6-8 are meeting or exceeding expectations on their math interims, with scholars demonstrating mastery of about 50% of grade level content.

The challenges created by disrupted learning are significant. At the same time, we are hopeful by the progress we have seen and are steadfast in our commitment to lead our scholars to achievement that surpasses pre-pandemic levels within this charter term.

Access and Equity: Discipline Data

2020-21 Student Discipline ¹					
Alma del Mar Charter School’s Discipline Data Report for 2020-21					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	808	17	0.6	1.4	0.2
English Learner	252	6	0.8	1.2	0.4
Economically Disadvantaged	559	16	0.7	2.0	0.4
Students with Disabilities	168	8	1.8	1.8	1.2

¹ Provide the most recent (2020-21), publicly available student discipline data by providing a link to your school’s student discipline data.

High Needs	681	17	0.7	1.6	0.3
Female	444	4	<0.1	<0.1	<0.1
Male	364	13	0.3	2.7	0.5
American Indian or Alaska Native	5	0	0	0	0
Asian	1	0	0	0	0
African American/Black	110	3	<0.1	<0.1	<0.1
Hispanic/Latino	490	12	1.4	1.4	0.2
Multi-race, Non-Hispanic/Latino	33	1	<0.1	<0.1	<0.1
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	1	1	<0.1	<0.1	<0.1

A priority since the 2019-2020 school year has been to ensure we are consistently reviewing all data across subgroups, including disciplinary and academic data. In particular, we keep clearly disaggregated disciplinary data for our referral and suspension tracking. Our tracking system automatically disaggregates all entries by disability/ELL status, race, and gender, and school leaders review this data weekly for trends and possible disproportionalities. Our most frequent intervention in response to concerning discipline data is to introduce or adjust mental health supports for scholars, or introduce behavior intervention plans (in addition to increasing teacher effectiveness through coaching and professional development). We also consider if behavioral data is symptomatic of academic challenges, and pursue evaluation when necessary.

School leadership teams worked to redesign all school policies and procedures related to suspensions this year with a specific focus on students with disabilities. Our goal is always to help scholars who are struggling behaviorally to find solutions that will help them remain in class while minimizing disruptions to classroom learning. In order to ensure that this goal can become a reality we have begun working through the following action steps.

- Redesigning school wide behavior management systems to give scholars more positive feedback, including hiring additional staff for the Culture Team to provide proactive behavior supports to scholars of concern.
- Provide increased access to mental health services through additional staff and stronger partnerships with outside service providers.
- Rewrite suspension protocol to include optimal support for all students including students with disabilities.
- Implement Dean’s List, allowing teachers easy access to student accommodations prior to submitting referrals.
- Design and implement Response to Intervention programs to ensure that all student academic and social emotional needs are being addressed.
- Audit all school systems to ensure that they are in line with our Anti-Biased, Anti-Racist work, including more frequently monitoring demographic data.
- Increase opportunities for family voice in culture systems through the creation of an anti-bullying working group at the Ottiwell campus.

Dissemination Efforts

Due to ongoing pandemic-related limitations, we did not engage in any dissemination efforts this year. We attempted to conduct a virtual professional development event for educators from our sending district but we did not have any educators join the session. Next year, we will return to holding in-person PD events, as well as inviting other school partners to visit in person, which will hopefully lead to stronger attendance and collaboration.

Academic Program Success

Student Performance

[Alma del Mar Charter School's school report card](#)

We continue to be in a period of academic recovery, and have not yet returned to pre-pandemic levels of academic performance across all grades and content areas. However, we do have evidence that scholars are making growth in our academic program. Below are some notable data points that indicate progress across grades and content areas:

STEP (Reading, grades K-3)

This year we continued using the STEP reading assessment system in Grades K-3. Three STEP levels is equivalent to one year of growth. Across all grades, the average number of STEP levels grown was 3.26, indicating that scholars were, on average, making more than one year of growth this year. Our kindergarten classes had particularly strong data, with almost 70% of scholars ending the school year on grade level in reading, far exceeding the school average of 35%. This indicates that our academic program is poised to make a strong recovery over the next few years.

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. The average Student Growth Percentile from fall to spring across grades 2-8 was 56% in ELA and 51% in Math, which indicates that scholars were making adequate progress.

Our goal continues to be mastery of grade level skills and content, and our data this year indicates that scholars are still struggling to make up for the losses and disruptions of the pandemic. However, these data points provide evidence that scholars are growing and mastering some of the unfinished learning of the last several years while on our path to full academic recovery.

Curriculum

Many aspects of our program model have remained consistent since our founding. We continue to provide a content-rich curriculum that serves to build foundational skills while providing our scholars with critical background knowledge on a variety of topics. Our curriculum is aligned to the Common Core State Standards and Massachusetts Frameworks across all content areas. Scholars have daily ELA, Math, and Social Studies/Science instruction in all grades. In addition, all scholars participate in at least five co-curricular classes each week. Across the network, we offer Physical Education, Visual Arts, Music, Portuguese, and Computer Skills.

In our lower elementary grades, we continue to use a blended literacy approach which combines explicit phonics instruction, reading comprehension lessons with complex texts, writing, guided reading and independent reading each day with thematic learning units. This approach helps scholars build core literacy skills, use rich texts to make meaning, and build essential core knowledge that enhances their

understanding of what they read and write. In our upper grades, scholars engage in 6-8 units throughout the year, including novel studies and deep dives into specific genres. We review the texts and topics covered in our ELA, Expedition, and Social Studies curricula each year with a lens towards representation, and seek to include diverse voices and perspectives that include authors and characters of different races, ethnicities, genders, sexualities, abilities, immigration status, religions, etc. 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 continues to employ a Singapore Math approach and curriculum. Singapore Math emphasizes conceptual understanding, skill development and problem-solving strategies rather than rote memorization of formulas. We develop our math curriculum internally, using some materials from ThinkMath and Math in Focus, and build other materials in-house. The Math department has developed vertically aligned problem solving strategies to address Standard of Mathematical Practice #1.

In K-4, we teach Science and Social Studies primarily through a daily Expedition block. Every fall, elementary scholars embark on a four month social studies Expedition; every spring, they immerse themselves in a four month science Expedition. In grades 5-8, scholars have both Science and Social Studies at least three times per week, which follow the MA State Frameworks in each grade. In Science, we have adopted the OpenSciEd curriculum which emphasizes scholar inquiry through a storyline approach.

Our curriculum is created in-house by teachers, department chairs and school leaders. We use vertically aligned curriculum maps to build thematic units and then high quality daily lessons and materials. Math, ELA, and Science also have aligned assessments which are used to both design units and measure impact quarterly. Units, lesson and classroom materials are reviewed by school leaders, department chairs and peers for quality and rigor. Revisions are done annually to guiding documents following analyses of schoolwide data and teacher input. To ensure horizontal alignment, school leaders conduct weekly content meetings with grade level teams to review upcoming material.

Instruction

Alma del Mar is committed to ensuring all of our teachers provide consistently high quality instruction to scholars in all grades and in all content areas, aligned to a common understanding of excellence. Instructional leaders continue to align our coaching and approach to our Instructional Framework² which outlines our vision for excellence in mastery of knowledge and skills, development of character, and production of high quality work (aligned to the EL Dimensions of Achievement). This Instructional Framework defines high quality practice on our teacher evaluation tool.

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

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

² Included as Appendix E: Attachment 1

- 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 the average score was a 4.06 out of 5 on the item, "My teacher tells me what we are learning and why," and 3.88 on the item, "My teacher pushes us to think hard about what we write."

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

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

For this rigorous learning to take place, our classrooms must be safe and intellectual environments. While we maintain our historical commitment to rigor and safety, we continue to closely examine 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 and the lingering challenges of the pandemic. Through our ongoing process of academic recovery, 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 and Program Evaluation

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

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

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

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

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

Teachers also use longer-term projects and rubrics to measure scholars' ability to create high quality work over time. Each scholar completes process pieces across content areas 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.

A priority since the 2019-2020 school year has been to ensure we are consistently reviewing all data across subgroups, including disciplinary and academic data. In particular, we keep clearly disaggregated disciplinary data for our referral and suspension tracking. Our tracking system immediately disaggregates all entries by disability/ELL status, race, and gender, and school leaders review this data weekly for trends and possible disproportionalities. Our most frequent intervention in response to concerning discipline data is to introduce or adjust mental health supports for scholars, or introduce behavior intervention plans (in addition to increasing teacher effectiveness through coaching and professional development). We also consider if behavioral data is symptomatic of academic challenges, and pursue evaluation when necessary.

For our academic data, we review interim, STEP, and Aimsweb data for SWD and ELL subgroups. Specialists carefully review academic data for scholars on the caseload and share results and next steps with grade level teams at weekly Scholar Deep Dive meetings. We are also working on more consistently reviewing academic data across racial/ethnic groups and gender groups. Right now, we are able to do this about twice a year. We are working with our assessment partners to embed this demographic

information more seamlessly into our data platforms so that teachers can do this type of analysis far more frequently.

Supports for All Learners

Alma del Mar continues to serve a diverse group of learners. For this school year, 17% of scholars at Alma are scholars with disabilities. This number does not include additional scholars on 504 plans. Alma's population of Multilingual Learners continues to grow. This year, we served 33% ELLs, with 47% of scholars who have a first language other than English.

We continue to make significant investments in staffing to serve our special populations. Each campus has a team of Literacy Specialists, Math Specialists, and MLL Specialists who serve scholars in a particular 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. Alma continues to partner with high quality local and regional organizations to ensure the highest quality support for scholars with more unique disabilities. For example, Alma partnered with the Clarke Schools for Hearing and Speech to provide evaluations and services for a small number of students who are deaf or hard of hearing. This year we also partnered with Gateway to provide daily support from Registered Behavior Technicians and BCBA supervision to best serve scholars with Autism.

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, discipline data is analyzed with frequency so that social emotional interventions can be implemented as needed. Specialists, Service Providers, the Dean of scholar Support, Dean of Culture, and grade level teams meet for a weekly Scholar Deep Dive where they review attendance, behavioral data, academic data, and other anecdotal data as appropriate to identify scholars who may need additional support, as well as to review the success of interventions in place. Additionally, the Dean of Scholar Support, Dean of Culture, School Psychologist, and School Nurse (with other support staff as appropriate) meet weekly in a Case Management meeting to collaborate on the highest-need and/or complex cases of scholars or families who require overlapping services.

Despite troublingly low MCAS performance in 2021, our EL and Former EL scholars significantly outperformed their district peers, with 35% of Alma EL and Former EL scholars passing the ELA MCAS as opposed to 18% in our sending district. Our ELL Specialists continue to use strong data tracking systems to monitor scholar progress across domains, as well as adjust scheduling of support services to best meet the different needs of English Language Learners at different grade levels. We also ensure that all instructional staff secure their Sheltered English Immersion endorsements and periodically share promising practices related to SEI in our Professional Development sessions.

Ongoing Response to COVID-19 pandemic

Health and safety continued to be a priority for our school community this year. We employed a team of registered nurses and medical assistants to lead our COVID response. We implemented the Test and Stay program as soon as possible in the fall to minimize scholar and teacher absences. Lengthy absences continued to be a challenge all year, as both scholars and staff were infected with COVID-19. **Despite this, we kept school open every day and ensured in-person learning was always available to our scholars and families.** Our staffing model includes Associate Teachers on grade level teams throughout the school year who build relationships with scholars and families, and learn best practices in curriculum, instruction, and classroom culture from their lead teachers. Through this model, our associate teachers are well-equipped to provide coverage for Lead Teachers and minimize disruption to scholar learning.

Efforts to Accelerate Learning in 2021-2022 and beyond

Alma del Mar 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 set forward a plan to “foster a sense of belonging and partnership with all stakeholders, continuously monitor scholar understanding, and ensure strong, grade-appropriate instruction with just-in-time scaffolds as they are needed.” These efforts included:

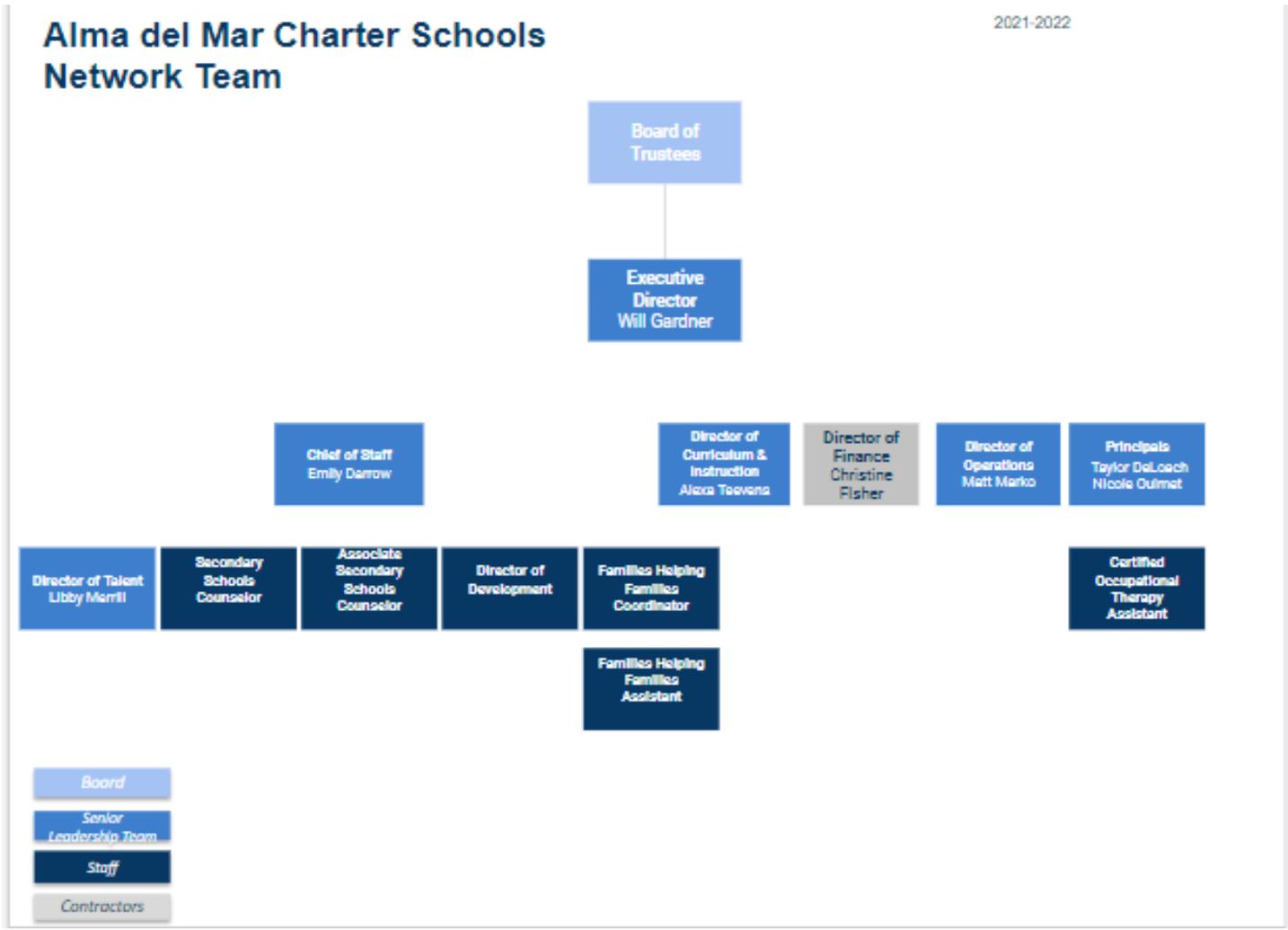
- Examining available data from 2020-2021 regarding scholar attendance, experience, academic progress, etc. to inform strategic planning
- Setting specific goals (including goals for all subgroups, in alignment with our REDI plan) with leadership teams to share with staff and families
- Revising curriculum 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. This year, we piloted the ThinkMath curriculum in some elementary grades and the OpenSciEd in some science classrooms. We are moving forward with full adoption of both of these resources for 2022-2023.
- Launching Response to Intervention cycles to ensure Tier 2 and Tier 3 systems are aligned to Tier 1 instruction

We engaged in continuous data analysis cycles across domains and content areas to track progress towards goals and adjust our program as needed, and are repeating this strategic planning process for the 2022-2023 school year. Our particular areas of focus continue to be early reading and upper grade math, where we did not make adequate progress this year to ensure all scholars are currently mastering grade level content.

Organizational Viability

There were no changes in the 2021-22 school year. Alma continues to have two Campus Leadership Teams, led by each Principal, who are supported by a Network Team, led by the Executive Director. See the organizational chart above for details on our reporting structure. No major changes in our organizational structure are currently planned for the coming year.

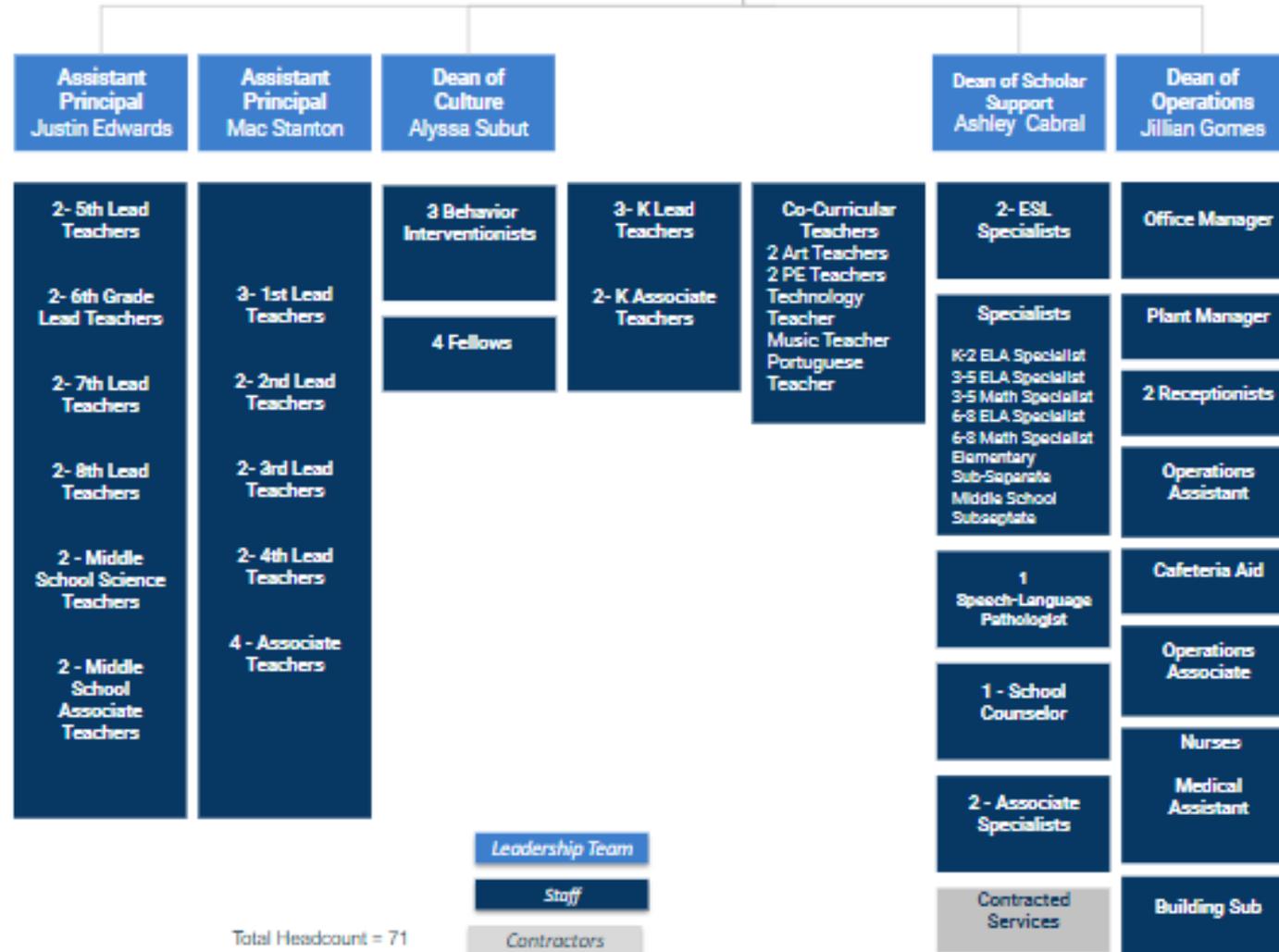
Organizational Charts



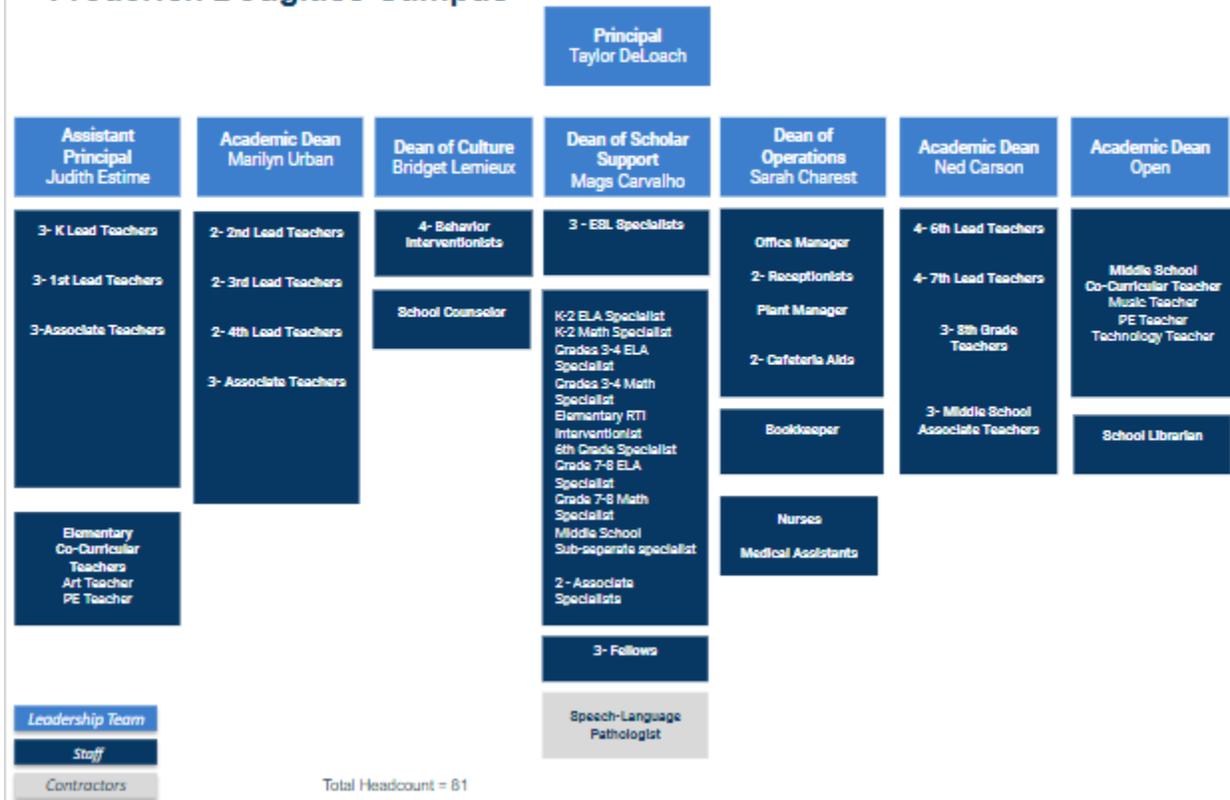
Alma del Mar Charter Schools Sarah D. Ottiwell Campus

Principal
Nicole Ouimet

2021-2022



Alma del Mar Charter Schools Frederick Douglass Campus



Network Structure or Multiple Campus Organizational Structure

There were no changes in the 2021-22 school year. Alma has two K-8 Campuses, the Sarah D. Ottiwell Campus and the Frederick Douglass Campus, as well as a Network Team. See Organizational Structure charts above. No major changes in our network structure are currently planned for the coming year.

The Board oversees and ensures the success of all of our campuses through quarterly academic reports that monitor the academic progress of both campuses and all demographic groups, monthly Board meetings and monthly meetings of the Academic Success Committee. The Board reviews annual goals with the Executive Director each fall and uses these goals to gauge progress throughout the year.

In addition to academic data, the Board regularly reviews staff, scholar and family survey data and attends school-wide events like our biannual Expedition Nights, where scholars showcase their learning.

BUDGET AND FINANCE

FY22 UNAUDITED STATEMENT OF REVENUES, EXPENSES AND NET ASSETS

Operating revenues:

Tuition	\$14,674,019
Federal and state grants	\$2,806,034
Food service	\$843,697
In-kind transportation and other services	\$0

On-behalf fringe benefits	\$0
Student activities/other income	\$94,912
Total operating revenues	\$18,418,662
Operating expenses:	
Salaries - instructors	\$5,359,835
Salaries - administrators	\$2,874,302
Payroll taxes	\$136,577
Fringe benefits	\$1,511,245
Contracted services	\$2,213,329
Transportation	\$80,298
Rent expense/(income) - related party	\$1,541,596
Facilities maintenance	\$658,597
Utilities	\$235,644
Textbooks and materials	\$307,410
Educational supplies and activities	\$470,539
Classroom computers and equipment	\$139,014
Professional fees	\$152,876
Staff and student recruiting	\$76,979
Office computers and equipment	\$269,941
Office supplies and expense	\$20,057
Insurance	\$77,190
Food service program	\$815,285
On-behalf fringe benefit	\$0
In-kind transportation	\$0
Depreciation and amortization	\$280,438
Bad debt/loss on asset	\$ -
Fundraising expense	\$ -
Travel	\$287,098
Miscellaneous expense	\$294
Total operating expenses	\$17,508,544
Net operating income	\$910,118
Non-operating revenues/(expenses):	
Medicaid reimbursement	\$16,565
Contribution from/(to) related party	(\$2,432)
Interest and dividend income	\$487
Fundraising expense	(\$36,269)
Net non-operating revenues/(expenses)	(\$21,649)
Change in net position	\$888,469
Net position, beginning of the year	\$1,945,559
Net position, end of the year	\$2,834,028

FY22 Unaudited Statement of Net Assets

Current Assets:

Cash	\$3,598,673
Accounts and other receivables	\$2,546,180
Due from/(to) related party	\$-
Unconditional promises to give	\$ -
Prepaid expenses	\$4,245
Total current assets	\$6,149,098

Noncurrent Assets:

Security Deposits	\$ -
Capital assets, net	\$579,252
Cash-restricted	\$ -
Note receivable	\$ -
Total noncurrent assets	\$579,252
Total assets	\$6,728,350

Liabilities and Net Position

Current Liabilities:

Accounts payable - operating	\$413,859
Accounts payable - construction	\$ -
Accrued expenses	\$56,572
Due to related parties	\$-
Accrued payroll and taxes	\$748,480
Notes payable - current	\$ -
Deferred rent payable/(receivable)	\$-
Total current liabilities	\$1,218,911

Noncurrent Liabilities:

Deferred rent payable/(receivable)	\$2,675,411
Total noncurrent liabilities	\$2,675,411
Total liabilities	\$3,894,322

Net Position:

Invested in capital assets, net of related debt	\$579,252
Restricted	\$ -
Unrestricted	\$2,254,776
Total net position	\$2,834,028
Total liabilities and net position	\$6,728,350

FY23 Approved School Budget *Approved on 4/29/2022*

Revenues

4001 · Tuition per pupil	\$17,748,000
4100 · Government Grants & Funding	\$1,077,000
4200 · Nutrition Funding	\$699,793
4400 · Private Support Funding	\$300,000
Total Revenues	\$19,824,793
\$ per scholar	\$18,989

Expenses

Personnel Costs

5000 · Salaries and Wages	\$9,861,000
5520f · Fringe Benefits	\$1,062,202
5520m · MTRS Expense	\$0
5520t · Payroll Taxes	\$226,803
Total 5000 · Personnel Costs	\$11,150,005
\$ per scholar	\$10,680

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	\$90,000
5152 · Contr Serv - Legal	\$50,000
5162 · Contr Serv - IT	\$56,000
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	\$45,000
5184 · Supplies & Materials - Admin	\$22,500
Total 5100 · Administrative Costs	\$558,000
\$ per scholar	\$534

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	\$1,000,000
5242 · Contr Serv - Prof Development	\$258,500
5243 · Supplies & Matls - Prof Develop	\$37,888
5244 · Travel & Other Exp -Prof Develop	\$139,100
5253 · Contr Serv - Guidance & Testing	\$85,392
5254 · Supplies & Matls -Guidance&Test	\$82,000
5261 · Textbooks (Media/Materials)	\$99,600
5262 · Other Instructional Materials	\$105,000
5263 · Instructional Equipment	\$60,490
5264 · General Supplies -Instructional	\$178,744
5265 · Other Instructional Services	\$74,680
5266 · Classroom Instructional Tech	\$40,354
5268 · Instructional Software	\$124,520
Total 5200 · Instructional Services	\$2,304,268
\$ per scholar	\$2,207

Other Student Services

5320 · Health Services	\$49,940
5330 · Student Transportation	\$100,000
5350 · Food Services	\$948,229
5360 · Athletic Services	\$0
5370 · Other Student Activities	\$250,000
Total 5300 · Other Student Services	\$1,348,169
\$ per scholar	\$1,291

Operation & Maintenance of Plant

5420 · Utilities	\$305,000
5430 · Maint of Buildings & Grounds	\$385,000
5440 · Maintenance of Equipment	\$55,000
5450 · Networking & Communications	\$109,000
5730 · Other costs rel. Cap. Facility	\$0
5740 · Rental/Lease of Building & Grounds	\$1,784,160
Total 5400 · Operation & Maint of Plant	\$2,638,160
\$ per scholar	\$2,527

Other Fixed Charges

5530 · Insurance (non-employee)	\$90,000
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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	\$208

Community Services

5610 · Dissemination Activities	\$2,000
5620 · Civic Activities	\$15,000
Total 5600 · Community Services	\$17,000
\$ per scholar	\$16

Total Expenses	\$18,232,601
\$ per scholar	\$17,464

Contingency	(\$455,940)
Deferred Rent & Capital Contribution	(\$527,693)
Change in Net Operating Position	\$608,559

FY23 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	1044
Number of students upon which FY23 budget tuition line is based	1044
Number of expected students for FY23 first day of school	1044
Please explain any variances: N/A	

FY20-25 CAPITAL PLAN

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
2020-2022	Construction of 52,000 sq ft Building-Church St.	Complete	Jan-22	\$25,000,000	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	Complete	Oct-21	\$50,000	QALICB Remaining Capital Funds
2022	Chromebooks	Complete	Jun-22	127,385	ESSER Funds
2023	Chromebooks	In Process	Jun-23	130,000	ESSER Funds/Operating
2022-2025	Roofing, HVAC, Flooring-Belleville Ave	To Assess condition/need	As Needed	600,000	Soon to be established Replacement/Renewal Fund
2021-2025	Roofing, HVAC, Flooring-Belleville Ave	On Going	As Needed	\$ 550,000	Established Replacement/Renewal Fund

Capital Facilities Project Description and Timing

With the expansion of 594 seats, Alma del Mar Charter School operated at three campuses in the beginning of FY22; its current school building (Belleville Ave-Ottiwell Campus) with a capacity of 450 Scholars, and two leased school buildings with capacities of 300 and 150 Scholars. The School broke ground in September 2020 on a new 52,000 square foot facility (Church Street-Douglass Campus) and the construction project was completed in December 2021. The School opened its doors to scholars in January 2022.

Financial Plan for Capital Reserves

The School has an established Capital Reserve Fund for its Ottiwell Campus with a balance of \$576,000. The new building located at the Douglass Campus will undergo a Capital Needs Assessment in the summer of 2022 and will begin setting aside funds for its Capital Reserve Fund.

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2021-22

Faithfulness to Charter

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)																																																							
Objective (for KDE 1): Alma will set its scholars on the path to college by ensuring they gain access to a rigorous secondary school program.																																																									
<p>Measure: 90% of Alma graduates over the five year charter term will matriculate to a selective high school or secondary program that includes college-preparatory classes. The demographics of scholars who meet this matriculation standard shall be representative of the demographics of the school as a whole at the time of matriculation and shall not reflect any disproportionality.</p>	<p>Not Met</p>	<p>82% of scholars in this past year's 8th grade class matriculated to a selective high school or secondary school program that includes college-preparatory classes, of their choice.</p> <p>Though this did not meet the 90% benchmark proposed, the demographics of scholars who did meet this matriculation standard were representative of the demographics of the school and did not represent any disproportionality.</p> <p>They identify as:</p> <table border="1"> <thead> <tr> <th></th> <th>% of scholars attending selective high school</th> <th>Number of scholars attending selective high school</th> <th>% of scholars in grade level</th> <th>Total scholars in grade level</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>82%</td> <td>73</td> <td></td> <td>89</td> </tr> <tr> <td>Hispanic</td> <td>56%</td> <td>41</td> <td>54%</td> <td>48</td> </tr> <tr> <td>Black</td> <td>14%</td> <td>10</td> <td>16%</td> <td>14</td> </tr> <tr> <td>White</td> <td>30%</td> <td>22</td> <td>30%</td> <td>27</td> </tr> <tr> <td>Female</td> <td>57%</td> <td>42</td> <td>55%</td> <td>49</td> </tr> <tr> <td>Male</td> <td>42%</td> <td>31</td> <td>45%</td> <td>40</td> </tr> <tr> <td>SPED/504</td> <td>25%</td> <td>18</td> <td>28%</td> <td>25</td> </tr> <tr> <td>Not SPED/504</td> <td>75%</td> <td>55</td> <td>72%</td> <td>64</td> </tr> <tr> <td>Current /Former ELLs</td> <td>47%</td> <td>34</td> <td>48%</td> <td>43</td> </tr> <tr> <td>Not Current /Former ELL</td> <td>53%</td> <td>39</td> <td>52%</td> <td>46</td> </tr> </tbody> </table>		% of scholars attending selective high school	Number of scholars attending selective high school	% of scholars in grade level	Total scholars in grade level	Overall	82%	73		89	Hispanic	56%	41	54%	48	Black	14%	10	16%	14	White	30%	22	30%	27	Female	57%	42	55%	49	Male	42%	31	45%	40	SPED/504	25%	18	28%	25	Not SPED/504	75%	55	72%	64	Current /Former ELLs	47%	34	48%	43	Not Current /Former ELL	53%	39	52%	46
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	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Measure: An average 80% of Alma graduates will choose to attend a 2 or 4 year public or private college or university within 5 years of leaving Alma, based on information gathered from at least 85% of our graduates. College matriculation data shall be representative of the demographics of the cohort at the time of graduation and shall not reflect any disproportionality.</p>	Not Met	Alma's first cohort graduated from high school in June 2022. We will have data for the first time on their post-secondary matriculation to report on in the 2022-2023 Annual Report.
<p>Objective (for KDE 2): Alma scholars will demonstrate service-minded leadership, applying their knowledge toward addressing critical issues.</p>		
<p>Measure: (Process) Each year, the average score on the Quarter 4 scholar survey will be at least 4.0/5.0 on the item "I have had at least one opportunity to demonstrate service in my community this year" (at least 85% of scholars will complete the survey).</p>	Not met	The average score on this item was 3.6. Only 65% of scholars completed the survey. Next spring, we will administer the survey earlier in June to allow more time to ensure a higher completion rate. Additionally, we will monitor plans for Crews to ensure that all Crews are on track to engage in at least one service project per year.
<p>Measure: Each year, 90% of Alma 8th graders will produce a Passage Portfolio and Presentation that earns a "Meeting" or "Exceeding" score on the Passages rubric, that includes demonstrating how they have applied their learning to make a significant community contribution.</p>	Met	100% of 8th graders produced a proficient Passage Portfolio. We developed stronger systems for scholars to engage in daily community service at Ottiwell, which we will extend to the Douglass Campus next spring.
<p>Objective (for KDE 3): Alma scholars will master essential skills and content. <i>*Interim exams are developed internally to align to Scopes and Sequences by selecting MCAS released items aligned to relevant standards that reflect multiple problem types and levels of rigor for every standard.</i></p>		
<p>Measure: At least 70% of all Alma scholars in grades 3-8 will earn "Meeting or 'Exceeding' on their year-end Interim Exam in Math. The demographics of scholars who meet this standard will be representative of the demographics of the school as a whole.</p>	Not met	27% of scholars in these grades were meeting or exceeding expectations on their Q4 interim exams in Math. <i>Given how low performance was overall, our interventions were primarily directed at Tier I whole group instruction to benefit all scholars.</i>
<p>Measure: At least 70% of all Alma scholars in grades 3-8 will earn "Meeting or 'Exceeding' on their year-end Interim Exam in ELA. The demographics of scholars who meet this standard will be representative of the demographics of the school as a whole.</p>	Not met	28% of scholars in these grades were meeting or exceeding expectations on their Q4 interim exams in ELA. <i>Given how low performance was overall, our interventions were primarily directed Tier I whole group instruction to benefit all scholars.</i>

Dissemination

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Alma del Mar will share best practices from our academic model to other		
Measure: Alma del Mar will share resources from at least one interdisciplinary, locally-driven Learning Expedition each year to other New Bedford schools.	Not met	Due to the ongoing strain of the COVID-19 pandemic, we did not collaborate with district counterparts this year.
Measure: Alma del Mar will conduct at least one open Professional Development session and invite teachers and leaders from New Bedford Public Schools each year to share best practices in our ELA and Math approaches.	Not met	We planned and promoted an Open Virtual Professional Development session in June 2022. We did not have any attendees and will revisit this PD structure for the 22-23 school year.

APPENDIX B: RECRUITMENT AND RETENTION PLAN

2021-22 Implementation Summary:
<ol style="list-style-type: none"> 1. The biggest challenge for 2021-2022 recruitment of new scholars continued to be safety measures around COVID-19. Indoor gatherings were limited and the bulk of our recruiting months are typically colder months, when the community was at its peak of COVID wariness. A big success we had was our collaboration with NBPS in gathering the names and mailing addresses of families in the 5th grade across New Bedford that made recruiting for our largest incoming cohort, 6th grade, easier. Another big win was a Spanish Language Billboard in the city that generated significant interest. 2. We maintained the trend of a large influx of scholar siblings which allows us to build long term relationships with families, and keep siblings under one K-8 roof. We also have continued the trend of enrolling families of scholars with IEPs and 504 plans at a very close comparative rate to the sending district. 3. We believe our October 1 SIMs data will meet the comparison index or the gap narrowing targets, so no further discussion or a delayed review is needed.

Describe the school's general recruitment activities, i.e. those intended to reach all students.
<p align="center">General Recruitment Activities for 2022-23:</p> <p>Activity 1: Community Engagement - Due to COVID-19 restrictions, for the second straight year we were unable to hold major recruitment events in the community. In previous years we would knock on doors, go to local churches and businesses etc. This year, we focused more on visibility in the community and put more effort into social media outreach. We also took advantage of affordable billboard space in the city, and raised up multiple billboards in both English and in Spanish.</p> <p>Activity 2: Mailings - We completed mass mailings to all of New Bedford's housing authority complexes. We also completed a mass mailing of all NBPS preschool and 5th grade families, as we had to make a big push to expand our 6th grade cohort at our new campus.</p> <p>Activity 3: Pre-School Outreach - We continue to drop off brochures and information at local Pre-K's including but not limited to "Little People's College," "Crayon Campus," and various YMCA and YWCA programs.</p> <p>Activity 4: Family-to-Family Outreach and word of mouth have always been our biggest contributing factors to strong enrollment. We provide current families with brochures to friends, colleagues, and neighbors. We have found that our families are eager to get the word out to other families, and that this is an effective way to build awareness of, and interest in, the school in our early years. This is coordinated by our full time Families Helping Families coordinator and their assistant.</p>

Recruitment Plan – 2022-23 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 16.5%</p> <p>GNT percentage: 15.1%</p> <p>CI percentage: 17.2%</p> <p>The school is above GNT percentages and below CI percentages</p>	<p align="center">(b) Continued 2021-22 Strategies</p> <p>✓ Met GNT/CI: no enhanced/additional strategies needed</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. <hr/> <p align="center">(c) 2022-23 Additional Strategy(ies), if needed</p> <p>Did not meet CI: The district was higher than the GNT but lower than the CI. We believe we can do better in the future by implementing our original strategies and by offering more in person events, along with zoom events. COVID really decreased the opportunities for the family connections needed to recruit this population. We plan to implement these in person events over the next school year.</p>
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Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 32.7%</p> <p>GNT percentage: 18.5%</p> <p>CI percentage: 21.2%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p align="center">(b) Continued 2021-22 Strategies</p> <p>✓ Met GNT/CI: no enhanced/additional strategies needed</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.
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 76.4%</p> <p>GNT percentage: 67.9%</p> <p>CI percentage: 78.3%</p> <p>The school is above GNT percentages and below CI percentages</p>	<p align="center">(b) Continued 2021-22 Strategies</p> <p>✓ Met GNT/CI: no enhanced/additional strategies needed</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.
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Recruitment Plan – 2022-23 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<ul style="list-style-type: none"> 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 style="text-align: center;">(c) 2022-23 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet CI: The district was higher than the GNT but lower than the CI. We believe we can do better in the future by implementing our original strategies and by offering more in person events, along with zoom events. COVID really decreased the opportunities for the family connections needed to recruit this population. We plan to implement these in person events over the next school year.</p>
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> Alma del Mar encourages preschools to refer children who are experiencing challenges or testing as sub-proficient on any standards. Alma del Mar will collaborate with staff at local homeless shelters serving women and children to connect with families of children entering kindergarten.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2021-22 Strategies</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 style="text-align: center;">2022-23 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> We believe we can do better in the future by implementing our original strategies and by offering more in person events, along with zoom events. COVID really decreased the opportunities for the family connections needed to recruit this population. We plan to implement these in person events over the next school year.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> NA <u>*only schools serving students who are 16 and older</u>

RETENTION PLAN 2022-23

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-22 Retention Plan.
<p style="text-align: center;">2021-22 Implementation Summary:</p> <p>We successfully implemented the strategies outlined in our Recruitment and Retention Plan and nearly met our goal of retaining 95% of students. We had under 10% attrition and we are able to retain such a high percentage of our students for several reasons: (1) Continued strong academic performance (2) Strong systems during COVID to keep families engaged. (3) Heavy investment in our special Ed department which led to the ability to provide a wide range of supports for our scholars. (4) We also added a families helping families full time assistant to support our full time coordinator position in dealings with families. (5) We successfully re-launched our family advisory (AFA) meetings safely in person this past year. AFA strives to facilitate and encourage parents' active and positive communication with the school, strengthen bonds between the school and the wider community, and inspire volunteerism of families in service of the school. All families of scholars who attend Alma are welcome to attend and should feel confident and comfortable sharing their views.</p>

Overall Student Retention Goal	
<i>The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.</i>	
Annual goal for student retention (percentage):	95%

Retention Plan – 2022-23 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 3.4%</p> <p>Third Quartile: 21.4%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2021-22 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</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 begin receiving services shortly thereafter.
Limited English-proficient students/English learners	
Limited English-proficient students	
<p>(a) CHART data</p> <p>School percentage: 2.1%</p> <p>Third Quartile: 24%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2021-22 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</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 are 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 (low income/economically disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 3.8%</p> <p>Third Quartile: 21.9%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2021-22 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</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><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2021-22 Strategies</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><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> • 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><u>Students who have dropped out of school</u></p>	<p>(f) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> • NA <u>*only schools serving students who are 16 and older</u>
<p>OPTIONAL³</p> <p><u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> • 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.

³ Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

APPENDIX C: SCHOOL AND STUDENT DATA TABLES

[Enrollment Data \(2021-22\) - Alma del Mar Charter School \(04090000\) \(mass.edu\)](#)

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-22 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	13%
Asian	0.3%
Hispanic	60.7%
Native American	0.4%
White	21.7%
Native Hawaiian, Pacific Islander	0.0%
Multi-race, non-Hispanic	3.8%
Selected Populations	% of School
First Language not English	46.4%
English Learner	32.7%
Low-income	76.4%
Students With Disabilities	16.5%
High Needs	86.5%

ADMINISTRATIVE ROSTER DURING THE 2021-22 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	6/30/2022
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, Director of Finance	The Director of Finance leads Alma's finance and accounting functions including budgeting,	4/22/2019	N/A

ADMINISTRATIVE ROSTER DURING THE 2021-22 SCHOOL YEAR

	reporting, compliance, and financial planning.		
Matthew Marko, Network Director of Operations	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
Nicole Ouimet, 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.	8/1/2021	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
Jillian Gomes, Dean of Operations	The Dean of Operations manages day-to-day school operations, including school safety, policies & procedures,	4/15/2019	N/A

ADMINISTRATIVE ROSTER DURING THE 2021-22 SCHOOL YEAR

	and compliance.		
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	6/30/2022 *Executive Director contract began 7/1/2022
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	6/30/2022 *Principal contract began 7/1/2022
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	3/15/2022
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
Sarah Charest, Dean of Operations	The Dean of Operations manages day-to-day school operations, including school safety, policies & procedures, and compliance. In addition, he	7/2019	6/2022

ADMINISTRATIVE ROSTER DURING THE 2021-22 SCHOOL YEAR

	manages data systems across the network.		
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TEACHERS AND STAFF ATTRITION FOR THE 2021-22 SCHOOL YEAR

	Number as of the last day of the 2021-22 school year	Departures during the 2021-22 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	73	15	19	4 EOY Non-renewal 15 EOY Chose to end employment
Other Staff	82	12	4	2 EOY Non-renewal 2 EOY Chose to end employment

BOARD AND COMMITTEE INFORMATION

Number of commissioner approved board members identified in the Board Member Management System as of August 1, 2022	12
Minimum number of board members in approved bylaws	9
Maximum number of board members in approved bylaws	18

Members of the Board of Trustees for the 2021-22 School Year**BOARD MEMBERSHIP DURING THE 2021-22 SCHOOL YEAR**

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Janice Baptist	Chair	Governance, Academic	3	10/2014 - 2017 10/2017 - 2020 10/2020 - 2023
Christopher Arnold	Trustee	Governance, Finance	3	10/2013 - 2016 10/2016 - 2019 10/2019 - 2022
Christopher Bator	Vice Chair	Governance	2	10/2018 - 2021 10/2021 - 2024
Lucile Hicks	Trustee	Academic	3	10/2014 - 2017 10/2017 - 2020 10/2020 - 2023
Gail Fortes	Trustee	Governance	2	10/2016 - 2019 10/2019 - 2022
Maria Rosario	Secretary	Academic	2	10/2017 - 2020 10/2020 - 2023
Vanessa Brown	Trustee	Academic	1	10/2019 - 2022
Alicia Cortez	Trustee	Development	1	10/2020 - 2023
Melissa Bride	Trustee	Development	1	10/2021 - 2024
Isabel Almeida	Trustee	Academic	1	10/2021 - 2024
Yolanda Dennis	Trustee	Academic	1	10/2021 - 2024
Charles Holley	Trustee	Finance	1	3/2022 - 2025

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-23 SCHOOL YEAR	
Date/Time	Location
August 29, 2022 at 9:00 am	Frederick Douglass Campus, 767 Church Street, New Bedford, MA 02745
September 23, 2022 at 9:00 am	Sarah D. Ottiwell Campus, 515 Belleville Avenue, New Bedford
October 28, 2022 at 9:00 am	To Be Determined
November 28, 2022 at 9:00 am	Frederick Douglass Campus, 767 Church Street, New Bedford, MA 02745
January 27, 2023 at 9:00 am	Sarah D. Ottiwell Campus, 515 Belleville Avenue, New Bedford
February 27, 2023 at 9:00 am	Frederick Douglass Campus, 767 Church Street, New Bedford, MA 02745
March 24, 2023 at 9:00 am	Sarah D. Ottiwell Campus, 515 Belleville Avenue, New Bedford
April 28, 2023 at 9:00 am	Frederick Douglass Campus, 767 Church Street, New Bedford, MA 02745
May 26, 2023 at 9:00 am	Sarah D. Ottiwell Campus, 515 Belleville Avenue, New Bedford
June 23, 2023 at 9:00 am	Frederick Douglass Campus, 767 Church Street, New Bedford, MA 02745

COMMITTEE MEETING SCHEDULES FOR THE 2022-23 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Academic Excellence Committee	9-10 AM on August 19, September 16, October 21, November 18, December 16, January 20, February 17, March 17, April 24, May 19, June 16	Zoom link will be posted on Alma del Mar's website
Finance Committee	11 AM - 12 PM on above listed dates	Zoom link will be posted on Alma del Mar's website
Governance Committee	10-11 AM on above listed dates	Zoom link will be posted on Alma del Mar's website
Development Committee	9-9:30 AM on above listed dates	Zoom link will be posted on Alma del Mar's website
CEO Evaluation & Compensation	6-7 PM on December 7, March 1 and June 7	Zoom link will be posted on Alma del Mar's website

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Position	Name	Email Address	No Change/ New/Open Position for School Year 2022-23
Board of Trustees Chairperson	Jan Baptist	janbaptist@almadelmar.org	No Change
Charter School Leader	Taylor DeLoach	taylordeloach@almadelmar.org	Contract began July 1, 2022
Principal - Sarah D. Ottiwell Campus	Nicole Kessel	nicolekessel@almadelmar.org	Contract began July 1, 2021
Principal - Frederick Douglass Campus	Judith Estime	Judyestime@almadelmar.org	Contract began July 1, 2022

Position	Name	Email Address	No Change/ New/Open Position for School Year 2022-23
Special Education Director	Ashley Cabral and Nicole Reiner	ashleycabral@almadelmar.org and nicolereiner@almadelmar.org	Nicole Reiner's contract began July 1, 2022
MCAS Test Coordinator	Matt Marko	mattmarko@almadelmar.org	No Change
SIMS Coordinator	Matt Marko	mattmarko@almadelmar.org	No Change
English Learner Program Director	Ashley Cabral and Nicole Reiner	ashleycabral@almadelmar.org and nicolereiner@almadelmar.org	Nicole Reiner's contract began July 1, 2022
School Business Official	Matt Marko	mattmarko@almadelmar.org	No Change
SIMS Contact	Matt Marko	mattmarko@almadelmar.org	No Change
Admissions and Enrollment Coordinator	Matt Marko	mattmarko@almadelmar.org	No Change

Facilities

Location	Dates of Occupancy
Frederick Douglass Campus, 767 Church Street, New Bedford, MA 02745 (permanent)	January 2022 - current
Sarah D. Ottiwell Campus, 515 Belleville Avenue, New Bedford, MA 02746 (permanent)	August 2016 - current

Enrollment

Action	2022-23 School Year Date(s)
Student Application Deadline	2/24/23
Lottery	2/28/23

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

A. Complaints

Alma del Mar's Board of Trustees and Senior Leadership Team received one complaint during the 2021-2022 school year. The complaint was regarding concerns about bullying, school safety and

procedural issues that had arisen in the fall of 2021 at our Sarah D. Ottiwell Campus. A working group was convened by Executive Director Will Gardner and Ottiwell Principal Nicole Ouimet. The working group met 3 times between January and June 2022, and designed better systems regarding bullying reporting, staff contact information for parents/families, school safety procedures, and ensuring scholar mental health needs were being met. The time spent together was productive and informative for all stakeholders and resulted in an even stronger partnership between the school and the community.

Attachment 1: The Alma Classroom: Instructional Framework

Everyone in our community must... Trust and believe in scholars as intellectuals and as individuals of strong character. Design curriculum and tasks that do not implicitly and explicitly advance bias. Commit to culturally responsive pedagogy. Ensure all scholars can access learning, regardless of disability status, language barrier, or other factors.		
To ensure....	Alma teachers must...	So that scholars can...
The consistent creation of high quality work .	<ul style="list-style-type: none"> ● Design rigorous units and lessons that have a clear context and purpose (<i>driven by content and supported by meaningful tasks</i>). ○ Tasks incorporate frequent opportunities for fostering critical consciousness ● Establish and communicate a high bar with clear criteria. ● Consistently analyze scholar work and data, incorporate analysis into instructional practice, and provide feedback to scholars. 	<ul style="list-style-type: none"> ● Complete meaningful tasks that are connected to other aspects of the day, year, and world. ● Demonstrate deep understanding about authentic content rather than complete worksheets and isolated skills. ● Consistently explain ideas through writing. ● Discuss and collaborate to refine ideas. ● Consistently analyze work and provide feedback to each other. ● Apply new learning to actively work against oppressive structures.
Scholars master rigorous content and skills .	<ul style="list-style-type: none"> ● Consistently engage in detailed, intentional planning/internalization of units, lessons, and questions that include: <ul style="list-style-type: none"> ○ precise, high leverage questions ○ distributed practice ○ opportunities to develop stamina and metacognition through complex, rigorous exercises ● Consistently evaluate and communicate scholar progress towards clearly articulated benchmarks with multiple data points. 	<ul style="list-style-type: none"> ● Engage in productive struggle--grappling with complex tasks to expand their thinking, master complex ideas, and feel ownership over their learning. Scholars always do the heavy lifting. ● Ask and answer precise, high leverage questions. ● Question each other to revise or expand individual and collective understanding. ● Retain skills and information over time. ● Demonstrate independent mastery on a variety of tasks.
The development of character that creates effective learners, ethical people, and contributors to a better world.	<ul style="list-style-type: none"> ● Model the habits of character and a growth mindset in all they do. ● Establish clear rituals, routines and procedures ● Teach, model, and reinforce the development of empathy and compassion in scholars. ● Create a culture of error that pushes scholars to look for alternate solutions. ● Model kind and generous relationships. ● Build strong and trusting relationships with families. ● Create opportunities for scholars to reflect on their learning. ● Foster critical consciousness in their classrooms through developing scholars' skills in the areas of social analysis, development of political agency, and commitment to social action. 	<p>Take Responsibility</p> <ul style="list-style-type: none"> ● Approach learning urgently and joyfully ● Persist on a task until it is accurate and high quality ● Participate in defining criteria for success and meeting it ● Consistently reflect on learning, habits, and interactions with others <p>Consider Others</p> <ul style="list-style-type: none"> ● Conduct themselves with respect and integrity ● Analyze, navigate and challenge injustice when they see it in literature, media or the real world. <p>Serve Their Crew and Community</p> <ul style="list-style-type: none"> ● Collaborate through discussion, critique, and shared work ● Cultivate a crew that cares about growth and success for all ● Apply learning to make the world a better place